

Rationale and Purpose of Assessment at St Joseph's

The purpose of Assessment and Reporting Policy is to outline the process for communicating the learning of individual students at St Joseph's Primary School. This policy also specifies a process, timeline and a procedural guide for teachers to follow in relation to Assessment and Reporting at St Joseph's Primary School.

At St Joseph's Primary School we believe that continuous assessment is an integral part of the learning continuum. It is essential that effective and comprehensive monitoring and feedback takes place in order that all students move towards their potential and are individually supported to progress to the next stages of their learning. Thorough assessment enables teachers to reflect on and modify their practice to suit students' individual needs. It provides an overview of learning across the school addresses areas in need of specific focus.

AIMS

1. To highlight student progress through regular and ongoing feedback, in order to provide direction for their future learning.
2. To provide opportunities for student feedback skills to be developed via peer and fellow student assessment responses.
3. To enable teachers to reflect on their teaching and improve their learning and assessment practices and strategies.
4. To allow teachers to implement assessment practices where assessment of, as and for student learning is consistently occurring.
5. To empower students to reflect on and improve their learning.
6. To provide parents with information about students' strengths and areas for improvement in their future learning goals and how parents can support student learning initiatives at home.
7. To provide students with appropriate and effective feedback to enable the formulation of achievable and challenging and negotiated learning improvement goals.

Assessing

The assessment of the students development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented.

At St Joseph's the classroom employs a range of formative and summative assessments which demonstrate student achievements.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment

particularly helps those students who are low achievers to make significant improvements in their understanding.

Assessment in the classroom includes:

- using representative samples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

Definition of Reporting

Reporting is the regular communication of relevant information to parents/caregivers on student progress and achievement. Reporting to parents is a key component in building and maintaining relationships between the school and parents/caregivers. St Joseph's Primary School fosters open relationships with parents/caregivers based on clear, comprehensive and accurate information communicated through formal and informal reporting processes.

Reporting at St Joseph's

Reporting on assessment at St Joseph's includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers occurs through:-

Parent/Teacher Meetings/ Three way discussions

Are based on understandings gained from students' work samples and written reports and other possible sources of information to demonstrate student learning

Years 3 to 6 students are expected to participate in the discussion of their learning with parents in Parent/Teacher Meetings/Three Way discussions. During these meetings the role of the teacher is to support the student, facilitate the discussions, share and discuss work samples, comment on and verify student progress.

These meetings support communication between teachers, parents and students regarding the learning progress of students and assist to form and build upon supportive partnerships between all concerned to promote student learning at school and at home.

Student Led Conference

Student Led Conferences are formal reporting sessions with parents, led by the students. The teacher's role is to guide and prepare the students to discuss their learning. The emphasis is on the discussion between a child and his/her parent. The focus of the Student Led Conference is on students' learning progress. Student Led Conferences are designed to give students ownership of their learning, so they can become more independent learners. These conferences help students become more accountable for their learning and encourage student/parent communication.

Mid Year report

All Catholic schools are required by the DEECD to provide formal written student reports to parents twice a year (June and December), which provide assessments of individual student achievements in relation to AusVELS progression point benchmarks

Curriculum Overview statements based on AusVELs for

English

Mathematics

Science

Humanities

Arts

Physical Education

Indonesian

Information Technology

Personal & Interpersonal Skills

Also includes curriculum overview of Religious Education based on the Curriculum Frameworks Document.

Student Reflection on their learning.

End of Year Summative Report

On the final week of the school year students take their End of Year Summary Report. This includes a teacher summary comment and all of the above.

Teachers will be responsible for:

Developing skills and an understanding of assessment practices that are valid and reliable;
Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts;

Using assessment information to inform their teaching;

Ensuring that students know what is being assessed, when, why and how;

Providing students with opportunities to develop the necessary skills to participate in self and peer assessments;

Providing feedback to students that highlights what students have demonstrated and what they need to do to improve;

Participating in professional collaboration to ensure consistency of judgements between teachers;

Providing timely reports of children's progress to parents and system;

Providing students with the opportunity to contribute to discussions about practises that best suit the individual student needs:

Students will be responsible for:

Contributing to discussions about their learning;
Assessing their learning and that of their peers;
Meeting assessment deadlines as agreed upon with the classroom teachers;
and Responding to assessments made by peers, teachers and others.

It is expected parents will be responsible for:

Communicating relevant information that may affect their child's learning;
Taking advantage of opportunities to be informed or to learn about assessment and reporting procedures and teaching and learning programs;
Providing feedback about assessment and reporting practices in relation to their impact on their child;

Appendix 1

Reporting timeline at St Joseph's School

The following table gives parents a guide to Reporting at St Joseph's Primary School over the period of the school year.

	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	<i>Term 4</i>
<i>Foundation To Year 6</i>	Student Led Conference	Portfolios Mid Year Report Parent/Teacher Meeting: Three way discussions		Portfolios End of year Report

Appendix 2

Assessment Schedule

EVALUATION

This policy will be reviewed bi-annually.

FOR FURTHER DISCUSSION

The Portfolio

The Portfolio is the core of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers.

Each student has his/her own Portfolio, which is taken home four times a year.

- A dated sample of work completed within the unit, (which is not necessarily a summative assessment task).

- **Student Portfolios**

- The student portfolio contains work samples collected as part of the overall assessment and reporting process, and includes samples of best work, Rich Assessment Tasks (learning tasks that provide the classroom teacher with quality information about the strategies being used by your child to solve problems) and examples of work in progress. The student portfolio includes individual Learning Goals for each semester.

- Work Samples

Provide snapshots of some of the learning activities students have experienced at school and are derived from across the curriculum.

Portfolios may include 'plans' and 'drafts' as well as 'final' samples. → Some work samples are identified by teachers to be included, and for others, students are given the opportunity to choose which pieces are included