



Reporting and Assessment Policy

1. RATIONALE

Assessment is an integral part of the Teaching and Learning cycle. It is essential that effective and comprehensive monitoring and feedback takes place in order to improve the learning outcomes of all students. Thorough assessment allows teachers to reflect on and modify their practice to suit students' individual needs. It provides an overview of the learning across the school and identifies and addresses areas in need of specific focus and makes provision for teachers to strengthen and consolidate all aspects of student learning.

2. DEFINITIONS

Assessment refers to the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Reporting refers to the summative assessment of where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. This determination is made available to the student, their parents and teachers.

Summative Feedback refers to assessment feedback provided to students at the completion of a performance (assessment) task.

Formative Feedback refers to assessment feedback provided to students during the completion of classwork and performance (assessment) tasks.

Differentiation refers to alterations made to a teaching and learning sequence to accommodate the needs of individual students. Differentiation can occur with the content, the process, or the product within a teaching and learning sequence.

3. AIMS

- To inform teachers, parents and students about student learning
- To highlight student progress through regular and ongoing feedback, in order to provide direction for their future learning
- To enable teachers to reflect on their teaching and improve their learning and assessment practices and strategies
- To allow teachers to implement assessment practices where assessment of, as and for student learning is consistently occurring
- To empower students to reflect on and improve their learning
- 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.

4. REPORTING TO PARENTS

St Benedict's Parish Primary School reports to parents includes the following formal components:

- An information evening at the beginning of each year to provide parents with insights into programs planned for each year level
- Two Parent/Guardian/Child/ Teacher Meetings scheduled for each year
- Additional interviews being arranged at the request of either parent or teacher at a mutually suitable time. School devised reports distributed to parents twice yearly
- Individual Learning Improvement Plans (ILIPs) created as required for individual students. A meeting with relevant parties is arranged once a term

Assessment of learning (Summative Assessment) includes:

- Post tests
- NAPLAN (National Assessment Program Literacy and Numeracy) testing for year students in Year Three and Five
- PAT R (Progressive Achievement Test) Reading Comprehension
- PAT M (Progressive Achievement Test) Mathematics
- Student Oral Presentations

Assessment for and as learning (Formative Assessment) includes:

- Student work samples- corrected, annotated or moderated
- Teacher observations and anecdotal notes
- Teacher checklists
- Student self- assessment
- Peer assessment
- Use of Criteria and rubrics
- Gauging student interest and prior knowledge tasks- pre-assessments
- Learning Assessment Folios- including student achievement in areas of English, Mathematics, Religious Education, Integrated Inquiry and Extra-Curriculum (specialist areas)

The reporting cycle shall consist of:

- An information evening at the beginning of each year to provide parents with insights into programs planned for each year level
- Two Parent/Guardian/Child/ Teacher Meetings scheduled for each year
- Additional interviews being arranged at the request of either parent or teacher at a mutually suitable time.
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To ensure effective assessment practices are in operation, St Benedict's ensures appropriate processes are in place for the following purposes:

- Identifying an individual student's learning needs
- Identifying starting points for teaching
- Diagnosing individual student's strengths and difficulties
- Applying appropriate intervention strategies
- Monitoring individual student's progress over time
- Tracking student progress over time
- Promoting real and deep learning
- Probing student understanding of key concepts
- Helping a student see the progress they are making
- Reporting student achievement based on sound evidence and shared understanding

Classroom teachers have the responsibility:

- To ensure that students have a clear understanding of their learning goals, learning outcomes and success criteria
- To participate in regular moderation to promote consistent assessment across the year levels and promote student growth
- To ensure that assessment tools are used to inform planning and development of curriculum and to guide the progress of individuals
- To maintain and review student cumulative files
- To utilise a transition process to inform subsequent teachers of students' progress.

It is the professional responsibility of the school and the individual teacher to know both the level of achievement and the progress of the individual learner at any point in time. Regular focussed monitoring and tracking of student progress is essential. Class teachers, Learning Support teachers and Administration meet regularly to monitor student progress with appropriate intervention strategies allocated to identified students.

5. EVALUATION

This policy will be reviewed as part of the school's four-year review cycle or as required.

6. RATIFICATION

Updated	November 2019
Responsible Person	Teaching and Learning Leader
Date for Review	November 2023