



## **Assessment and Reporting Policy**

### **Rationale**

At South Padbury Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.

### **Definition of Assessment & Reporting**

- Assessment is the process of gathering, analysing and interpreting quality information about student learning
- Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students
- Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.
- Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

### **Purpose of Assessment**

#### **At South Padbury Primary School assessment:**

- Is an essential part of the teaching and learning process.
- Promotes, improves and describes student learning.
- Informs and improves teaching & learning so that students have the opportunity to achieve
- Provides data about the progress & achievements of individual students/groups
- May vary in its nature
- May include tests, assignments, homework, bookwork, class work, practical work, exhibitions and performances.
- May be in written, oral, electronic or non-written form. Assessment may also include peer assessment and self assessment
- Identifies our students' achievements and the extent of their progress.
- Helps us to identify Students at Educational Risk.
- Provides feedback to students, allowing them to set goals for their learning.
- Motivates students to learn because their learning is personalized
- Improves the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allows us to plan for improvement by determining realistic and relevant priorities.
- Provides information for school and system planning, reporting and accountability
- Informs the reporting of student achievement to parents
- Enables parents to further assist with their child's learning.

### **Policy**

#### **Effective assessment procedures:**

- Focus on what students know, understand, value and are able to do
- Are directly related to the learning outcomes of the unit being studied

- Are criterion based and not normative based
- Ensure that the work to be assessed and the criteria used to assess learning are clear to the student
- Are reliable, valid and authentic
- Provide timely and targeted feedback to students on major assessment items and recommend areas for improvement
- Include a variety of assessment tools.

### **Outcomes**

Our assessment and reporting policy will:

- Provide individual students with feedback on their performance, preferably at the time of marking and engage the children in meaningful dialogue about their work
- Engage in ongoing communication with parents/care givers about student achievement and progress at parent meetings at the start of the year, at parent interviews at the end of term 1, at both formal reporting times and at any time that either the teacher or parents feel the need for meeting or phone discussion
- Make judgements of student achievement in relation to expected standards
- Administer prescribed assessments which will include NAPLAN, MSE and the school based testing cycle
- Use student information to plan future learning programs, individually, in learning teams & as a whole school
- Use the Department's reporting templates to issue a report to parents/caregivers for each student in Years 1-6 at the end of each semester
- Distribute to parents/caregivers the prescribed system assessment reports.

### **Measuring Student Achievement**

Teachers are not expected to grade each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.

Teachers exercise their professional judgement when monitoring students' progress and determining the grades for reporting. These grades are guided by SAIS analysis of historical like school grade allocations.

Teachers use a variety of assessment tools including:

- ✓ NAPLAN data sets – mandated as per English and Mathematics operational plans.
- ✓ SCSA resources: mandated as per operational plans.
- ✓ Stepping Stones assessment modules: mandated as per Mathematics operational plan.
- ✓ PM Benchmarks for Years 1 to 3: mandated as per English operational plans.
- ✓ On-entry assessments for PP: mandated as per English and Mathematics operational plans.
- ✓ Kindergarten Phonological Awareness Assessment: mandated as per English operational plan.
- ✓ Like school data comparisons published by David every semester.
- ✓ *First Steps* Maps of Development
- ✓ Literacy Net
- ✓ Numeracy Net
- ✓ EAL/EAD Progress Maps
- ✓ Anecdotal comments
- ✓ Observations
- ✓ Checklists
- ✓ Profiles

- ✓ Portfolios
- ✓ Records of test results
- ✓ Audio & visual recordings
- ✓ Marking keys
- ✓ Documented Plans

All students will be provided with the opportunity to demonstrate their achievements. Teachers will use a variety of tools and resources to support them to assess student achievement. Students with disabilities or other identified need may be assessed using an IEP or other planning/monitoring tools. EAL students may be assessed using the EAL/EAD Progress Map.

In the pre-compulsory years the format & style of report will be at the discretion of the Kindergarten teachers but they will follow the time line of reporting.

### **Recording**

- Teachers will maintain ongoing classroom based records showing each student's achievement of the outcomes and programs' objectives.
- The collections of work presented to parents will contain evidence of the child's learning progress both ongoing and at the conclusion of a series of learning. .
- The information and assessments should provide feedback for students, allowing them to reflect on their performance, as well as provide evidence to inform parents of their learning progress.
- Teachers' use of formal reporting in SIS is as part of this accountability process as student data will be passed on from teacher to teacher, year to year and school to school.

### **Moderation**

To support consistency of teacher judgements, teachers will have opportunities to engage in moderation of judgements of student achievements.

Where there is limited opportunity for in school moderation, this process will be extended to include teachers at other schools.

The school may also engage in opportunities for the across school moderation component of the moderation process utilising the SCSA Judging Standards resources

### **Beliefs about Assessment**

#### **At South Padbury Primary School we believe assessment should:**

- Facilitate learning;
- Refer to criteria that are explicit in helping children achieve set goals;
- Identify strengths and achievements;
- Include a variety of strategies and sources of evidence;
- Be appropriate for each phase of schooling;
- Include self evaluation and reflection;
- Involve teacher judgement;
- Provide opportunities for students to work together; and
- Be sensitive to students with special needs, allowing them to demonstrate their learning within their capabilities.

### **Assessment Practice**

Assessment should be:

#### **Fair**

- Summative –written tests
- Formative – anecdotal, observations, peer assessments & self assessments

- Catering for different learning styles
- Suitable to children with difficulties
- Will consider gender, language acquisition, culture & ethnicity, socio-economic circumstances, personalities, talents & disabilities & opportunities for children to demonstrate learning in a variety of ways

### **Valid**

- Consistent information that addresses desired outcome
- Purposeful & not testing for testing sake
- Quality evidence relevant to learning program

### **Comprehensive**

Teachers structure a variety of tasks so that assessment data can be collected from a number of samples, over time, using a range of evidence collecting tools.

### **Tasks Sources**

- Open/closed Anecdotal records
- Short/extended Work samples
- Written/oral Portfolios
- Models/displays Self Assessment
- Teacher interviews
- Peer assessment
- Standard tests

### **Explicit**

- Child friendly progress maps
- Clear & public criteria
- Marking key known before students commence work
- Consistent teacher to teacher, situation to situation
- Clear evidence to community about outcomes
- Clear concise age appropriate language
- Models, examples of tasks, completed work to clearly demonstrate the finished project.
- Students involved in assessment-reflective sheets/discussed
- In group tasks students evaluate their input
- Feedback is related to progress-constructive

### **Educative**

#### ***Educationally Valuable***

- Ongoing & fluid not just a test at the end
- Assessments inform planning
- Plotting learning through levels to demonstrate progress.

#### ***Students understand & value assessment***

- Takes responsibility for their own learning
- Students can self & peer assess

### **Feedback**

- Students recognise flaws & achievements
- Students should be able to gain information to assist learning
- Constructive, positive & deserving

### **Positive Experience**

- Environment & comments encourage & emphasis improvement.
- Encourage goal setting

- Formative assessments – continually monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a course/ unit of study.
- Identify and record extent of progress in relation to the *Australian Curriculum*
- Assist with identification of students at educational risk.
- Encourage *students to set goals for their learning*

### Range

By using a range of assessment strategies teachers will be able to make accurate on – balance judgements about their student performances. These may include:

- Observation
- Criterion referencing
- Open ended tasks
- Standardised tests-NAPLAN
- Individual Education Plans
- Teacher journals, Student journals
- Self assessments
- Student teacher conferences
- Negotiated evaluation
- Checklists and matrices
- Peer assessment, Individual and group reflection
- Teacher constructed tests
- Open Night (Refer to Reporting Schedule)
- Parent Interviews

### Assessment Practice

Type	What does it look like?	Examples
<b>Focused Observations</b>	Formal	Pairs of teachers working together Moderation to make consistent judgments about student learning
<b>Focused Observations</b>	Informal	Role play Student talks
<b>Conversations</b>	Conferences	One-one Email Peers Small groups Three way Discussions Boards
<b>Conversations</b>	Interviews	One-one question & answer
<b>Products</b>	Self/peer assessment	<ul style="list-style-type: none"> <li>• Student Learning Logs</li> <li>• Journals: reading response, dialogue, reflective, metacognitive summative journals</li> <li>• Goal setting framework e.g. 2 stars &amp; a wish</li> <li>• Rating scales</li> </ul>
<b>Products</b>	Think aloud	Before, during & after thoughts
<b>Products</b>	Work samples	Comprehension, written samples, models, pictures &

		diagrams, oral presentations, Power Points, research projects, cross-curriculum tasks, open-ended tasks, simulation
<b>Products</b>	Retells	Oral, visual, written-organizing of key information to compare & share with others. Cause/effect charts Stem completion Graphic outlines Concept maps
<b>Products</b>	Surveys	Values, interests, emotions, attitudes, confidence, process, products
	Tests	Criteria referenced – skill mastery, norm referenced-comparison of achievement: cloze, multiple choice, MSE, NAPLAN
<b>Records</b>	Rubrics, Written/oral anecdotal notes, Photography, Video/Audio, <i>First Steps</i> Progress Maps, Annotations, Cross curriculum grids, Checklists, IEP's, Literacy Net, Numeracy Net, Communications books, Scrap books, Files, Case management plans	
<b>How information is shared</b>	Portfolios/e-folios Learning journey 3 way conferences Formal reports Interviews Information sessions Conferences	

A combination of assessment strategies could be used by teachers over time with their students to determine whether or not tasks have been successfully achieved & whether goals have been met. These will be measured against the prescribed outcomes of the *Australian Curriculum*. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students' performance.

### Roles and Responsibilities

<b>Students will be responsible for:</b>	<b>Teachers will be responsible for:</b>	<b>Parents/carers will be responsible for:</b>
<ul style="list-style-type: none"> <li>-Contributing to discussions about assessment processes</li> <li>- Assessing their own learning and that of their peers</li> <li>- Meeting assessment deadlines as agrees upon with the classroom teacher</li> <li>- Responding to assessments made by peers, teachers &amp; others</li> </ul>	<ul style="list-style-type: none"> <li>- Developing skills and an understanding of assessment practices ensure that their assessment practices are valid &amp; reliable</li> <li>- Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts</li> <li>- Using assessment information to inform their teaching and learning</li> <li>- Ensuring that students know what is being assessed &amp; when &amp; why</li> <li>- Providing students with opportunities to develop the necessary skills to participate in self &amp; peer assessments</li> <li>- Providing feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>- Communicating relevant information that may affect their child's learning</li> <li>- Taking advantage of opportunities to be informed or to learn about assessment procedures</li> <li>- Providing feedback about assessment practices in relation to their impact on their child</li> <li>- Contributing to the development and review of the school development plan</li> </ul>

	<p>that highlights what students have demonstrated and what they need to do to improve</p> <ul style="list-style-type: none"> <li>- Returning assessed work in a timely fashion to students (major pieces of work 4 weeks max)</li> <li>- Participating in professional collaboration to ensure consistency of judgements between teachers</li> <li>- Ensuring monitoring and evaluation records are placed upon the schools information system (SIS)</li> </ul>	
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## **Grade Allocations**

### **Moderation**

Grades will be moderated against NAPLAN data sets, like school data, SCSA Judging Standards resources.

### **Grades**

Student achievement is linked to grades.

- A – Excellent. The student demonstrates excellent achievement of what is expected for this year level.
- B High. The student demonstrates high achievement of what is expected for this year level.
- C Satisfactory. The student demonstrates satisfactory achievement of what is expected for this year level.
- D Limited. The student demonstrates limited achievement of what is expected for this year level.

### **Learning Area Effort**

Students' demonstration of effort within each Learning Area is reported using the scale: Consistently, Often, Sometimes and Seldom.

### **Overall Attitude, Behaviour and Effort**

The attitude, behaviour and effort demonstrated by students is shown using the following scale: Consistently, Often, Sometimes and Seldom.

### **Comments**

Comments provide information about student progress and areas for improvement.

## Reporting Schedule

Term	Informal and Formal Process
<b>1</b>	<ul style="list-style-type: none"> <li>• Whole class parent introductory meeting to be held during week 3.</li> <li>• Class hand out outlining philosophy and programs for the term.</li> <li>• Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative. Students with an IEP/Case Management Plan and students new to the school require a parent interview.</li> <li>• A collection of assessment tasks 2 of which will be collaborative with one in literacy and one in numeracy</li> <li>• Parent interviews with students on case management plans at the end of term 1.</li> <li>• Informal reporting eg. phone calls, email, letters</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Summative Report. (DoE templates)</li> <li>• Year 3&amp;5 NAPLAN Reports when available.</li> <li>• Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative when concerns exist.</li> <li>• Informal reporting eg. phone calls, email, letters</li> <li>• Review of term 1 IEP/Case Management Plans and further plans if required</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative when concerns exist.</li> <li>• Informal reporting eg. phone calls, email, letters</li> <li>• Ongoing collection of assessment tasks as per term 1 including the collaborative tasks</li> <li>• Year 3&amp;5 NAPLAN Reports</li> <li>• IEP/Case Management Plan review and further plans written if required</li> <li>• Teachers to provide parents with the opportunity to learn about the programs in place e.g. open classroom, learning journeys with students explaining a task, visual demonstrations</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Summative Report. (DoE template)</li> <li>• Interviews on a needs basis. Contact may be initiated by teacher or parent. Early intervention is imperative.</li> <li>• Informal reporting eg. phone calls, email, letters</li> <li>• IEP/Case Management Plans reviewed and suggestions for future plans prepared for the next year's teacher</li> </ul>

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PRIMARY SCHOOL  
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