



ST JAMES  
THE APOSTLE

CATHOLIC PRIMARY SCHOOL

*Learning with strength  
and in gentleness*

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# Assessment and Reporting Policy

## Assessment

### Rationale

Assessment is the process of identifying, gathering and interpreting information about students' learning. At St James the Apostle Primary School, the central purpose of assessment is to improve the learning outcomes of all students. A good assessment system provides information about whether the learning goals of the teaching program have been achieved and assists with making decisions about subsequent teaching and learning. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning. Assessment is a collection of student data and information which reflects their current understanding and skills and can be both summative and formative in nature. When used as formative assessment, it is used as a guide to inform learning and teaching experiences. Summative assessment is used as a 'snapshot' to measure the learning that has taken place. Assessment is a collaborative and innovative process and it is purposefully linked to ongoing and effective reporting, involving all members of the St James community.

*Assessment is a means of uncovering the narrative of our learners: their progress, success and challenges in learning. At its best, assessment engages students, teachers and families in an authentic relationship about learning. This forms the basis for learning partnerships that enable the full flourishing of every student across all learning domains.*

(Catholic Education Melbourne, 2017, p 3)

### Aims

- Assess for learning, as learning and of learning to inform the teaching and learning program.
- Promote student engagement and recognise achievement.
- Inform teacher planning for learning programs that are matched to student learning goals.
- Guide students to develop knowledge, skills and behaviours, as they reflect on their learning and plan their future learning goals.

### Strategies

At St James the Apostle Primary School we use a variety of assessment strategies. These include:



- The compilation of student profile folders, journals and student work-samples, including the use of online tools such as Seesaw.
- Use of pre- and post-assessments.
- Use of cumulative anecdotal records by teacher.
- Teacher observation of students at work.
- Verbal responses by students to teacher questioning.
- Written responses by students to directed activities.
- Qualitative & quantitative assessment of individual & group project work.
- Checklists of skills taught, indicating level of achievement.
- Observation of research skills.
- Teacher designed testing instruments.
- Involving children in assessment tasks which form part of their normal learning.
- The use of the Victorian Curriculum Standards to plot the progress of individual students.
- Formal testing using combinations of the following instruments:
  - NAPLAN
  - Observation Survey
  - Running Records
  - TORCH
  - PROBE
  - SINE Assessment
  - PAT Maths and Reading
  - Westwood 1 min tests
  - South Australia Spelling Test
  - Peters' Dictation / Spelling
  - Writing Samples – Fast Writes

### *Implementation*

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- Assessments will be used to identify future learning directions for individuals and groups of students.
  - Pre-assessments are collected and analysed before learning experiences are targeted and focussed.
  - Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement.
  - Teachers will develop a manageable system of keeping records that can provide a rich mix of evidence pertaining to student learning.



- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to the Victorian Curriculum.
- Through undertaking moderation of student work samples in team meetings, teachers at each level will have a common interpretation of the Victorian Curriculum standards.
- Teachers will progressively develop and assess in accordance with students' Personalised Learning Plans (PLPs), in consultation with parents and, where appropriate, other agencies with specific expertise.
- Students will participate in the National Assessment Program – Literacy and Numeracy (NAPLAN) at Years 3 and 5 so as to gain information for staff, parents, students and System Authorities on students' progress in relation to the Victorian Curriculum.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and other indicators developed through the LNSLN Program. Program Support Groups will help develop Personal Learning Plans containing appropriate learning goals in key learning areas for each student. Progress towards learning goals will be assessed and reported by the Program Support Group.
- Teachers save formal pre- and post-assessment data on shared school systems to allow for collaborative cohort planning.
- A schedule of formal assessments is accessible for all staff.

## *References*

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Catholic Education Melbourne. (2017). *Horizons of Hope Foundation Statement: Assessment in a Catholic School*. Author: East Melbourne.

## *Reporting*

### *Rationale*

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Reporting is the communication of clear and sequential information regarding student progress and achievement. Reporting should focus on student achievements and indicate areas of improvement. At all times there should be evidence-informed and purposeful feedback with sensitive communication of strengths and weaknesses, with the explicit intention of improving student learning over time. The reporting process is an integral part of the teaching and learning process. Reports are based on a range of assessment processes and evidence, such as teacher observations, annotated student work samples, tests, portfolios, exhibitions and presentations. The Student Report is only one form of communication between the teacher, student and parents in relation to student learning and achievement. The Student Report is supported by twice yearly parent-teacher interviews, and other communication, both written and verbal in conjunction with school based processes.

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- Use achievement of student learning to develop reports for students, teachers and parents that indicate the progress the student has made and how well he/she is progressing against the standards.
  - Provide parents and students with ongoing communication opportunities throughout the year including structured consultations and informal meetings.
  - Provide parents with suggestions of what can be done to support student learning outside of school.

## *Implementation*

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At St James the Apostle Primary School we use a variety of reporting strategies. These include:

- Twice yearly written reports using a five-point scale through which student achievement progress can be reported against:
  - the Victorian Curriculum standards;
  - students' prior and current learning achievements; and
  - student achievement in relation to a like cohort and/or like age group of students.
- Formal and informal parent/teacher discussions which allow opportunities for student participation where necessary.
- The Annual Report to the Community.
- The sending home of student work samples which include teacher comment and invite parent feedback through Seesaw.
- An opportunity for parents to come to school to experience student learning through events such as, but not limited to, the St James Learning Expo.

## *Policy Review*

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This Policy will be reviewed in line with the school review process, so as to take account of any changed technology, legislation, expectations or practices.

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*Authorised by: Mary Abbott (Principal)*

*Date: 2015*

**Version history:**

1.0: Original document

1.1 (March 2016): Changes to reporting schedule & addition of eSmart links

2.0 (January 2018): Inclusion of Seesaw; references to CEM documents; update to Student Reports