



# St James Assessment and Reporting Policy

## INTRODUCTION

Assessment is an integral part of the learning and teaching cycle. Assessment at St James Catholic Primary school aligns with the Victorian Curriculum F-10 and the Diocese of Sale Religious Education Curriculum *"To Live in Christ Jesus"*.

Assessment must be embedded in the curriculum and the everyday practice of students and teachers. It needs to inform the learner and the teacher of the areas of success and of growth, so that opportunities and experiences are created to ensure progress in student learning.

## PURPOSE

The Assessment and Reporting Policy and Procedures aims to ensure that our teachers fulfil the expectation that all students achieve at the best possible rate of progress.

## PRINCIPLES

The following principles inform effective practice for assessing and reporting on student learning:

- The primary purpose of assessment is to improve student performance.
- Assessment is an integral component of curriculum design.
- Effective assessment requires clarity of purpose, goals, standards and criteria.
- Assessment involves active processes that provide learners with the opportunity to demonstrate the knowledge, skills and understanding constructed over time where progress is monitored consistently.
- Assessment should be appropriate, giving the opportunity to demonstrate growth and involves discerning reflection and response from both the teacher and students.
- Staff will use both direct and indirect assessment to collect evidence of progression.

## PROCEDURES

### *Assessment*

The design guidelines provide a step-by-step process for teachers to develop assessment tasks that blend numerous learning areas and/or capabilities. When designing assessment teachers are required to identify the following:

- The purpose of the assessment.
- The element of curriculum the learning and teaching sequence focussed on.
- The specific knowledge, understandings, skills and behaviours that the task focussed on.
- The key features of the task.
- The key features of achievement are expected to be seen.
- The type of evidence sought.

It is expected that teachers review the task and/or rubric(s) against the learning area and capability achievement standards, and the underpinning knowledge, understandings, skills and behaviours identified as the focus for the task. Teachers are to make sure that, the task and/or rubric(s):

- Align with, and will generate, rich and meaningful information about student achievement and progress in learning.
- Are consistent with the relevant achievement standards and learning progressions.
- Provide all students in the group with the opportunity to show achievement and progress.

It is expected that teachers use evidence to plan accordingly for student needs. The evidence collected should be consistent across levels and take the form of quantitative and qualitative data.

The following procedures will be enacted to assist teachers to make informed decisions on student learning:

1. Discussion and moderation of data: Teachers will engage with data continually to inform and improve their own practice and ensure improvement in student learning.

Teachers use a continuous action research cycle to:

- Plan and collaborate to improve learning and teaching.
- Analyse student data and decide what to do to improve learning and teaching.
- Ask questions - what do we know and need to know more about?
- Collect data to answer their own inquiring questions to see what is happening.
- Analyse and reflect on their data and impact.

2. Moderation of evidence: Teachers will engage in a moderation process to ensure that students' progress is monitored and measured effectively. It is expected that teachers moderate assessments and academic results. The purpose of moderation is to develop a shared understanding among teachers as to the extent to which planned outcomes have been demonstrated. The moderation process also enhances consistency in judgement from teacher to teacher.

3. Goal and target setting: Teachers will set appropriate goals and targets for students to ensure a sustained progression of learning over time. This will be done by individual teachers and in Professional Learning Teams. The information will be recorded and monitored over time by the leadership team.

4. Teachers will pay particular attention to students who require adjustments in their learning and ensure that the evidence gathered for these students informs the ongoing adjustments that schools are obligated to provide to students with disabilities.

Recording Assessment: it is expected that all student data and progress notes are maintained by the teacher. Record keeping is up-to-date and accessible by the school at all times.

The record keeping includes:

- Anecdotal notes on each student.
- Communication between students, parents/guardians.
- Achievement and progress reports of student learning.
- Adjustments made for individual students.
- Checklists recording achievement of specific skills and or knowledge.

- Results of pre and post and ongoing assessments linked to units of work (formative & summative).
- All assessments identified in the Assessment Schedule

## REPORTING

### *Reporting*

Reporting is the process of providing information both formally and informally about a student's progress. The following principles underpin effective reporting:

- Teacher professional judgment is at the heart of reporting student achievement.
- Teachers' knowledge and observation of the students' progress contributes to this professional judgement.
- Teacher professional judgement is informed by assessment data and referenced to the curriculum framework.
- Teachers' utilise evidence from a variety of tasks to make a judgement against standards at a point in time.
- Teachers use rich assessment tasks to moderate student outcomes and learning progressions.

Parent-Teacher Interviews are held twice a year. The first is in the first term, where the teachers and parents have the opportunity to discuss the needs of the child and academic progress. The second meeting is in the third term. This is a family conference with the teacher, parents and the student. This conference is student directed and addresses achievement and areas for improvement working in partnership with parents/guardians to ensure a rate of progress for their child.

Student Reports are provided twice a year, in Semester 1 and 2, to parents/guardians. The reports are aligned with the Victorian Curriculum and the Reporting Student Progress and Achievement Guidelines for Victorian Catholic Schools. The Student Reports include:

- Letter from the Principal
- Victorian Curriculum Graphics Page
- Work Habits
- Attendance

St James also uses the Seesaw platform as an important part of our reporting process. All teachers regularly submit work on the site on a range of curriculum areas. This provides current, relevant feedback on performance to parents and often includes visual/media components that illustrate the feedback that the teacher is providing.

## OUTCOMES

- Staff will implement appropriate assessments to ascertain the progression of students in relation to the Victorian Curriculum and *To Live in Christ Jesus*.
- Staff will utilise assessment evidence to plan for targeted teaching.
- Staff will report to parents on student progress in a timely and informative manner.

## CONNECTED DOCUMENTS

- Assessment Schedule

. Seesaw Reporting Guidelines

**REVIEW**

Implementation Date: August 2020

Review Date: August 2021