



**ST MARY'S SCHOOL MANSFIELD  
Assessment & Reporting Policy**

# St. Mary's Primary School Mansfield

## Assessment and Reporting Policy

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### **Rationale:**

In a Catholic school assessment focuses on growth across religious, physical, cognitive, social and emotional domains. The sacred dignity of the learner is respected and the feeling of being valued and understood is evoked.

Assessment is the process of identifying, gathering and interpreting information about students' learning. Accurate and comprehensive assessment of school and student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction in teaching and learning, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

### **Belief statements:**

We believe that Assessment should be Formative, Diagnostic and Summative.

Formative Assessment is used to monitor student progress by providing continuous feedback, and identify errors in learning, with the specific purpose of helping them to improve. Summative Assessment seeks to establish the level of achievement attained by a student, at the end of a learning sequence. It provides information for judging the effectiveness of teaching programs.

It should:

- Be based on student and teacher directed goals and recorded within Learning Intention statements and Success Criteria statements or rubrics.
- Provide feedback to students, parents and teachers.
- Reflect the overall evaluation of our school programs based on the Victorian Curriculum and student growth within that program.
- Impact the process of learning and teaching – identifying strengths and weaknesses and providing the basis for further teaching.
- Enhance student motivation, commitment to learning and application to work and authentic engagement in learning.
- Be ongoing, informative and a regular part of classroom practice.
- Be a means of monitoring and evaluating student progress and program effectiveness.
- Take place in many contexts and use a variety of strategies.
- Enable our students to verbalise expectations of their own learning and employ metacognitive strategies regarding their own progress.

### **Implementation:**

- Assessments will be used to identify future learning directions for individuals and groups of students and establish growth patterns for success.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement to both inform teaching and learning and assess growth within a given time.
- Teachers will develop a manageable system of keeping records that can provide a rich mix of evidence pertaining to student learning and growth.
- Teachers will use the data they collect from NAPLAN, ACER Online Assessment (PAT Resources), Cold Write Moderation Assessment,

Soundwaves Diagnostic Testing and other school based assessment sources 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 and achievement standards.
- Teachers and learning teams will meet in Case Management meetings to analyse the data set of an individual child, to develop specific strategies to raise outcomes for that child.
- Termly and annually data collected in Literacy and Numeracy will be presented on Data Walls which are then used to mobilize both immediate and ongoing action to raise student standards and inform teaching.
- Teachers will progressively develop & assess in accordance with students' Personal 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 Year 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.

### **Strategies:**

At St. Mary's we use a variety of assessment strategies. These include:

- The compilation of student profiles, journals and student work-files.
- 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 displayed by each student.
- Teacher designed testing instruments. Pre and Post testing of various topics in the integrated curriculum plan.
- The use of the Victorian Standards and Progression Points to plot the progress of individual students expected domains.
- Collaborating to ensure all work samples are moderated to achieve consistent results and decrease the impact of subjectivity.
- Formal testing using combinations of the following instruments: NAPLAN, Early Years Literacy Observation Survey, Running Records, PAT Reading, SINE Assessment Materials, PAT Maths, Peter's Dictation, Soundwaves Spelling Assessment, The Australian Criterion Scale for Writing in consultation with Vic Curric. progression points, Cold Write moderated writing samples and Levelled Literacy Intervention Reading Levels with comprehension.
- Implementation of the nforma reporting package.

## **Reporting:**

In a Catholic school reporting focuses on recording the growth across religious, physical, cognitive, social and emotional domains. The sacred dignity of the learner is respected and the feeling of being valued and understood is evoked.

Accurate and comprehensive reporting is the process of communicating information about student achievement and progress gained from the assessment process. At St Mary's School the purpose of reporting is to support teaching and learning and raise student outcomes through the provision of feedback to students, parents and teachers. Reporting assists in establishing future direction, helps to identify areas of exemplary performance, as well as areas in need of support and assistance. Students' learning achievements and progress are also reported to System Authorities. This information about students' achievements is valuable for school and system wide planning and reporting.

## **Belief Statements:**

At St Mary's we believe that Reporting should:

- Use a variety of procedures which are clear and concise and in a language which the parents can understand.
- Be provided to parents in a formal written report twice per year.
- Be implanted formally and informally on a regular basis.
- Be a private communication between a parent, student, teacher and principal. Made available to outside agencies with written permission from the parent or guardian when deemed necessary.
- Indicate what has been achieved by the student in the reporting period in relation to learning outcomes.
- Be developed from a sound information base – profiles, work samples, student self-assessment using both traditional and contemporary forms of data collection. For example; student-teacher driven assessment portals such as Seesaw online.
- State clearly what is still to be done by the student, what the strengths and weaknesses are, what action is to be taken by the teacher and what opportunities there are for parents to influence the learning.
- Use constructive language which is clear, specific and appropriate.
- Provide opportunities for student input and parent feedback.

## **Principles of Reporting:**

- The key purpose of reporting is to support student learning by providing information to students, parents, teachers and the school board about student achievement and progress, and to indicate areas for further development.
- Reporting should foster partnerships between parents and teachers to support a student's learning and progress.
- A report provides a formal record at a point in time on the student's progress and achievement.
- Reporting student achievement provides a measure of school accountability for student learning and outcomes.
- Schools have a responsibility to provide regular, accurate and comprehensive information about a child's intellectual, social and personal development.

### **Effective reporting procedures should:**

- Reflect the integrated nature of assessment and reporting.
- Be based on valid and reliable assessment.
- Be efficient and manageable.
- Support student learning and enhance student motivation and commitment to learning.
- Enable schools and parents to develop effective partnerships to support the learning of students.
- Enable students to participate in the reporting process and hence encourage them to take responsibility for their learning.
- Provide detailed, explicit and comprehensible information about what students have achieved to date.
- Allow planning for each student's or students' future learning development.
- Reflect student achievement in relation to the curriculum, both academic and non-academic.
- Utilise a range of reporting strategies, to suit the needs of the school community.
- Be inclusive and provide reasonable accommodations to ensure students and parents with special needs have access to appropriate reporting strategies.
- Protect the privacy of individuals.

### **Strategies:**

At St Mary's we use a variety of Reporting strategies.

These include:

- Twice yearly written reports (A-E) through which student achievement progress can be reported by comparing individual results against the curriculum standards framework.
- Formal and informal parent/teacher discussions which allow opportunities for student participation where necessary.
- Our Annual Report to the Community indicating State and National Levels and outcomes in all key learning areas.
- Suggestions for support and extension for individual students and include value-based comments on attitude, participation, extra-curricular activities and all capabilities from the Victorian Curriculum.
- An Award program which recognises the achievements of students in academic and other areas.
- The use of the Positive School Wide Behaviours Program which requires making contact with parents not only when behaviour difficulties arise, but also when exemplary behaviour is noted.
- The development of a Parent Handbook which gives information about our school procedures and curriculum.
- Giving parents the opportunity to participate and assist in classrooms to observe the curriculum in practice.
- The Parish Board and School Board is the formal means by which we report to the community.

**Evaluation:** This policy will be evaluated on according to the St Mary's Policy Timeline.