



St Thomas More Catholic Primary School

ASSESSMENT AND REPORTING POLICY

RATIONALE

St Thomas More Catholic Primary School is committed to providing the highest quality education for our students. Communication between the school and parents is considered to be of utmost importance in the education of the child, part of this communication is reporting about the child's progress to their parents/guardians.

To make judgements for reporting purposes, teachers consider a selection of evidence of student learning, provided through student responses to assessment. Teachers then make an informed, balanced judgement about the quality of the evidence across the assessable elements. Teachers will then moderate the evidence of student learning and compare their judgements in order to promote consistency across the school.

Student development and progression will be reported to parents using a variety of both formal and informal approaches across the course of the school year.

DEFINITIONS

There are different purposes for assessment. Assessment for learning (formative) helps identify a student's current understandings to assist them attain higher levels of performance. Assessment of learning (summative) indicates the standards achieved by students at particular points in their schooling. Diagnostic assessment determines the nature of the students' learning and provides appropriate feedback or intervention.

Assessment

Assessment is the purposeful and systematic process of gathering, recording, interpreting, using and reporting information about a child's progress and achievement. All forms of assessment should seek to enhance student achievement. Assessment is used to support teachers in gathering and using appropriate data to drive decisions about learners, learning and pedagogy. A coherent, systematic approach to assessment will ensure that the individual needs of students are met and that teaching and learning are informed by the needs of the student. As such, assessment is an integral part of the teaching and learning process.

Reporting

Reporting is communicating information on student learning to a range of audiences, in differing forms, for various purposes. The key purpose of reporting student achievement is to improve student learning. School reporting acknowledges student achievement over the reporting period of a semester.

PRINCIPLES

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St Thomas More Catholic Primary School implements assessment tasks that will:

- Identify students' achievements and the extent of their progress in relation to the Western Australian Curriculum;
- Assist with identification of students at education risk or learning difficulties;
- Inform teaching programs that may need to be adjusted to ensure all students have the opportunity to achieve to their optimum thus improving students' learning;
- Allow students to set goals for their learning;
- Motivate students to learn because their learning is personalised;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and providing feedback to students on how they may improve;
- Allow the school to plan for improvement by determining realistic priorities;
- Broaden home/school links that will enable parents to further assist with their children's learning.
- Develop subsequent and ongoing learning programs;
- Report student achievement to parents, staff and system;
- Facilitate and support whole school and system planning, reporting and accountability procedures.

PROCEDURES

How will we assess students

At St Thomas More we use a Plan, Teach and Assess model to ensure learning is targeted to meet student's needs. The school ensures appropriate processes are in place for the following purposes:

1. Identifying an individual student's learning needs
2. Identifying starting points for teaching
3. Diagnosing individual student's strengths and difficulties
4. Applying appropriate intervention strategies
5. Monitoring individual student's progress over time
6. Promoting real and deep learning
7. Probing student's understanding of key concepts
8. Helping students see the progress they are making by providing timely feedback
9. Reporting to parents/guardians student achievement based on sound evidence and shared understanding
10. Parents may request a comparative report of how their child's achievement compares with the student's peer group.

The following processes are put in place to ensure optimal teaching and learning happens.

- Children with specific, legitimate learning needs (eg. gifted and talented students, students with a disability, or students whom English is an additional language), are identified (if not already diagnosed) and work from an Individual Education Plan (IEP). An IEP targets the specific learning needs of the child. Parents, the classroom teacher, the Students with a Disability Coordinator and relevant external agencies work together to write the IEP. These are reviewed each semester.
 - St Thomas More uses discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia, ABLEWA), detailed in the Outline, for planning for teaching students with a disability and/or additional learning needs.
 - St Thomas More uses discretion in regard to the use of the EAL/D Progress Map when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.
- Formal reporting at St Thomas More occurs twice yearly, at the end of each semester, using a five-point A-E scale in all learning areas for Year 1-6 and a five point descriptor scale for Pre Primary students. Other areas such as student attributes, effort and attendance will also be included in the Report.
- Work Sample Folios are sent home with samples of the child's work in Kindy at the end of Term Two and Term Four.
- Monitoring and tracking of children's reading and writing levels are done each term through Running Records/Informal Prose inventory and Brightpath.
- Moderation of children's work samples occurs in Professional Learning Communities (PLCs).
- Parent/Teacher meetings are compulsory at the end of Term One or beginning of Term Two for Kindy to Year Six.
- Parents wishing to discuss their child's progress are able to request an interview with the teacher at a mutually convenient time.
- Teachers who have a concern about a child's learning may request a meeting with the parents at any time through the year.
- The school Open Night and Learning Journey in Term Three is an informal opportunity for parents to compare and view their child's work.
- Parent Information Evenings are held in Term One outlining the expectations of the year.
- Term Overviews are provided so parents can be informed of the Teaching and Learning program.

Reporting to Parents

Whether at the level of the classroom, school or system, assessment information should enable judgements to be made about students' progress in a way that is fair and contributes to and facilitates continued learning. Thus, assessment processes should be sufficiently varied to enable teachers and students to have a clear understanding of what students know and can do with assistance and without assistance. Assessment should distinguish between work that is original and non-routine and work that is reproductive or memorised. The criteria for assessment should be valid and transparent and based on multiple kinds and sources of evidence. At St Thomas More Catholic Primary School, we will engage in Formative and Summative Assessment processes.

Formative assessment: is used through our Parent Open Night, Parent/Teacher Meetings and case conferences.

Summative assessment: is used through continuous Reporting and formal semester reports. There is the availability of Comparative Reports for parents who may request to see how their child compares to the rest of their year cohort.

End of semester reports will be written in plain language and will provide accurate and objective information to parents in relation to student progress and achievement and include information about student achievement in relation to the Western Australian achievement standards. The student's attitude, behaviour and effort will also be reported on. Students in Years Pre-Primary to Year 2 will include a description of progress in personal and social learning.

For students in Years 1 – 6, all nine learning areas taught will be reported on. Students in Pre-Primary will be reported on their learning in Religious Education, English, Mathematics and Science.

Assessment and Target Setting

In an outcomes focused environment, teachers need to begin by assessing what students know, understand and can do so they can make judgements about appropriate learning opportunities. Assessment and monitoring in literacy across all learning areas must be:

VALID	Provide information on the actual ideas, processes, products and values expected of students
EDUCATIVE	Make a positive contribution to students' learning
EXPLICIT	Students need to know and understand the criteria upon which they are being assessed
FAIR	Take into account social and cultural differences and the special needs of students and provide a variety of ways in which students undertake and demonstrate their literacy learning
COMPREHENSIVE	Balanced judgements are made using a range of evidence and a variety of contexts and forms gathered over time

Sound assessment and monitoring relies on teachers using:

- Careful and informed observation and recording of student learning
- A variety of strategies to gather information over time and analysis of student progress including checklists, anecdotal records, standardized testing and marking
- Authentic and collaborative assessment processes involving teacher and student including timely conversations and goal setting, rubrics
- Current documents to track student performance.

Assessment is a critical part of teachers' planning and work will be assessed regularly. In addition to this:

- Kindy students are assessed by an external agency in Speech and Fine and Gross Motor Skills. Results are given to the families by the agency conducting the screen.
- Pre-Primary use Online Entry Assessment at the beginning and end of each year for children at risk in Term One testing.
- Observation Survey in Term One for children from Year One and onwards who have not attained a reading level of 20.
- Individual writing targets are set for the children in PP-Year Six to help them make progress using guides from Brightpath.
- National Assessment Program Literacy and Numeracy (NAPLAN) Testing in Year Three and Year Five in Term Two, distributing results to parents when available.
- State Wide Testing in Bishop's Religious Education in Year Three and Year Five in Term Three, distributing the results when available.
- PAT Vocabulary, PAT Reading, PAT Spelling, PAT Grammar and Punctuation, PAT Maths are given in Term One and Term Four of each year level from Year 1 - Year 6 according to the school Testing Schedule.
- Running Records are taken regularly and are updated mid-term and at the end of each term for students below Reading Level 30. For students above level 30 using the Informal Prose Inventory, a running record is completed at least once a term. New levels are recorded on the Data Wall and also entered onto R share.

Supporting the Classroom Teacher

At St Thomas More we believe it is important that teachers be given opportunities to learn and communicate about their student's progress and be open to new and innovative ideas in order to make judgement of student attainment in relation to the Year Level achievement standards.

Monitoring and Tracking Procedures

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 focused monitoring and tracking of student progress is essential. Class teachers, Assistants and Administration meet regularly to monitor student progress with appropriate intervention strategies allocated to identified students. Tracking procedures and timelines will be implemented to ensure all assessment information is current and accessible to relevant staff.