



St John's Primary School DUBBO

Assessment & Reporting Policy

SCHOOL OVERVIEW

The school's student assessment program intends to assist teachers in their classroom work and inform parents of the progress of their children. The school values progress reporting to parents. We believe that student development is enhanced when there is close co-operation and communication between home and school.

Assessment is ongoing and embedded to enhance learning in all Key Learning Areas at St John's Primary school. There are three types of Assessment which work together to drive learning and teaching program designs from K-6. These are Assessment of Learning, Assessment for Learning, and as Learning. Each of these type of Assessment enable professional teachers to design programs to meet the individual needs of all students.

Assessment of Learning

This type of assessment is typically completed at the end of work done. It generally takes the form of pen and paper tests, exams and design and makes which focus on questions based on the content of what has been taught. This type of assessment allows teachers to assess the quantity and accuracy of work and enables comparative data between students to be established. It is generally known as summative assessment.

Assessment for Learning

This type of assessment is also known as formative assessment. It enables teachers to create descriptions that can be used to drive the next stage of learning. This is different to summative assessment which is more about making judgments. Assessment for Learning is a powerful tool for teachers to adjust the curriculum to suit the individual learning needs of all students. Questioning techniques are important for this type of assessment. Teachers craft assessment tasks that can provide effective insights on what children can already do and where they need to go next. "When the cook tastes the soup that's formative; when the guests taste the soup that's summative." Robert Stake.

Assessment as Learning

Key to this type of assessment which links to the previous formative assessment is students self-assessment. Rubrics are an example where by students measure their own learning against a set of standards. Students in this type of assessment personally monitor what they are learning and make the necessary adjustments to complete full understand. Personal reflection on why and what they are doing are key features of this type of assessment. In order to get maximum use of these form of assessment teachers are vital in modeling effective self-directed learning paradigms.

FORMAL REPORTING TO PARENTS

At St John's Primary School, this includes:

Learning progress is reported to parents formally and informally during the course of the year. At the end of Term 2 and Term 4 student achievement is reported to parents in the context A-E grading. The written report and accompanying parent teacher interviews are undertaken in the context of Commonwealth and State Government and Diocesan reporting guidelines

- A The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

OTHER MEASURES

- University of NSW English, Writing, Maths & Science Annual Competitions. Individual student report issued. (Optional competitions for Years 3-6).
- NAPLAN Testing (National Assessment Program – Literacy & Numeracy) conducted in Years 3 and 5. Literacy, numeracy and writing tested. Formal report issued to students. (All students in Years 3 & 5 enter these programs.)

YEAR 6 RELIGIOUS EDUCATION TEST

The test consists of 50 multiple choice questions. Reporting of results to schools and students will be in the same format as in 2014 and will again be accessible online at Educational Assessment Australia's (EAA) website. Schools will also receive the reports in hard copy. Information about test results is in this booklet.

IMPLEMENTATION

At St John's Primary School:

- Assessments will be used to identify future learning directions for individuals and groups of students.
- 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 (from NAPLAN and other sources) to make judgements about, and report on, student achievement in relation to the A – E Scales.
- Through undertaking moderation of student work samples in team meetings, teachers at each level will have a common interpretation of the A – E Scales
- Teachers will progressively develop & assess in accordance with students' Individual Learning Plans (ILPs), 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 and students.

