



# **ASSESSMENT & REPORTING POLICY**

## **Rationale**

At Edney Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.

## **Definition of Assessment & Reporting**

**Driven by the West Australian Curriculum, at Edney Primary School;**

- Assessment is the process of gathering, analysing and interpreting quality information about student learning
- Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students
- Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.
- Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

## **Purpose of Assessment**

**At Edney Primary School, assessment:**

- Is an essential part of the teaching and learning process
- Promotes, improves and describes student learning
- Informs and improves teaching and learning so that students have the opportunity to achieve
- Provides data about the progress and achievements of individual students/groups
- May vary in its nature
- May include tests, assignments, homework, bookwork, class work, practical work, exhibitions and performances
- May be in written, oral, electronic or non-written form. Assessment may also include peer assessment and self assessment
- Identifies our students' achievements and the extent of their progress
- Helps us to identify Students at Educational Risk
- Provides feedback to students, allowing them to set goals for their learning
- Motivates students to learn because their learning is personalized
- Improves the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents
- Allows us to plan for improvement by determining realistic and relevant priorities
- Provides information for school and system planning, reporting and accountability
- Informs the reporting of student achievement to parents
- Enables parents to further assist with their child's learning.

## **Our Beliefs About Assessment**

At Edney Primary School we believe assessment should:

### **Facilitate learning**

- Refer to criteria that are explicit in helping children achieve set goals
- Identify strengths and achievements
- Include a variety of strategies and sources of evidence
- Be appropriate for each phase of schooling
- Include self-evaluation and reflection
- Involve teacher judgement
- Provide opportunities for students to work together
- Be sensitive to students with special needs, allowing them to demonstrate their learning within their capabilities.

### **Be Fair**

- Summative -written tests
- Formative - anecdotal, observations, peer assessments and self assessments
- Catering for different learning styles
- Suitable to children with difficulties
- Will consider gender, language acquisition, culture and ethnicity, socio-economic circumstances, personalities, talents and disabilities and opportunities for children to demonstrate learning in a variety of ways.

### **Be Valid**

- Consistent information that addresses desired outcome
- Purposeful and not testing for testing sake
- Quality evidence relevant to learning program.

### **Be Comprehensive**

Teachers structure a variety of tasks so that assessment data can be collected from a number of samples, over time, using a range of evidence collecting tools.

#### **Tasks**

Open/closed  
Short/extended  
Models/displays  
Teacher interviews

#### **Sources**

Anecdotal records  
Work samples  
Self-assessment  
Peer assessment  
Standardised tests

### **Be Explicit**

- Clear and public criteria
- Marking key known before students commence work
- Consistent teacher to teacher, situation to situation
- Clear evidence to community about outcomes
- Clear concise age appropriate language
- Models, examples of tasks, completed work to clearly demonstrate the finished project
- Students involved in assessment-reflective sheets/discussed
- In group tasks students evaluate their input
- Feedback is related to progress-constructive.

### **Be Educationally Valuable**

- Ongoing and fluid, not just a test at the end
- Assessments inform your plan
- Plotting learning through levels to demonstrate progress.

### **Students understand and value assessment**

- Takes responsibility for their own learning
- Students can self and peer assess.

### **Provide Feedback**

- Students recognise flaws and achievements
- Students should be able to gain information to assist learning
- Constructive, positive and deserving.

### **Positive Experience**

- Environment and comments encourage and emphasis improvement. Encourage goal setting
- Formative assessments - continually monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a course/ unit of study
- Assist with identification of students at educational risk
- Encourage students to set goals for their learning.

## **Policy**

### **Effective assessment procedures:**

- focus on what students know, understand, value and are able to do
- are directly related to the learning outcomes of the unit being studied
- are criterion based and not normative based
- ensure that the work to be assessed and the criteria used to assess learning are clear to the student
- are reliable, valid and authentic
- provide timely and targeted feedback to students on major assessment items and recommend areas for improvement
- include a variety of assessment tools.

### **Formative/Diagnostic and Summative assessment will be used;**

Formative Assessment is used to monitor progress by providing continuous feedback, and identify errors in learning, with the specific purpose of helping students 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.

## **Policy Links/Requirements**

Edney PS Assessments will adhere to the requirements as stated in the Department's Curriculum, Assessment and Reporting (CAR) Policy by;

- Regularly monitoring, evaluating and reporting on each student's achievement
- Having and make known to the school community an assessment reporting system that is based on the principles of the West Australian Curriculum.

We will:

- Provide individual students with feedback on their performance, preferably at the time of marking and engage the children in meaningful dialogue about their work
- Engage in ongoing communication with parents/care givers about student achievement and progress, at both formal reporting times and any time that either the teacher or parents feel the need for meeting or phone discussion
- Make judgements of student achievement in relation to expected standards
- Administer prescribed assessments which will include NAPLAN
- Use student information to plan future learning programs, individually, in Blocks and as a whole school
- Use the Department's reporting templates to issue a report online to parents/caregivers for each student in Years K-6 at the end of each semester
- Distribute online to parents/caregivers the prescribed system assessment reports.

## **MEASURING STUDENT ACHIEVEMENT**

- Assessment will be in accordance with the Principles of Teaching, Learning and Assessment as outlined in the Western Australian Curriculum. Teachers are not expected to grade each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching
- Teachers exercise their professional judgement when monitoring students' progress and determining the grades for reporting
- Teachers may use a variety of assessment tools including; National Assessment Program in Literacy and Numeracy (NAPLAN), Bright Path Writing Assessment Tool, First Steps, English as a Second Language (ESL) Progress Maps, system exemplars, anecdotal comments, Aboriginal and Cultural Framework, observations or checklists, profiles, photographs, portfolios, records of test results, audio & visual recordings, marking keys and Documented Plans (Individual and Group Educational Plans - IEPs & GEPs). Teachers may assess in ways they feel comfortable with to determine a summative grade.
- All students will be provided with the opportunity to demonstrate their achievements.
- Teachers will use a variety of tools and resources to support them to assess student achievement.
- Students with disabilities or other identified need may be assessed using an IEP or other planning/monitoring tool.

## **TEACHER RECORDING OF STUDENT ACHIEVEMENT**

Teachers will maintain ongoing classroom based records showing each student's achievement of the outcomes and programs' objectives.

The information and assessments should provide feedback for students, allowing them to reflect on their performance, as well as provide evidence to inform parents of their learning progress.

Teachers' use of formal reporting in SIS is a part of this accountability process as student data will be passed on from teacher to teacher, year to year and school to school.

## **REQUIRED ASSESSMENT**

- National Testing of Literacy and Numeracy will take place in Semester 1 and an analysis completed as part of the school profile
- Pre-primary children will be assessed using the Department of Education's On Entry Profile Module 1 both at the commencement of the year and again in Term 4
- Literacy Profiles in Pre-primary will provide information for use in end of Semester 1 reports and then revisited in Term 4 ready for Semester 2 reports
- Children presenting with difficulties in assessments will be targeted for Individual Education Programs and monitored progressively by their teachers in collaboration with the Learning Support Coordinator. Other forms of monitoring of progress may include the First Steps Continua and the Literacy and Numeracy Nets with added support from the School Psychologist as required.

## **MODERATION**

To support consistency of teacher judgements, teachers will have opportunities to engage in moderation of judgements of student achievements.

Where there is limited opportunity for in school moderation, this process will be extended to include teachers at other schools (eg. The Arts and Languages).