



ST MARY'S CATHOLIC PRIMARY, ASCOT VALE

ASSESSMENT AND REPORTING POLICY

July 2016

St Mary's School has a strong commitment to child safety as is reflected in our Vision Statement: *"Each child has the right to feel happy, safe and valued"*. We continually strive to ensure that every child is safe from harm including all forms of abuse. We exercise zero tolerance to abuse.

"St Mary's Catholic Primary School is a faith community based on the model of Jesus Christ. Gospel values are reflected in all areas of school life."

Based on these values we:-

Strive to foster a love of learning in an environment where all in our community are encouraged to become independent life-long learners."

Assessment is a process that involves a variety of resources from both inside and outside the school. Assessment involves the gathering and recording information in both formal and informal ways. We believe it is ongoing in nature and involves assessment of, as and for learning.

Reporting is the process of informing various audiences of the outcomes of assessment. Reporting is the communication of clear and comprehensive information regarding student progress and achievement. Reporting should focus positively on student progress and indicate ways to improve performance and overcome difficulties. At all times there should be honest feedback with sensitive communication of strengths and weaknesses.

The reporting process is an integral part of the teaching and learning process, Reports are based on a range of assessment processes and evidence such as teacher observations, annotated student work samples, tests, Digital Portfolios, Celebration of Learning folios, exhibitions and presentations. These practices along with the *Student Report* enable regular monitoring of student learning and ongoing constructive feedback, with the explicit intention of improving student learning over time.

The *Student Report* is therefore not intended to be the only form of communication between the teacher, student and parents in relation to student learning and achievement. The *Student Report* should be supported by a Learning Conversation with parents and their child, and other communication, both written and verbal in conjunction with school based processes.

The following principles ensure that students and parents receive clear and concise information about student achievement: -

- the full range of areas of the curriculum undertaken at each phase of schooling.
- the knowledge, skills, attitudes, values, social and personal development associated with the teaching and learning in each area.

- the content of the work undertaken together with a clear indication of how well the learning outcomes have been achieved.
- requirements for the next stage of learning together with areas for improvement that may need to be done.

At St Mary's Primary School, we assess to: -

- Find out what understandings and skills have been gained.
- Identify individual and group needs.
- Assist in the reporting to parents.
- Inform our future planning.
- Identify prior knowledge.
- Build up a profile of individual or group's progress.
- Facilitate working groups.
- Gain insights into our programme's content, organisation and delivery.
- Give the student insight on the development of their learning.
- Support evaluation which is ongoing.

At St Mary's Primary School, we report to the guidelines as directed by the Catholic Education Office on: -

- Identifying needs or strengths.
- Obtaining feedback.
- Communicating children's progress to parents, students and teachers.
- Determining future course of action.
- Goal setting and reflection.
- Developing a strategy which caters for individual needs.
- Being accountable.

It is an expectation and mandatory that we do formally report to parents twice a year.

FEATURES OF ASSESSMENT AND REPORTING PRACTICES AT ST MARY'S PRIMARY SCHOOL

- Relevance to what is being taught.
- A variety of practices which takes into account the different ways children learn.
- Assessment is continuous i.e. it occurs prior to beginning a unit, during the unit (formative) and after the unit is completed (summative).
- Assessment practices communicate clear goals and provide feedback.
- Conclusions are able to be made.
- Assessment is easy to administer.
- Assessment strategies are familiar for students and staff.
- Are suitable to the development of the child.
- There is some scope for self-assessment.
- Students are aware their work will be assessed.

EVALUATION:

- This policy will be reviewed as part of the school's four year review cycle.