

**“Making assessments of what students know, understand and can do is critical in assisting them to participate fully in the learning process.**

**Information gathered during assessment of student learning needs to be shared by teachers, students and parents so that goals for future learning can be identified”.**

(from Assessment and Reporting Policy.... DETE)

## **ASSESSMENT**

Assessment is the process of identifying and gathering information about progress in student learning, over a given period of time. Decisions are then made about subsequent learning for students.

### **AT ARDTORNISH PRIMARY SCHOOL ALL TEACHERS ENSURE THAT ASSESSMENT:**

- Promotes and supports a culture of success by acknowledging diligence, talent and the achievement of excellence.
- Provides information about what a student knows, understands and can do.
- Is informed through a range of quantitative and qualitative data.
  - Observation
  - Interviews
  - Individual group and class tests at appropriate levels
  - Peer evaluation
  - Student self assessment
  - Work samples
  - Information based on outcomes of SACSA Framework
  - In school standardised testing in Literacy and Numeracy, projects and assignments
  - NAPLAN test results
- Involves students in self and peer evaluation, encouraging honest and critical feedback, with students able to act upon these assessments and take responsibility for their future learning.
- Acknowledges the importance of parents and families and the valuable information that can be provided about their child’s learning styles, interests and use of “school learnings” in a broader setting.
- SACSA Frameworks will be used as required by DECS.
- Student learning is formally monitored during Term 4 using the following assessment tools and Test scores for each student are entered into EDSAS to facilitate monitoring of student progress.

### **Rec – Year 2**

- Letter Identification
- Westwood Spelling
- Running Records
- I Can Do Maths
- School Entry Assessment (SEA) is used for all Reception students after 10 weeks in whichever term they arrive.

### **Years 3 - 7**

- PAT Maths
- Waddington Reading
- Westwood Spelling
- NAPLAN

## **REPORTING:**

Reporting is the process of communicating an assessment of student’s progress that is meaningful to both students and parents.

Through negotiation with both parents and staff, Ardtornish Primary School has established both a reporting format and a reporting time line.

**Term 1 - Acquaintance Night – General Classroom Information Sharing**

**Term 2 - Pre - Interview Written Report** sent out to inform parents of possible improvement goals in preparation for

**Parent/Teacher/ Student – three way interviews occur in the first few weeks of Term 2.**

( In some cases Pre- Interview reports and interviews may be held at the end of Term 1 due to teacher leave or other special circumstances)

**Term 4 - End of Year Written Report.**

In support of families with several children, interview times will be coordinated between teachers to minimize the number of visits that parents may have to make.

- Additional reporting occurs throughout the year according to student needs and may include sharing of student work.
- Teachers of specialist and support programs will provide information to class teachers for inclusion in the reporting process.

**At Ardtornish Primary School, all teachers ensure that reporting:**

- Provides structured opportunities for parents and teachers to discuss a student's progress and learning and how the student's education can be supported.
- May be structured to include student participation in order to encourage students to take responsibility for their learning.
- Results in an agreed understanding between the parent, teacher and student of the student's current achievement and future progress.
- Provides an interpretive comment on student performance and constructive advice about how the student can improve in the future.
- Describes achievement in non-academic areas, including their application, behaviour, communication, social skills, and personal development.
- Includes student participation in other relevant activities, such as S.R.C., school groups, sporting teams, musical groups, school performances etc.
- Includes student's self-assessment and evaluation, valuing student's knowledge about their own learning and empowering them to take responsibility for their future learning.

**IMPLEMENTATION PROCEDURES:**

**Information Pack**

One per family distributed in week 1 of each year and includes:

- |                   |                                     |                                  |
|-------------------|-------------------------------------|----------------------------------|
| - Behaviour Code  | - Network & intranet user agreement | - Specialist teacher information |
| - Homework Policy | - Grievance Procedure               |                                  |
| - Uniform Policy  | - Staff list and photo              |                                  |

**Acquaintance Evening**

Week 3 of each year

- Whole school session at the beginning or end of the evening to introduce new staff, specialist teachers, comment on Site Learning Plan
- Class meetings either individually or in teams
- Specialist rooms open
- Printed class information
- OSHC provides creche

***Parents can also organise a time at any stage of the year to meet with specialist teachers to discuss their child's progress.***