



Assessment and Reporting Policy

Holy Spirit Community School

North Ringwood

INTRODUCTION:

At Holy Spirit Community School we believe:

Assessment is a process concerned with the ongoing, cumulative collection and analysis of information that assists student learning and progress. It is gathered over time, in different ways and on various occasions to identify performance about curriculum goals, outcomes, strengths, weaknesses, skills, abilities and attitudes that are relevant to a student's context. The information is recorded to guide planning and provide feedback to the students themselves, as well as parents, teachers, outside agencies and other governing bodies.

Reporting is the accurate and constructive information communicated to a range of audiences that includes students, parents, teachers, outside agencies and governing bodies. It uses a variety of strategies, approaches, techniques and practices in both formal and informal ways as its foundation.

It involves relaying information on student performance, skills, achievements and expectations to relevant stakeholders. It provides evidence and advice for future planning, and action.

We support an ongoing approach to assessment and reporting, in which we link curriculum and classroom practice with assessment.

RATIONALE:

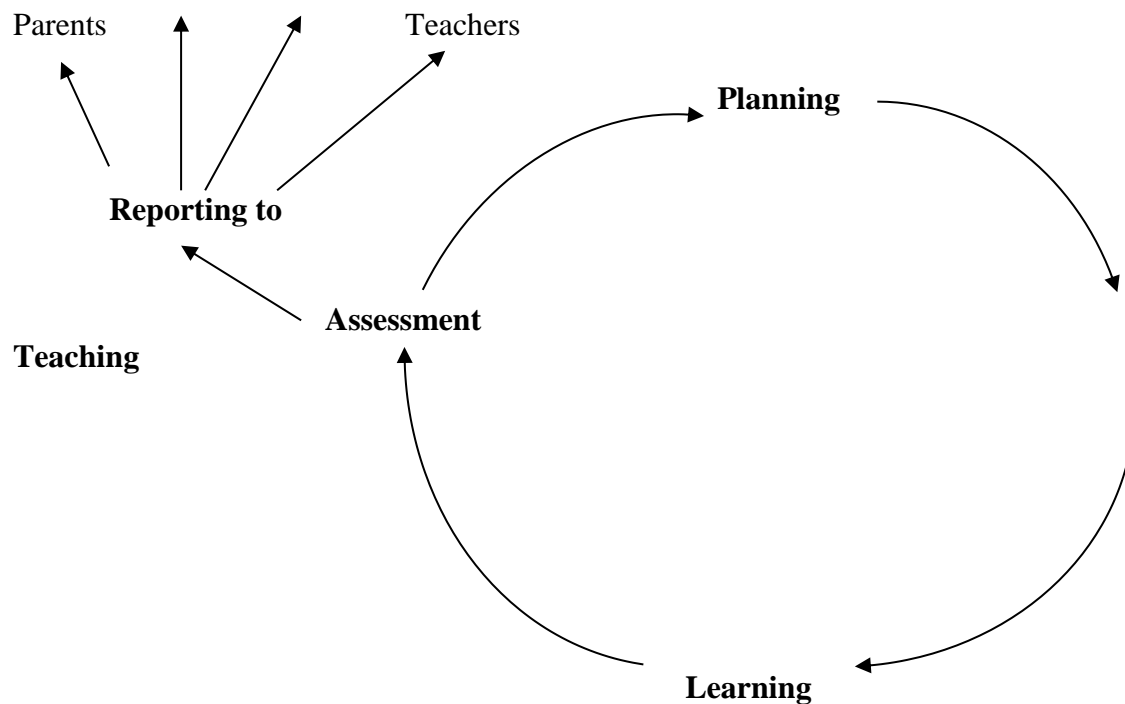
Assessment and reporting are essential and necessary elements within the teaching and learning process. Our approach to assessment and reporting is based on the following principles:

- The fundamental purpose of assessment is to determine students' level of achievement and assist student learning
- Assessment focuses on the developmental needs of the individual learner
- Assessment strategies should vary and cater for a range of learning styles
- Students are active participants in the assessment process and are made aware of their strengths and areas where further growth is needed
- Assessment produces the basis for informing our teaching, evaluating the effectiveness of our teaching programs and setting future directions for curriculum development.

We acknowledge the importance of reporting accurate information about student progress to parents, students, teachers, systems and other stakeholders.

Our Assessment and Reporting Policy reflects the philosophy of the Holy Spirit Community School Teaching and Learning Policy.

Our understanding of the relationship between the processes of teaching, learning, assessment and reporting is reflected in the following Assessment and Reporting Cycle.



Ref: D. Vietri, CEM.

GUIDELINES FOR IMPLEMENTATION:

The implementation of our assessment and reporting practices are reflective of our beliefs about creating optimum learning conditions for our students. Refer to Teaching & Learning Policy

To achieve this we believe the most effective *assessment* practices will include:

- Making observations, citing evidence and making evaluations about student progress as a basis for further learning and to track growth
- Evaluating the effectiveness of our teaching programs
- Establishing staff and student culture of feedback
- Collecting assessment information from a range of learning contexts using a variety of methods
- Providing opportunities for students to reflect on individual and peer learning, to participate in self-assessment and goal setting
- Making recommendations for students who require further practise and reinforcement, both at home and within the school structure
- Referring to outside agencies when necessary when to required to assist student learning
- Implementing screening tests for Literacy and Numeracy, including standardised testing
- Incorporating assessment in the learning and teaching cycle using such tools as checklists, observations and anecdotal notes, pre and post assessment tasks and rubrics

- Establishing success criteria
- Providing formative and summative tasks related to different subject areas
- Gathering data and recording information as a focus for explicit small group teaching
- Modifying teaching and learning to acknowledge and address individual strengths, needs and enrichment requirements (differentiated curriculum and personalised learning)
- Providing opportunities for teachers to moderate, allowing for greater consistency in evaluating and assessing student learning

To achieve this we believe the most effective **reporting** practices will include:

- Reporting to parents both formally and informally through letters, diaries, meetings, Parent Teacher Interviews, Progress Portfolios and written reports
- Reporting to other teachers through student profiles, handover meetings, various forms of P.L.Ts, staff meetings, student welfare meetings, and other informal opportunities
- Reporting to students through verbal and written feedback during and after learning
- Reporting to outside agencies and governing bodies, through referral to various specialists, communication with secondary schools and participation in Government and CEM testing projects and programs
- Allocating time for staff to report information in a comprehensive way to relevant bodies
- Communicating expectations regarding assessment and reporting to staff in a systematic way, for example guidelines for Progress Portfolios and reports
- Providing students, parents and other relevant bodies with a formal report, using a reporting system, which reflects the content of our teaching and current CEM and government mandated requirements
- Collating individual student files, containing formal assessments, which indicate progress and performance to inform future class teachers and other relevant bodies

ACTION:

At Holy Spirit Community School our Assessment and Reporting process is achieved through the following practices and processes:

- ***Records of Observations:*** records of observations and judgements are to be regularly documented. These notes and observations are made to document information about students and their learning. They provide concrete evidence for identifying achievement standards and progression
- ***Feedback:*** ongoing formative assessment is provided to students via teacher feedback, self and peer assessment, in both verbal and written parts. This feedback is skills specific and directly linked to the setting of personalised

learning goals and increases students' capacity to achieve success criteria and learning standards

- **Moderation** of students work occurs within and across levels, to provide a consistent approach to assessment and reporting
- **Open-Ended Tasks:** where possible tasks are to be open-ended to enable and extend student learning. This differentiation will provide students with an opportunity to demonstrate their varying levels of knowledge and understanding.
- **Term Overview:** used to communicate the focus of curriculum content each term, this is placed on the network. It provides an outline of the curriculum content, which has been assessed and is included in the Progress Portfolios
- **Progress Portfolios:** are collections of student work, across the curriculum, assembled specifically for assessment and feedback. They contain both student work and evidence of the student learning process at various stages. These work samples can include teacher feedback, assessment of learning, self-assessment and goal setting. Portfolios are sent home each term
- **Parent Teacher Discussions:** at the beginning of the school year, parents are invited to attend a discussion regarding their child to assist the transition into a new class
- **Parent Teacher Interviews:** Individual Parent Teacher Interviews are held mid year to inform parents of their child's progress and to discuss learning goals in the report
- **Personal Files:** all students have a personal file. This file contains details of enrolment, any reports from the CEM, details of meetings conducted with the principal and copies of end of year reports.
- **Student Files/Blue Cards:** student files with a blue card are passed up to following year's teacher in order to communicate relevant academic, social and emotional information
- **Student Reports:** we use the nForma reporting system to create formal written student reports. The reports give grades reflecting achievement in subject areas. There is a narrative component, which indicates areas of achievement and learning goals. Reports are produced and distributed at the end of each semester

This Policy was reviewed by School Board in 2016...

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