ASSESSMENT AND REPORTING

Rationale
Assessment and Reporting are essential elements of the learning and teaching process and are vital to the way students think about themselves and are engaged in the process of learning.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Reporting is the process by which assessment information is communicated in ways that assist students, parents and teachers in making decisions by providing information about what students know and can do, along with recommendations for their future learning.

Assessment
At Corpus Christi Primary School, information gained from assessment is used to understand student learning and to support students' progress towards achieving expected goals by providing regular, constructive feedback to students. Teachers use the information to develop appropriate curriculum and pedagogy to meet students' learning needs.

Effective assessment practices involve a range of measures and provide students with opportunities to display their knowledge, skills, understandings and attitudes. These assessment practices should be valid, reliable, fair and equitable.

Beliefs and Principles:
- Assessment practices are integral to the teaching and learning process and are matched to the teaching and learning goals
- Good assessment practice provides for the diagnosing and evaluating of individual, class and whole school learning needs
- Assessment informs curriculum planning to improve student learning
- Assessment practices use a range of measures allowing students to demonstrate what they know and can do; leading to a more accurate picture of their learning and growth
- Assessment practices promote deeper understanding of learning processes by developing students' capacity for self-assessment, so they can become more reflective and self-managing
- Assessment is authentic - based on an understanding of how students learn and requiring them to apply their relevant skills, knowledge and understanding to real-world challenges
- Assessment processes are valid, reliable, fair and equitable and cater for the range of student learning styles

Guidelines for Action
To ensure valid and reliable assessment a variety of assessment types, techniques and instruments are required, together with sound moderation practices. At Corpus Christi Primary School, tasks are set to assess performance in an integrated way including specific discipline knowledge as well as
interdisciplinary, personal and social capacities. In developing specific assessment tasks teachers ensure that the tasks clearly match the teaching and learning objectives.

The assessment strategies used at Corpus Christi Primary School are a combination of authentic, summative and formative assessment to encompass the integration of knowledge, skills and behaviours.

- Formative assessments: the assessment tasks or exercises that occur during the teaching activities and are continuous. Teachers make decisions about where the teaching needs to go next in order to assist the student’s learning based upon the student’s performances.
- Summative assessments: the products of ‘on-balance’ judgments based on an accumulated range of assessment sources to determine what the student has achieved and learnt at the end of a unit or semester.
- Authentic assessments: based on the developments of meaningful products, performances or processes overtime. Students develop and demonstrate the application of their knowledge and skills in real world situations that promotes and supports the development of deeper levels of understanding.

In planning activities and managing assessment, teachers ensure that assessment is based on a variety of tasks and is inclusive of the learning needs of all students. Multiple sources of information are used to make judgments about specific skills and depth of understanding such as:
  - Negotiated tasks with negotiated assessment criteria
  - Tests
  - Self assessment and reflection
  - Group assessment
  - Portfolios
  - Learning journals
  - Observations
  - Presentations
  - Demonstrations
  - Peer evaluations

**Reporting**

The primary purpose of reporting is to improve student learning.

At Corpus Christi Primary School the reporting process is an integral part of the teaching and learning process. It enables regular monitoring of student learning and provides ongoing, constructive feedback to students that focus on their achievements and on ways their learning can be further developed.

Teachers' reports are based on a range of assessment processes and evidence such as teacher observations, annotated student work samples, tests, interviews, portfolios, exhibitions and presentations. Teacher judgements in the reporting process are based on sound evidence and a shared understanding of standards.

**Beliefs and Principles:**

- Information is provided to parents about their child's learning in a clear, accessible and timely manner.
- Teacher judgements included in student reports are based on sound evidence and teachers' shared understanding of the standards that apply.
The written report indicates:
- the progress the student has made over the relevant period (semester, year)
- how well the student is progressing in relation to what is expected against a standard

The written report includes:
- reference to a student's current achievements in ‘parent friendly language’
- an indication of areas for future learning/development
- indicators as to how the school will support the achievement of these learning goals
- ideas for how parents can assist at home

Students are supported to develop the skills to reflect on their learning and provided with opportunities to do this.

Students are actively involved in the process of communicating their learning and development to parents.

Opportunities are provided for ongoing communication between student, parent and teacher throughout the year including structured interview and informal processes.

Guidelines for Action

At Corpus Christi Primary School, student academic and personal development is communicated to parents and students at regular intervals throughout the year (in accordance with Australian and Victorian Government Requirements: see appendix 1). Student progress is communicated in a variety of ways ranging from informal chats and class presentations to formal parent/teacher interviews and written reports. The ‘formal’ reporting package consists of:

- **Mid-Year and End of Year Written Reports** - structured around AusVELS (which incorporates the Australian Curriculum F-10 for English, Mathematics, History and Science within the curriculum framework first developed for the Victorian Essential Learning Standards (VELS)). It includes descriptors of student learning with associated rating scales across the Key Learning Areas, as well as descriptive comments.

- **Learning Conferences (Parent Teacher Interviews)** – a conversation involving the child, Parent(s) and teacher to discuss and share student progress. They are held in Terms One and Three to communicate successes and develop further learning goals based upon collected assessment data.

- **Student Portfolios** - a folio of annotated and reflective samples of the child’s work across a range of learning areas. The Student Portfolio is sent home (usually to the primary carer) at the end of each term. It includes a section that allows for students to self assess and set achievable learning goals for the coming term as well as a section for parent comment. It is a way of sharing between child and parent, the child’s learning experiences, growth and future learning goals. The Student Portfolio is a valuable tool for parents to use with their child to discuss and celebrate their learning journey. Once families have had the opportunity to explore the portfolio it is returned to school for further compilation across each term. At the end of the year the portfolio is once again sent home for families to keep.

Additional interview times are set up as required for students deemed to have special needs

**Evaluation**

This policy will be reviewed as part of the review cycle.
This Policy was last ratified in February 2015.
Appendix 1

**Australian Government Compliance Requirements**

A school must provide the parents of each student attending the school with reports on the student that:

- Use plain language and are able to be readily understood by the parents
- Are timely and given at least twice a year
- Give an accurate and objective assessment of the student's progress and achievement, including assessment against national minimum standards and relative to the student's peer group at school
- Are confidential and deal with the student's academic and non-academic learning
- Are followed by an opportunity to meet with the student's teachers to discuss all aspects of the report, and for the school to give constructive advice about supporting the student's further progress at school
- Provide A-E grades (or an equivalent) and access to comparative information.

**Victorian Government Reporting Requirements**

Student report cards must include:

- A graphical representation that will show achievement against the expected AusVELS (the Victorian Essential Learning Standards that incorporate the Australian Curriculum), during the reporting period, as well as (after one year of implementation) achievement in the preceding 12 months (i.e. where the child was placed against expected standards in their previous year of school compared to their current achievement)
- A five-point A-E scale indicating achievement against the expected standard at the time of reporting. This scale will indicate if a child is well above, above, at, below or well below the standard expected at the time of reporting
- A graphical representation to show a child’s work habits (effort and behaviour in class)
- Written information about what a child knows and can do, where the child may need additional support or to be extended, how the school will provide that assistance and what parents can do at home to help their child’s learning
- Student involvement in reporting through student comment and in secondary school, student identification of their own personal learning goals
- Parent involvement in reporting through parent comment
- Details of absences.