



ACT
Government
Education and Training



Assessment and Reporting Policy and Procedures

Reviewed June 2016

Principal's Name and Signature: _____

Board Chair's Name and Signature: _____

FORREST PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY

The Context

Forrest Primary School, an IB candidate school, is well-situated in the National Parliamentary Triangle with the iconic flagpole dominating the landscape. The school has an international feel with more than 40% of enrolments from linguistic and cultural backgrounds other than English. The school respects and celebrates this diversity by providing an international style of education whereby we bring hearts and minds together to develop global citizens who will make a difference in the world.

There is great potential for the children of Forrest Primary School to achieve high outcomes across all learning areas. Students learn through an inquiry model, acknowledging that real-life problems require a transdisciplinary approach. Students are respected as learners and develop understanding through questioning, developing skills, knowledge and concepts. The school is currently implementing sound and rigorous programmes, a comprehensive data collection and monitoring program, a leadership model that focuses on coaching both staff and students, and a contemporary information technology programme that is used in a balanced way to support effective learning. In all of our endeavours, we maintain the integrity of an individualised programme that is tailored to the needs of every child. This has the effect of providing both extension and remediation as appropriate.

The Purpose

It is our policy to promote a positive attitude towards learning, encourage the pursuit of excellence and contribute to the success of all students. The primary purposes of assessment are to describe and evaluate learning, and to provide feedback on the learning process. At Forrest Primary School assessment is the process of collecting information, making professional judgments about student's learning, and informing future teaching practice.

Assessment at Forrest Primary School:

- Allows students to effectively share their understanding with others, communicating skills, knowledge, attitudes and concepts they have developed
- Provides feedback for all students to collaboratively set and reach achievable goals; diagnosing strengths and areas for improvement
- Provides feedback about individuals and groups to teachers who respond with learning experiences and a variety of differentiated interventions
- Develops a cumulative record based on valid and reliable assessments which are collaboratively reflected upon, after which whole school initiatives are enacted
- Complies with the requirements of the student, the school, the Directorate, local and federal governments and the IBO

Reporting to students and parents will clearly communicate the achievements of students and will provide recommendations to further assist the students' future learning. It will also foster co-operation and encourage communication between parents, teachers and students concerning the academic programme and students' progress.

What Makes Effective Assessment?

All learners “come to formal education with a range of prior knowledge, skills, beliefs, and concepts that significantly influence” their learning (Teachers: the Key to Student Success, DET, 2004). Excellent teachers therefore use assessment to determine what their students already know, understand and can do, so that they can build on these to connect existing and new learning. They use assessment to diagnose areas for challenge and intervention. Teachers use *assessment for learning*: pre assessment and frequent formative assessment to map the progress of their students, informing every stage of the teaching and learning process. Teachers use *assessment of learning*: tools and strategies which search for deep understanding of the essential elements of a programme. Teachers use *assessment to evaluate* the effectiveness of their programmes.

Assessment in the classroom will include:

- using representative examples of students’ work or performance to provide information about student learning
- collecting evidence of students’ understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplar student work
- keeping records of test/task results

Reporting

Reporting is the communication to all stakeholders about the assessment and monitoring of learning outcomes. The primary purpose of reporting is to improve and support learning. It provides parents and educators with the means to participate in decisions about a child’s education within a mutually respectful partnership. Therefore, reporting will provide a comprehensive, informed statement of what the student has learnt and still needs to learn, across all essential elements of the programme. Reporting is a public embodiment of our schools values, and reflects the values of the community. Reporting takes many forms and can be formal or informal, including formal report cards, conferencing, parent/ teacher conversations, work samples, portfolios and the PYP exhibition. Our reporting tools must communicate clearly and precisely.

Reporting for children with special needs and Aboriginal and Torres Strait Islander students

The progress of students, who have been identified as having special needs, is reported on with specific reference to their ILP (Individual Learning Plan) goals. Other school reporting strategies will be used as appropriate for the student. Aboriginal and Torres Strait islander students are assessed and reported on against PLP (Personalised Learning Plan) goals that are devised collaboratively with the student, parents/carers and teacher.

Assessment tools and strategies

Teachers at Forrest Primary School will select authentic, relevant assessment tasks, allowing students to show their understanding of the essential elements as inquired into through the unit. Assessment pieces will be collected for pre assessment, formative and summative assessment.

There are many strategies that teachers use including:

- Observations such as teacher notes and records of conversations
- Performance assessments which record the student communicating his/her response to complex stimulus using a variety of essential elements
- Process-focused assessment such as checklists and inventories
- Selected responses such as tests and quizzes
- Open ended tasks such as drawn responses, prose or diagram

Teachers will use a balanced range of tools for formative and summative assessment of student learning:

- Student questions
- Student self-assessment
- Rubrics
- Videos of students working and explaining
- Running records of oral reading
- Learning Logs/journals
- Documentation of conversations
- Anecdotal records
- Checklists
- Inventories (BEE Spelling)
- Tests
- Student book work

Students in Years 3 and 5 participate in the Literacy and Numeracy testing (NAPLAN).

All students participate in PIPS (Literacy and Numeracy) at the commencement of and end of Kindergarten.

EAL/D students K-6 participate in EAL/D Moderation Assessment Tasks to determine EAL/D funding.

Transitioning students to Forrest Primary School will be assessed in English and Mathematics to ensure continuity of their learning (see transition, new enrolment procedures).

For gifted and talented students, the school will assess cohorts of students using the ACER General Ability Tests (AGAT).

Students also have the opportunity to participate in alternative programs and assessment tasks: the UNSW competitions for Literacy, Numeracy, Science and computing skills; Rostrum. Using the process of a three way interview Personalised Plans (PPs) will be designed for all students. These will be jointly constructed to set goals and articulate strategies to achieve them.

PRESCHOOL ASSESSMENT AND REPORTING

Assessment in the preschool is an ongoing cycle. Educators observe and document children's learning, including what they know, do and understand. This assessment is then used to plan future learning experiences, with a focus on the Early Years Learning Framework and achieving individual student outcomes.

- Portfolios – observations, photos, work samples
- Keepsake Books – children's development and progress in the Visual and Creative Arts
- Self-assessment – students assess their own learning in a variety of experiences
- Pre and post-tests – determine prior knowledge and gain an understanding of what the student has learnt
- Video and photo evidence – documented in Learning Diaries and used to teach social skills

Reporting

Informal reporting to families occurs throughout the year before and after school.

Semester 1

Parent/Teacher interviews

- 2 goals set for the semester
- Individual Learning goals established
- Written report based on student goals and the EYLF outcomes

Semester 2

Parent/Teacher interviews

- Review semester 1 goals
- Set new goals
- Written report based on student goals and the EYLF outcomes

References:

Teachers: the Key to Student Success, DET, 2004

ACARA. Australian Curriculum.

Every Chance to Learn, DET, 2007 (*Essential Learning Achievements*)

Quality Teaching in ACT Schools (ACT DET & NSW Dept. Of Education, 2006)

www.IBO.org

Making the PYP Happen, IBO, 2007

Understanding by Design (Expanded Second Edition), Grant Wiggins and Jay McTighe, 2005

ASSESSMENT AND REPORTING YEARLY SCHEDULE

Every term

- Year level term overviews are sent home week 2
- PM reading benchmarks completed and entered on an excel spreadsheet to which the whole school has access. These results are then translated to a data wall termed 'faces on the data' in which every child in the school is plotted against his/her PM level. This wall is confidential and allows the whole staff to engage in collaborative conversations about students.
- Each year level will choose an inquiry to showcase, resulting in 7 (P-5) Learning Journeys across the school throughout the year. Students will explain and show their learning to parents, answering questions that the audience may have. Learning Journeys are structured around the inquiry cycle, essential elements or other PYP frameworks. Families are invited to attend, as well as other year levels.
- Moderation process in each teaching team for formative and summative assessments to inform programme and reporting.
- Student goals are reflected on by the student and teacher

Term 1

- Information Sessions are held within the first weeks of Term 1
- Year level term overviews are sent home week 2 of each term
- Student information forms are sent home prior to interviews. This allows parents to tell teachers about their child. For example: siblings, strengths, dynamics
- Three way interviews are conducted in term one, allowing collaborative setting of goals. In term three a second three way interview will occur at which the goals are reassessed and re-developed as necessary, in response to changing needs and report cards. These goals are self and teacher assessed at the end of every term and sent home.
- PIPS (ACT department standardised) testing for Kindergarten students occurs during weeks 2 – 4.
- ILP and PLPs are developed and used to inform programmes
- PAT Maths completed and entered on whole school excel spreadsheet
- Spelling assessments completed and entered on whole school excel spreadsheet

Term 2

- NAPLAN testing for Year 3 and Year 5 students.
- EAL/D Moderation Assessment Tasks for all EAL/D students K-6.
- Written school based reports for all students are sent home at week 9 of term 2.
- A-E Semester 1 written report (for Years 1-6). Some students are exempt from this process. Parents can withdraw their child on request.

Term 3

- ILPs and PLPs are reviewed and modified if appropriate
- Three Way Interviews are conducted and goals are reviewed and if appropriate
- Individual NAPLAN reports are sent home to parents/carers.
- Spelling assessments completed and entered on whole school excel spreadsheet

Term 4

- End of year PIPS testing for Kindergarten students usually occurs during weeks 2 – 4.
- A-E Semester 2 report (for Years 1-6).
- Written school based reports for all students are sent home at week 9 of term 4. Interviews with parents conducted on request.
- PAT Maths completed and entered on excel spreadsheet
- Spelling assessments completed and entered on whole school excel spreadsheet