



# BINDOON PRIMARY SCHOOL

## ASSESSMENT AND REPORTING POLICY

### RATIONALE

**Bindoon Primary School** is committed to providing the highest quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high-quality learning outcomes and form part of the interacting processes of teaching and learning.

### DEFINITION OF ASSESSMENT

**Assessment** is the process of gathering, analysing and interpreting quality information about student learning.

**Assessment** is based on clearly stated standards and criteria appropriate to the age and development of the student.

### PURPOSE OF ASSESSMENT

The **purpose of assessment** is to:

- Promote, assist and improve student learning;
- Inform teaching and learning programs;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

### ASSESSMENT PROCESSES

Bindoon Primary School engages in Formative and Summative Assessment processes.

#### **Formative assessment**

Formative assessment is used to monitor progress during a learning sequence and provide continuous feedback to teachers and students, enabling them to monitor progress and identify errors in learning. The feedback from this is a crucial component as it informs teachers and students about their progress with the specific purpose of helping them to improve. At Bindoon PS we will facilitate formative assessment through use of anecdotal records, work samples, teacher made tests, peer and self assessment. These will be reported to parents through parent / teacher meetings and case conferences .

## Summative assessment

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs. It is supported at Bindoon PS through DET formal semester reports.

Assessment at Bindoon Primary School will:

- Identify students' achievements and the extent of their progress in relation to the Outcomes and Standards Framework;
- Assist with identification of students at educational risk;
- Improve students' learning;
- Allow students to set goals for their learning;
- Motivate students to learn because their learning is personalised
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allow Bindoon Primary School to plan for improvement by determining, with the School Council, realistic priorities;
- Broaden home/school links that will enable parents to further assist with their child's/children's learning.
- Monitor the progress of students and diagnose learning difficulties;
- Provide feedback to students on how they may improve their achievement;
- Provide valid, usable data for school analysis and diagnosis;
- Adjust programs to ensure all students have the opportunity to achieve to their optimum;
- Develop subsequent and ongoing learning programs;
- Report student achievement to parents, staff and system;
- Facilitate and support whole school and system planning, reporting and accountability procedures

## BELIEFS ABOUT ASSESSMENT

Assessment practices have a powerful impact on teaching and learning. Developing a shared understanding of assessment enhances the validity and consistency of judgments about student learning, which in turn facilitates improved learning and teaching. Our beliefs about assessment are based on the assessment principles from the Curriculum Framework. We believe assessment will facilitate learning when it is:

**Valid**— Assessment information on the actual ideas, processes, products and values which are expected of students.

**Educative**— Assessment should make a positive contribution to student learning.

**Explicit**— Assessment criteria should be explicit so that the basis for judgements is clear and public.

**Fair**— Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.

**Comprehensive**— Judgements on student progress should be based on multiple kinds and sources of evidence.

## POLICY LINKS/REQUIREMENTS

### Measuring Student Achievement

Staff will develop measuring tasks in accordance with the Principles of Teaching, Learning and Assessment, the Outcomes and Standards Framework and Department of Education syllabus.

Teachers may use a variety of assessment tools including: First Steps, Literacy and Numeracy Net, Progress Maps, Student Outcomes and Elaborations, anecdotal comments, observations or checklist profiles, audio-visual evidence. Teachers may assess in ways they feel comfortable with to determine a summative grade.

### Teacher Recording of Student Achievement

It is a requirement of teacher accountability that teachers maintain ongoing classroom based records showing each student's achievement of the outcomes covered and that evidence of their judgements is kept.

### Moderation

To support consistency of teacher judgements, teachers will have opportunities to engage in various forms of moderation.

These forms may include:

- ✕ Collaboration during the planning, teaching and assessment cycle
- ✕ In school moderation to determine level attainment
- ✕ Across school moderation
- ✕ Reference to Department exemplars and standards of achievement

## ROLES AND RESPONSIBILITIES

### Teachers will be responsible for:

Developing skills and an understanding of assessment practices that ensure that their assessment practices are valid and reliable;  
Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts;  
Using assessment information to inform their teaching and learning;

### Students will be responsible for:

Contributing to discussions about assessment processes;  
Assessing their learning and that of their peers;  
Meeting assessment deadlines as agreed upon with the classroom teachers; and  
Responding to assessments made by peers, teachers and others.

### It is expected parents will be responsible for:

Communicating relevant information that may affect their child's learning;  
Taking advantage of opportunities to be informed or to learn about assessment and reporting procedures and teaching and learning programs;  
Providing feedback about assessment and reporting practices in relation to their impact on their child; and

<p>Ensuring that students know what is being assessed, and when, why and how;          Providing students with opportunities to develop the necessary skills to participate in self and peer assessments;          Providing feedback to students that highlights what students have demonstrated and what they need to do to improve;          Participating in professional collaboration to ensure consistency of judgements between teachers;          Providing timely reports of children's progress to parents and system;</p>		<p>Contributing to the development and review of the school development plan.</p>
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## DEFINITION OF REPORTING

**Reporting** is the regular communication of relevant information to parents/caregivers on student progress and achievement.

Reporting to parents is a key component in building and maintaining relationships between the school and parents/caregivers.

Bindoon Primary School fosters open relationships with parents/caregivers based on clear, comprehensive and accurate information communicated through formal and informal reporting processes.

## ANNUAL SCHEDULE

SEMESTER ONE	SEMESTER TWO
<p>Class letter to parents outlining philosophy and programs for the term            Informal reporting eg phone calls, emails, diary entries            Formal meetings on request            Assemblies - merit certificates            Work Samples            DET Formal Report. Written summative report            Parent interviews</p>	<p>Class letter to parents outlining philosophy and programs for the term            Informal reporting eg phone calls, emails, diary entries            Formal meetings on request            Assemblies - merit certificates            Work Samples            DET Formal Report. - Written summative report            Year 3,5,7 NAPLAN Reports            Year 5 and 7 WAMSE Reports</p>