

Assessment and Reporting Policy and Procedure

PURPOSE

The purpose of this policy and procedure is to clearly outline Yahl Primary School's approach to the assessment and reporting of student learning outcomes.

SCOPE

This policy and procedure applies to all informal and formal assessment and reporting activities conducted by individual teachers and as part of a whole school approach.

POLICY STATEMENT

Yahl Primary School is committed to the implementation of high quality assessment and reporting processes.

Our commitment is underpinned by the following principles:

- Students need to take an active part in assessment and reporting processes
- Assessment and reporting activities are a critical part of all teachers' work, in particular planning and programming activities
- Effective assessment and reporting needs a whole school approach
- Students need to be given the opportunity to express their learning and achievements in a variety of ways
- Teachers need to use a range of methods to assess and report on their students' learning and achievements.

DEFINITIONS

Assessment

Assessment is the process of identifying, gathering and interpreting information about progress in students' learning. It is an integral part of the teaching and learning process.

The purpose of assessment is to:

- improve student learning
- provide information to the students, parents/care givers and teachers about whether learning goals have been achieved
- help teachers and students make decisions about future learning needs.

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DEFINITIONS

Reporting

Reporting is the process of communicating the information gained from assessing student learning. It is the basic responsibility of all teachers to report on the progress and achievements of their students.

The purpose of reporting is to:

- support teaching and learning by providing information to students, parents/care givers and other teachers about student progress and achievements.
- identify areas for improvement in teaching, learning and assessment practices to better meet the needs of all students; and
- inform the Department of Education and Child Development about student outcomes.

Curriculum Areas

Teaching and assessment occurs against eight compulsory curriculum areas, as described in the Australian Curriculum. These are:

- The Arts
- English
- Health and Physical Education
- Mathematics
- Society and Environment
- Science
- Technology; and
- Japanese.

General Capabilities

Teaching and assessment occurs against seven key competencies, as described in the Australian Curriculum. These are:

- Literacy
- Numeracy
- Information and Communication Technology (ICT) Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding; and
- Intercultural Understanding.

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RESPONSIBILITIES

The **Governing Council** is responsible for:

- approving the Assessment and Reporting Policy and Procedure and any subsequent revisions.

The **Principal** is responsible for:

- presenting the Assessment and Reporting Policy and Procedure and any subsequent revisions to the Yahl Primary School Governing Council for approval; and
- ensuring that all students, staff and parents understand the Assessment and Reporting Policy and Procedure.

All **Teaching Staff** are responsible for:

- using their professional judgment to make decisions about student learning progress
- monitoring the range of assessment and reporting methods used
- accurately describing students' progress towards the achievement of personal goals and curriculum objectives; and
- participating in all assessment and reporting activities as outlined in this policy and procedure.

All **Students** are responsible for:

- monitoring and evaluating their own learning progress
- negotiating learning goals and developing skills in self- and peer assessment; and
- developing an understanding of the place of assessment and reporting in their own learning.

All **Parents/Care Givers** are responsible for:

- seeking informal feedback on their child's learning and achievements using one or more of the methods outlined in this policy and procedure as required; and
- participating proactively in formal assessment-related events and discussions organised by the school.

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PROCEDURE

At Yahl Primary School we report on student learning outcomes and achievements using both informal and formal methods.

Informal reporting occurs through:

- parents dropping in
- newsletters
- phone calls
- diary notes and communication books
- assemblies
- displays of student work; and
- special days.

Formal reporting occurs through:

- A Parent/Teacher Information Night. All parents/care givers are invited to attend this evening which is held in the first three to five weeks of the school year. At this event each class teacher will provide an overview of their teaching plans for the year across each of the eight curriculum areas. Class expectations in respect to homework, standards of behaviour and class rules will also be explained.
- A structured Parent/Teacher Discussion. This discussion will be held at the end of Term 1. During this discussion teachers will provide parents/care givers with a progress report on their child's learning outcomes and achievements.
- Basic Skills Testing - NAPLAN. Results from these tests will be made available to parents of all students who sit NAPLAN tests. Teachers will be available to meet for parents/care givers for a discussion about results where requested.
- Mid-Year and End-of-Year Summative Reports. These reports will summarise student learning outcomes and achievements across the eight curriculum areas and seven key competencies.
- Feedback is also provided to parents/care givers about their child's work habits and personal qualities including: confidence; time management; ability to work independently; personal organisation; book work; ability to relate to others including adults and peers; initiative; and social development.

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STATUS AND DETAILS

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Authorisation Date:	September 18, 2018
Accountable Officer:	Mrs Christine Morrison