

Our Lady of the Pines Catholic Primary School

Assessment and Reporting Policy



Our Lady of the Pines Catholic Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

Principles underpinning our assessment and reporting

Horizons of Hope identifies the following principles of assessment for MACS schools:

Focused on growth

- Assessment and reporting will be relevant and timely to each learner.
- Students understand their learning progress.
- Students receive feedback about their challenges while forming and valuing positive attitudes towards learning.
- Educators critically question the impact of their decisions on student learning.
- Feedback is integral to the learning process, enabling students to self-regulate, self-assess and reflect on their own learning.

Relational

- Assessment and reporting will provide a strong foundation for authentic dialogue about learning progress between teachers, students and families.
- Students and teachers are both partners in the learning as the teacher constantly shapes and evolves their practice and pedagogy, while the student perseveres and progresses in response to evidence uncovered and timely feedback.

Ongoing and continuous

- Teachers are alert to the needs of students, founded on their knowledge of each student's narrative.
- Assessment, feedback and data-gathering techniques are authentic, varied and diverse.
- Assessment of learning is continuous, allowing students to demonstrate their progress and flourish.
- Feedback is continuous, accurate and forward-focused.

INTRODUCTION:

At Our Lady of the Pines, we believe that:

ASSESSMENT is a process concerned with the ongoing, cumulative collection and analysis of information that assists student learning and progress. The information is evaluated and analysed to identify strengths, weaknesses, skills, abilities and attitudes that are relevant to a student's context. It also informs teachers to tailor work programs and teaching to point of need. Teachers assess and monitor student growth, learning

progress and achievement against the curriculum standards and within the learning and teaching program at Our Lady of the Pines Catholic Primary School.

REPORTING is the information communicated to a range of audiences that includes students, parents, teachers, outside agencies and governing bodies. It involves relaying information on student performance, skills, achievements and expectations. It provides evidence and advice for future planning and action. The nature and frequency of feedback given to students and parents about individual assessment tasks are determined by teachers and leaders.

At Our Lady of the Pines, we support an ongoing approach to assessment and reporting, in which we link curriculum (VICTORIAN CURRICULUM) and classroom practice with assessment.

Our Lady of the Pines Catholic Primary School complies with the Australian government reporting requirements. These requirements apply to the written reports on student learning and progress. Reports are provided twice annually for each student in each year they are enrolled at the school. More information about the specific requirements for reporting can be found in the Catholic Education Commission of Victoria Ltd (CECV) [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#) (the Guidelines).

Rationale

At Our Lady of the Pines, the Assessment and Reporting Policy is intended to foster a collegial, shared approach to teaching and learning, in a way that is responsive to individual students' and cohorts' needs. 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 further 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.

Aims

- To utilise the results of assessments to track and support students on their P-6 learning journey
- To identify and address students' personalised learning needs in a timely manner
- To foster shared responsibility for our students across the whole school
- To facilitate the use of student and cohort data to inform planning, teaching, intervention and extension

Assessment Overview

Assessment and Reporting practices are fair and valid and take account of an individual's right to privacy and confidentiality.

- All students are to complete the assessments outlined in the school's assessment schedule.
- Assessments may be formal or informal and they may be formative or summative. Assessment tasks vary from informal questions during a learning activity to formal written tests. Assessments of all types provide evidence about the next steps forward in the learning program.
- The purpose of assessment is to gather relevant information about student performance or progress, or to determine student interests to make judgments about their learning process, as well as teaching practices. Once teachers assess the students, they can begin to make data-driven decisions—that is, decisions made using information from a variety of sources to better plan, teach, and assess their students in the future. It provides feedback to the learners and learning, the teacher and teaching, and the learning experience and environment.
- Student achievement will be measured and reported to students, parents and the wider community against the Victorian Curriculum achievement standards, in each of the learning areas.
- Teachers pre and post test throughout the term, and formal assessment occurs twice a year. All data is analysed and discussed by teachers and leaders, and a data wall of student progress is constructed in the staffroom. During level meetings and PLTS, staff participate in the collection of student achievement data and have input into school decisions resulting from interpretations of student achievement data.
- Assessment processes are aligned with the curriculum and are designed to clarify learning intentions, establish where individual students are in their learning and to diagnose details of student learning.
- Assessment practices encourage reflection and facilitate opportunities for self-reflection.
- School based assessments such as ROL, LETTER ID, CAP, WESTWOOD, BENCHMARK ASSESSMENTS RUNNING RECORDS- are carried out annually and reviewed to analyse student learning and progression and the effectiveness of teaching practices. These assessments are also used to group students, set targets and to design units of work adjusted to student needs.
- Teachers encourage and assist students to monitor their own learning and to set goals for future learning. Each term, students in consultation with their teachers, set short term goals. These goals are evaluated throughout the term.
- Students will receive frequent feedback that supports further learning.
- Teachers, parents and students discuss these goals and student progress regularly, as well as during formal teacher-parent-student conferences every semester. Reports to parents show progress over time and include suggestions for ways in which parents can support their children's learning.
- Formal written reports are provided to students and their families at the end of each semester.
- Class teachers are required to enter assessment results electronically
- A handover meeting will be held at the end of each year.

Intervention and Extension Overview

- Teachers are required to investigate their hypotheses about individual students' needs, gather and document evidence of teaching and learning, discuss at level planning meetings, and bring it to the attention of the Learning and Teaching Team and Leadership Team.
- See the relevant leader for support in choosing and administering intervention/extension and assessments.

Data Recording/ Student Tracking Data Requirements

- Each student has a 'Confidential File' (grey folder) in which relevant assessment and reporting documentation is placed.
- The results of intervention/extension assessment and subsequent PLPs or details of interventions/extensions undertaken should be included in the student's file for that year.

Teacher Parent Student Interviews

- In addition to documented 'End of Semester' reports, families have the opportunity to meet with their child's teacher each semester.
- In Term One, a 'Meet and Greet' meeting is offered, at which parent, child and teacher get to know each other.
- A mid - year meeting is offered at the end of Term Two in which there is an open discussion with parent, child and teacher about the child's end of semester report. It is an opportunity to seek clarification and discuss progression points and written comments contained in the report.
- Teachers are available to meet with families as required throughout the year.
- The families of students on a Personalised Learning Plan (PLP) will be provided with an opportunity to attend a Program Support Group (PSG) meeting each term.

Assessment and Reporting Schedule

Each year the Assessment and Reporting schedule is revised with staff to assure that it is relevant, up to date and meets the current teaching and learning needs of the school. The Learning and Teaching Team will meet on a regular basis to discuss curriculum matters and monitor progress of all students.

Review of assessment and reporting practices – Use of student learning data

Teachers at Our Lady of the Pines Catholic Primary School document the processes they use to review practices for assessment and reporting. This information includes the ways in which data about student learning progress from a variety of sources is analysed to improve student growth and learning progress, and to guide learning and teaching programs.

On a weekly basis, level teams meet to discuss the data from assessments and work samples to plan teaching that addresses the needs of groups and individual students. This may include the learning leader to identify further support for targeted intervention/extension.

Related policies and documents

Analysis of Data and Reports
Curriculum and Teaching Policy
Curriculum Maps
Curriculum Plan
Digital Technologies Policy
English Policy
General Capabilities Policy
Health and PE Policy

Homework Policy
How Curriculum is Implemented
Humanities and Social Science Policy
Italian Language Policy
Learning and Teaching Policy
Mappen
Maths Policy
Professional Development Policy
Science Policy
Victorian Curriculum
Visual Arts Policy

References

CECV 2021 [Reporting Student Progress and Achievement: 2021 Revised Guidelines for Victorian Catholic Schools](#)

VCAA 2018 [VCE VET Program Guide 2018](#)