

Assessment and Reporting to Parents Policy



Rationale

Policy Statement

Jolimont Primary School is committed to providing high-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. A goal of this policy is to provide useful and timely feedback to students, parents and teachers.

The following procedures set out the requirements and responsibilities for students and teachers and the expectations of parents/caregivers necessary to achieve these goals. These procedures must be read in conjunction with the Department of Education and Training **Curriculum, Assessment and Reporting: Policy and Guidelines**.

Definition of Assessment

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. In the context of an outcomes approach to education, the assessment process involves:

- Providing students with opportunities to demonstrate core learning outcomes in relation to the *K-10 Syllabus and DET "C" Grade Descriptors* for the relevant Year level/s.
- Gathering and recording evidence about students' demonstrations of the core content;
- Using this evidence as the basis for making overall judgements about students' demonstrations of the core learning outcomes.

Assessment is based on clearly-stated standards and criteria appropriate to the age and development for the students. Assessment is also demonstrably fair, valid, reliable and equitable according to the Western Australian Curriculum Framework.

Purpose of Assessment

The **purpose of assessment** is to:

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



Formative assessment

Formative Assessment is used to monitor progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify errors in learning. The feedback is the crucial component as it informs students about their progress with the specific purpose of helping them to improve.

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.

Assessment at Jolimont Primary School will:

- Identify students' achievements and the extent of their progress in relation to the *K-10 Syllabus* and *DET "C" Grade Descriptors* for the relevant Year level/s.
- Assist with identification of students at education risk;
- Improve students' learning;
- Allow students to set goals for their learning;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allow teachers to plan for improvement by determining realistic priorities; and
- Broaden home/school links that will enable parents to further assist with their children's learning.

and /or

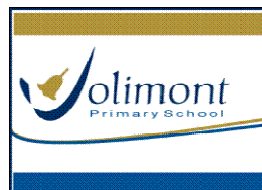
Assessment of students work assists teachers and the school in:

- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students on how they may improve their achievement;
- Adjusting programs to ensure all students have the opportunity to achieve the intended outcomes;
- Developing subsequent learning programs;
- Reporting student achievement to parents;
- Whole school and system planning, reporting and accountability procedures.

Links to Policy Documents

Measuring Student Achievement

Assessment tasks will be developed in accordance with the *Curriculum Principles of Teaching Learning and Assessment* and the *K-10 Syllabus*. Teachers are not expected to grade each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.



Teachers may use a variety of assessment tools including: *First Steps*, *ESL Progress Maps*, anecdotal comments, interviews, running records, observations, rubrics or checklists profiles, photographs, etc. Teachers may assess in ways they feel comfortable with to determine a summative grade. State, National and Whole school assessment processes are expected to be adhered to.

Teacher Recording of Student Achievement

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

Attempts at a task and the degree of success of those attempts. (There should be a sufficient number of attempts to indicate that the student has mastery of a skill or content descriptor)

Task details

A measure against the *DET "C" Grade Descriptors* for the relevant Year level/s.

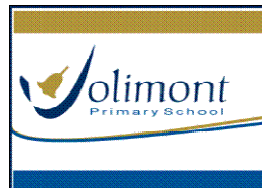
This should be recorded in such a format that it can be used for reporting purposes. Staff use DET system formal reports as part of this accountability process as this enables student data to be passed on from teacher to teacher, year to year.

The school must maintain copies of all documentation by teachers, which are records of student achievement.

Moderation

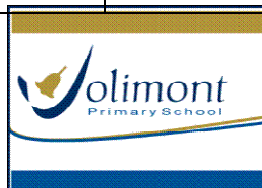
To support consistency of teacher judgements, teachers will have opportunities to engage in forms of moderation. These forms could be:

- As part of the system endorsed grading process in relation to *DET "C" Grade Descriptors* for the relevant Year level/s.
- In school moderation of student work samples using the NAPLAN Bands.
- Moderation of work samples for 'grading' purposes
- This process will be extended to include teachers at other schools if feasible.



Beliefs about Assessment

<p>1. Comprehensive Judgements made about student achievement of a Yr 1-7 "C" <i>Grade Descriptors</i> and key content from K-10 Syllabus will be</p> <ul style="list-style-type: none"> Developed over time and in a range of situations; A result of moderation strategies that ensure consistency of teacher judgements; Validated by comparison with MSE testing outcomes. <p>Tasks</p> <ul style="list-style-type: none"> Open/closed Short/extended Written/oral Models/displays Performances Teacher interviews <p>Sources of information</p> <ul style="list-style-type: none"> Teacher anecdotal records Work samples Early Childhood Portfolios Student self evaluation Written or visual journals Peer assessments Teacher/ standard tests Audio/video/photo Interviews/testimonials Teacher made tests 	<p>2. Explicit Explicit assessment criteria will be developed collaboratively and derived from the Jolimont Curriculum Plans, <i>DET "C" Grade Descriptors</i>. They will:</p> <ul style="list-style-type: none"> Be described in ways that are easily understood by all students. Help students to reflect on their own learning and to set future goals. Help provide very real and clear evidence of outcome achievement when reporting to the community. <p>Clear guidelines will be given i.e. no grey areas.</p> <ul style="list-style-type: none"> Tasks broken down into points or criteria Grade descriptors that students can follow their progress. Criteria clear and public Marking key known before students commence tasks Consistent from teacher to teacher, situation to situation. Clear evidence provided to community about outcomes for schooling. Clear concise age appropriate language used. Models, examples of tasks, completed work to clearly demonstrate the finished project. Students involved in assessment-reflective sheets/discussed. In group tasks students could comment/evaluate their input Feedback is related to progress-constructive 	<p>3. Educative Teachers will:</p> <ul style="list-style-type: none"> Provide descriptive feedback; Allow students to monitor and reflect on their learning progress; Encourage goal setting; Allow peer, self-assessment, and use assessment activities to foster self directed learning. <p>The assessment will be: <i>Educationally valuable</i></p> <ul style="list-style-type: none"> Ongoing not just a test at the end Assessments inform your planning Plotting learning through levels to demonstrate progress <p><i>Student understands and values assessment</i></p> <ul style="list-style-type: none"> Takes responsibility for own learning Can self and peer assess <p><i>Feedback</i></p> <ul style="list-style-type: none"> Students should be able to recognise flaws and achievements. Students should be able to gain information to assist own learning. Constructive Positive and deserved <p><i>Positive Experience</i></p> <ul style="list-style-type: none"> The environment and comments should encourage and must not inhibit learning The emphasis should be on improvement. Encourage life long learning
<p>4. Fair At JPS we will demonstrate fairness to all students in our assessment practice by:</p> <ul style="list-style-type: none"> Considering the student's gender, language attainment, culture/ethnicity, religious affiliations, socio-economic circumstances, individual personalities, special talents and disabilities. Providing students with opportunities to show their learning in different ways. Using different forms of assessment: 	<p>5. Valid At JPS, assessment will provide valid information on actual ideas, processes and products expected of students. Teacher judgements will be based on:</p> <ul style="list-style-type: none"> Information that addresses desired NAPLAN Band skills; Year 1-7 "C" <i>Grade Descriptors</i> and Syllabus core content descriptors Explicitly stated learning goals; Quality evidence relevant to the learning program. 	



Assessment Practice

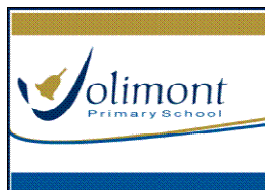
Assessment Type	What does it look like?	Examples	How information is recorded	How information is shared
Focused Observation	Formal	<input checked="" type="checkbox"/> Pairs of teachers working together <input checked="" type="checkbox"/> Moderation making consistent judgments about student learning	SIS Curriculum Manager Rubrics Written/oral anecdotal notes Photography Video/ Audio Progress Maps Annotations Cross curriculum grids Checklists IEP's/Literacy Net Communication books Scrap books Files Annotation Sheets (for grading purposes only)	Portfolios/e-folios Learning Journeys Formal Reports Interviews Information sessions Conferences
	Informal	Role plays Student talk		
Conversations	Conferences	<input checked="" type="checkbox"/> One-one <input checked="" type="checkbox"/> email <input checked="" type="checkbox"/> Small group <input checked="" type="checkbox"/> Peers <input checked="" type="checkbox"/> Three way <input checked="" type="checkbox"/> discussion		
	Interviews	<input checked="" type="checkbox"/> One-one question and answer.		
Products	Self/peer assessment	<input checked="" type="checkbox"/> Student Learning Logs; <input checked="" type="checkbox"/> Journals: reading response, dialogue, reflective, metacognitive, summative journals. <input checked="" type="checkbox"/> Goal setting frameworks: eg 2 stars and a wish. <input checked="" type="checkbox"/> Rating scales		
	Think- alouds	<input checked="" type="checkbox"/> Before, during, after thoughts.		
	Work samples	<input checked="" type="checkbox"/> Comprehension, writing samples, models, pictures and diagrams, oral presentations, PowerPoint, research projects, cross-curriculum tasks, open-ended tasks, simulation.		
	Retells	<input checked="" type="checkbox"/> Oral, visual, written- organising of key information to compare and share with others. <input checked="" type="checkbox"/> Cause/Effect charts <input checked="" type="checkbox"/> Stem completion <input checked="" type="checkbox"/> Graphic Outlines <input checked="" type="checkbox"/> Concept maps		
	Surveys	<input checked="" type="checkbox"/> Values, interests, emotions, attitudes, confidence, processes, products.		
	Tests	<input checked="" type="checkbox"/> Criterion referenced- skill mastery (developed with students), norm referenced- comparison of achievement: cloze, multiple choice, South Australian Spelling Test, PAT testing, PP On Entry Interview, NAPLAN, WAMSE & MSE		

<input checked="" type="checkbox"/> Observation	<input checked="" type="checkbox"/> Teacher journals	<input checked="" type="checkbox"/> Checklists and matrices	<input checked="" type="checkbox"/> Individual and group self-reflection
<input checked="" type="checkbox"/> Criterion referencing	<input checked="" type="checkbox"/> Self assessment	<input checked="" type="checkbox"/> Peer assessment	<input checked="" type="checkbox"/> Negotiated evaluation
<input checked="" type="checkbox"/> Open ended tasks	<input checked="" type="checkbox"/> Student/teacher conferences	<input checked="" type="checkbox"/> Teacher constructed tests	<input checked="" type="checkbox"/> Individual Education Programs
<input checked="" type="checkbox"/> Standardised tests – e.g. MSE, WAMSE & NAPLAN	<input checked="" type="checkbox"/> Student journals	<input checked="" type="checkbox"/> Portfolios – PP/Ki/Year 1	<input checked="" type="checkbox"/>

A combination of the above mentioned assessment strategies could be used by the teachers, overtime with their students, to determine whether or not tasks have been successfully achieved. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students' performances.

Roles and Responsibilities

Students will be responsible for:	Teachers will be responsible for:	It is expected that parents/carers will be responsible for:
<ul style="list-style-type: none"> • Contributing to discussions about assessment processes; • Assessing their own 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. 	<ul style="list-style-type: none"> • Developing skills and an understanding of assessment practices 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; • Ensuring that students know what is being assessed, and when and why; • 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; • Returning assessed work in a timely fashion to students. • Participating in professional collaboration to ensure consistency of judgements between teachers; • Ensuring individual NAPLAN test results and semester reports are placed in students' files 	<ul style="list-style-type: none"> • Communicating relevant information that may affect their child's learning; • Taking advantage of opportunities to be informed or to learn about assessment procedures; • Providing feedback about assessment practices in relation to their impact on their child; and • Contributing to the development and review of the school operational plan.



Reporting Policy

Rationale

Reporting to parents is a key component in building and maintaining relationships between the school and parents. Jolimont Primary School fosters open relationships with the parents based on clear, comprehensive and accurate information communicated through formal and informal reporting processes.

Reporting to parents annual schedule

TERM	INFORMAL & FORMAL PROCESS
ONE	<ul style="list-style-type: none"> • Whole class parent introductory meeting • Class letter to parents outlining philosophy and programs for the term as well as incidental updates at point of need • Informal reporting e.g. phone calls, emails, diary entries, • Formal meetings on request • Assemblies - merit certificates • Pre-Primary*- • Work samples books • Open afternoons for special occasions, • Parent participation in class activities. • School Website
TWO	<ul style="list-style-type: none"> • Informal e.g. phone calls, emails, diary entries • Formal meetings on request • Assemblies - merit certificates • Reporting Schedule (formerly schedule A) - Written summative report – DET Formal Report. • Pre-Primary School Report • ECE Work samples books, • Formal Reports • Comments are written for English, Mathematics and General Comment • Draft reports must be proofread before submitting to the administration staff. • Reports are submitted by the nominated time. • Open Afternoons on special occasions, • Parent participation in class activities.
THREE	<ul style="list-style-type: none"> • Individual parent interviews • Assemblies - merit certificates • Informal e.g. phone calls, emails, diary entries



	<ul style="list-style-type: none"> • Formal meetings on request • Athletics Carnival, • Pre-primary- • Open afternoons for special occasions, • Parent participation in class activities.
FOUR	<ul style="list-style-type: none"> • Parent Information Boards • Informal, e.g. phone calls, emails, diary entries • Formal meetings on request • Assemblies - merit certificates • Schedule (formerly schedule A) -Written summative report – DET Formal Report • Yr 3, 5, 7 NAPLAN & WAMSE reports • Pre-primary reports • ECE Work sample files • Formal Reports (see Term 2) • Parent participation in class activities.

Documented Plans for Individual Learning

All teachers will be expected to maintain Individual Learning Plans and Group Learning Plans. Parents of students with ILP need to be informed regularly of progress made whilst on the ILP. Parents must acknowledge the ILP must be on the ILP.

All students (Year 3 to 7) who achieve **below the minimum standard** in previous NAPLAN testing will be placed on an individual documented plan relating to the area in which they achieved below the minimum standard.

All students (year 1-7) who achieve **below the expected standard** overall on their formal reports in the areas of English and Mathematics will be placed on an individual documented plan.

The parents of any student (year 1-7) who achieve **below the expected standard** in an **aspect/strand** on their formal reports in the areas of English and Mathematics will be contacted prior to reports going home, **with either a parent contact sheet or individual documented plan being completed as a result of this contact.**

All students (year 1-7) who achieve **below the expected standard** either overall or in an **aspect/strand** on their formal reports in learning areas *other than* English and Mathematics will have a **comment** explaining their specific areas of weakness on their formal report.

Any student in Kindergarten who requires further development in social and emotional areas, i.e. learning to learn, will be placed on an individual documented plan.

Any Pre-Primary students who scores **below the standard set in the Online Interview** require an early intervention Individual Documented Plan

