



ST. MARY'S SCHOOL, ALEXANDRA

ASSESSMENT AND REPORTING POLICY

Rationale

In order to improve student learning, we believe that a comprehensive schedule of assessment and reporting needs to be in place. The classroom teacher gathers information about the student's growth and achievements in a variety of ways and for a number of different purposes.

Assessment and Reporting reflects the partnership, which involves interaction between the following stakeholders - teacher, student and parent. By keeping up to date and accurate records of children's learning, teachers can adapt curriculum to best meet individual needs.

Aims

- ❖ To involve all parties who are part of the student's learning process in the assessment and reporting schedule
- ❖ To improve the teacher's knowledge of each student's progress as well as gain a broader picture of class performance
- ❖ To use data collected to guide planning for individual and class programs
- ❖ To use equitable and broad based assessment tools
- ❖ To link assessment practices with reporting
- ❖ To record ongoing learning achievements and progress
- ❖ To involve students in the learning and assessment processes

Implementation

Assessment methods:

- ❖ Teacher observations, anecdotal notes and work samples

Assessment participants:

- ❖ Teacher / s
- ❖ Peers
- ❖ The student
- ❖ The parent / s
- ❖ Any combination of the above

Assessment principles:

- ❖ Desired student outcomes should be clear and concise in view of expected standards
- ❖ Assessment should take many forms
- ❖ Assessment should be ongoing

Reporting Process

Reporting process involves Parent / Teacher interviews both formal and informal, Information nights and frequent parent / teacher/ student contact. It also requires a mid year and end of year report.

Teachers have the optional choice of sending home examples of students' work (either every term or at a term of the class teacher's choice).



ST. MARY'S SCHOOL, ALEXANDRA

Parent Information Evenings:

Parent Teacher Evenings are held for parents to become aware of the practices of the school. They focus on particular topic e.g. Sacramental meetings, etc.

Parent Teacher Interviews:

Parent Teacher Interviews are opportunities to build a cohesive partnership between parents, teachers, students and the broader school community. They provide a forum to exchange and celebrate a child's development. They also provide an opportunity to modify and adapt the program to meet the student's individual needs.

Student Led Conferences:

These are opportunities for the students to present their work to their parents and explain how they see their own learning progressing. The conversation is supported by work samples and the classroom teacher.

School Report:

A report is sent home bi-annually, which includes detailed written comments in areas of students' achievement. It includes classroom teachers, subject specialists and the Principal. The report reflects explicit learning outcomes in accordance with the Victorian Essential Learning Standards. Students will receive achievement ratings according to the standards.

Evaluation

Evaluation of the Assessment and Reporting Policy will occur as part of the cyclic review of policies. The whole staff will be responsible for the evaluation but the Principal will oversee it. Evaluation will take place from the perspective of students, the program and the policy itself.

