

Sacred Heart Primary School

ASSESSMENT AND REPORTING POLICY



At Sacred Heart assessment is ongoing and based on a continuum of learning and development. We strive to build on what has already been experienced, learned and developed to maximise children's learning.

The Assessment and Data Schedule outlines the compulsory English and Mathematics assessment tasks to be completed by class teachers and the dates that the results of these tasks are due each term.

The Schedule crosses over years, enabling assessment and data to be better shared and analysed between teachers and teams. The results of these tasks are provided to class teachers, team and curriculum leaders and the Intervention team.

Results provided to the accelerated/support team enable them to define which students may need additional support or enrichment through participation in a relevant program. Professional development is provided to class teachers to ensure they are competent in the administration, recording data and interpretation of student assessment results.

The Plan ensures an appropriate balance of assessment tasks (eg. formative and summative tasks) and includes scope for class teachers to develop their own 'rich assessment tasks' to better cater for the children's needs.

Assessment and Data Plans

[YR3-6 Assessment and Data Schedule](#)

[F-2 Assessment and Data Schedule](#)

ILP / Adjustments (REFERRAL POLICY/ LEARNING DIVERSITY POLICY Link to be put in)

Individual Learning Plans / Adjustments are developed by a Class teacher /Level team /Learning Diversity officer and NCCD Leader. These are designed for students achieving significantly above and below expected VicCurr levels or need additional support to access the Curriculum. It is expected that the class teacher will be able to meet the needs of these students with slight adjustments to their normal classroom program. Detailed guidelines have been produced for teachers outlining the process of developing an Individual Learning Plan (ILP), adjustment sheets for a student.

Referral Process

- Students below the 30 percentile and above the 85 percentile need to be considered for Tier 2 Assessments.
- Students who do not respond to Tier 2 interventions within ten weeks need to be referred to Tier 3 assessments

Learning Conversations

Parent/Student/Teacher Learning Conversations are held twice a year. The first Conversation is held in Term One for students in Years 1-6. Foundation parents and students have a formal meeting with their child's class teacher in the first weeks of school. The purpose of the Conversations is for parents to share relevant information about their child and for the class teacher to share information about their initial observations and assessments of the student's progress.

Conversations are scheduled for 15 minutes, and encourage students to think about their own learning and thinking processes and challenge them to articulate the way they have gone about learning. These sessions begin the process for students to set Individual Learning Goals and motivate students to:

- become more active participants in the learning process
- become independent learners
- identify what is important to their own learning
- achieve their full potential.

At the end of Term Two, the second Learning Conversation is held for all students in Years Prep - 6. The aim of this session is to discuss the progress students have made in achieving their goals from the Mid Year Reports and where to for Semester Two.

[Learning Conversations](#)

[Semester Goals](#)

Student Reports

Semester Reports are written at the end of Terms Two and Term Four. These reports provide a summary of student achievement in relation to the Victorian Curriculum Achievement Standards. The Semester Report also contains a general comment from the student's teacher's about their overall progress.

The report aims to give parents a clear picture of their child's development and the pathway that will best assist them to continue to show growth and progress.

Moderation

Moderation is an extremely important element of the assessment and reporting process and occurs formally and informally throughout the school.

Moderation occurs within teams and during whole school facilitated planning sessions. Teachers are encouraged to seek additional support if they are unsure on how to report a student's level of progress.

This support may come from within the team or from a member of the support team. Common assessment tasks within areas also provide opportunities for moderation as teachers ensure that the task and the assessment of the task is completed consistently.

Level Planning and Planning Days also provide opportunities for teams to moderate and decide how various tasks of a Unit of Work are assessed.

These sessions are noted in the Assessment and Data Schedule.

Forms of Assessment

The types of assessments and programs we use to assess the students will continue to evolve. We use a mixture of observation, checklists, online assessments, classroom observation as well as:

- open- ended tasks
- journals
- self- assessment
- student/teacher conferences
- checklists and rubrics
- peer assessment
- individual and group self-reflection
- student planning for the criteria associated with an assessment task
- hardcopy tests to form the most complete picture of each students' progress.

Facilitated Planning Meetings provide teachers with regular teacher professional development sessions to analyse assessment data and develop programs and lessons to best assist students to improve. Level teams use assessment to prioritise curriculum areas, differentiation and groups of students to focus on.

Assessment and Feedback is crucial to the way we teach and develop students' capability. We will continue to develop and source the best assessments we can to achieve that.