

This document aims to clarify the purpose of assessment and reporting for the staff, students and parents of the Padbury Primary School Community.

We are committed to providing high-quality educational programs for our students.

## What do we mean by assessment?

Assessment is the process used to identify, gather and interpret information about a student's performance.

Assessment includes informal and formal teacher judgements and external tests.

## Why assess?

Assessment processes can be used by teachers for diagnostic, formative and summative purposes and involves:

- Providing students with opportunities to demonstrate their learning;
- Gathering and recording evidence about students' demonstrations of their learning; and
- Using this evidence as the basis for making judgements of student achievement in relation to expected standards.

Diagnostic assessments enable teachers to identify what a student achieves, understands or demonstrates.

Formative assessments are used to inform what needs to be taught next or re-taught and summative assessments are used to gather information at the completion of a period of work in learning.

This Assessment and Reporting Policy clearly reflects the intent of the Department of Education's *Curriculum, Assessment and Reporting Policy & Guidelines* and provides assessment and reporting direction for teachers and informs the school community of processes and roles.

## WHAT DOES GOOD ASSESSMENT LOOK LIKE?

Good assessment items and tasks have five basic characteristics based upon the principles from the *Curriculum Framework*

1. They are valid. At Padbury Primary School, assessment provides valid information on actual ideas, processes and products expected of students. Teacher judgements are based on:
  - Explicitly stated learning goals; and
  - Quality evidence relevant to the learning program.
2. They are educative. Assessment at Padbury Primary School makes a positive contribution to student learning. Teachers frequently:
  - Provide descriptive feedback;
  - Allow students to monitor and reflect on their learning progress;
  - Encourage goal setting; and
  - Allow peer self-assessment and use assessment activities that foster self directed learning.
3. They are explicit. Explicit assessment criteria are developed collaboratively. Good assessment items:
  - Are described in ways that are easily understood by all students;
  - Help students to reflect on their own learning and to set future goals; and
  - Help provide very real and clear evidence of student achievement.
4. They are fair. At Padbury Primary School we demonstrate fairness to all students in our assessment practice by considering the student's gender, culture/ethnicity, religious affiliations, socio-economic circumstances, individual personalities, special talents and disabilities. Students are provided with opportunities to show their learning in different ways.
5. They are comprehensive. The judgements teachers make at Padbury Primary School about student achievement are:
  - Developed over time and in a range of situations;
  - A result of moderation strategies; and are
  - Validated by comparison with national testing.

By using a range of assessment items and tasks, teachers will be able to make accurate on-balance judgements about their students' performances. Staff at Padbury Primary School will use evidence from the following data, to make judgements of student achievement in relation to expected standards and plan for future learning programs:

- Student academic, behavioural, social/emotional ability
- NAPLAN, Standardised and Diagnostic test results
- Student class work samples
- Australian Early Development Index
- Whole school curriculum programs and planning
- Whole school assessment schedules
- Student on-entry assessment results
- Norms based development checklists
- Department Exemplars – work samples/learning tasks/student work
- Participating in moderation activities

## HOW DO WE MEASURE STUDENT ACHIEVEMENT?

Staff are not expected to grade or level each piece of student work and may use a variety of assessment tools including: First Steps, the *Outcomes & Standards Framework*, the *Curriculum Framework*, Literacy & Numeracy Net, anecdotal comments, observations, checklist profiles and photographs.

Teachers assess to determine a summative grade. All students are provided with sufficient opportunity to demonstrate their achievement. Staff at Padbury Primary School have identified the following mechanisms for providing individual students with feedback on their performance:

- Annotated assessment
- Comments on work
- End of year awards
- Honour certificates\*
- Learning Area Awards
- Over the shoulder marking
- Portfolios (K-2)
- Positive reinforcement\*
- Regular oral feedback\*
- Reports (1-7)
- Stamps/sticker\*
- Test results
- Think sheets
- Work sent to office\*
- Writing/editing key

Please note: \* denotes whole school approach. Some of the above will be on an individual or a needs basis.

## HOW DO WE USE ASSESSMENT INFORMATION?

At Padbury Primary School we use student assessment information to:

- Make on-balanced judgements on students' performance;
- Produce informed reports for students and their parents about learning progress;
- To plan future learning programs for student improvement;
- Accurately review and analyse the school's overall performance; and
- Develop a School Plan that reflects identified future curriculum provisions.

Finally all student data gathered overtime at Padbury Primary School is used by staff and the School Council:

- When reviewing and self-assessing the overall performance of the school;
- When determining school priorities;
- When planning for school improvement; and
- When producing Padbury Primary School's annual School Report.

## HOW DO WE RECORD STUDENT ACHIEVEMENT?

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student's achievement and that evidence of their judgements is kept. These records should be in such a format that it can be used for reporting purposes.

Teachers may use a variety of tools and methods for recording assessment information, including:

- Anecdotal records
- Annotated work samples
- Audio and visual (including photographic and video) recordings
- Checklists
- Documented plans (Individual Education Plans and Group Plans)
- Marking keys
- Observation notes reflection sheets, diaries or scrapbooks
- Records of test results
- Reflection sheets, diaries or scrapbooks
- Rubrics
- Student/teacher journals

## HOW DO WE REPORT STUDENT PROGRESS?

Staff at Padbury Primary School believe in a strong partnership with parents/caregivers. Ongoing communication throughout the year is critical to ensure parents/caregivers are kept informed of their child's progress by receiving timely advice at important stages in their child's development. Staff will inform parents/caregivers when a child is experiencing difficulties or learning problems as soon as this is apparent.

The school will use a variety of methods for reporting students' progress and achievement, ranging from informal reporting as needs or opportunities arise, to formal reporting undertaken in structured ways at the end of each semester across the school.

Padbury Primary School will use the Department of Education's reporting templates to issue a report to parents for each student in Years 1-7 at the end of each semester.

Padbury Primary School will administer the prescribed system assessments such as NAPLAN as specified in the Administration Guidelines that accompany the assessments and distribute to parents the prescribed system assessment reports.