



Assessment and Reporting Policy

Rationale

Assessment and Reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning. The purpose of the Assessment and Reporting Policy is to outline the processes for gathering and communicating the learning of individual students at St John's.

Definitions

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Reporting is the process of communicating comprehensive information about student achievement and learning at a point in time. Reporting will be in different forms, will be tailored to meet the needs of a range of audiences and will be used for a variety of purposes. Reporting to students, parents, teachers and the system helps decision making for future student learning ([Assessment and Reporting DET](#))

Assessment in a Catholic school is hope-filled, supporting every learner to develop self-belief and confidence in their learning. Learners are supported to understand their own continuum of learning; to know what they have achieved, the progress they are making, and to recognise that they are being successful in learning.

At its best, assessment engages students, teachers and families in an authentic relationship about learning. This forms the basis for learning partnerships that enable the full flourishing of every student across all learning domains.

([Horizons of Hope: Assessment in a Catholic School](#))



Aims

- To inform teachers, parents/carers and students about student learning.
- To assess and report school and student performance fairly and accurately
- To implement assessment practices where assessment of, as and for student learning is consistently occurring.
- To enable teachers to work collaboratively evaluating evidence of learning to ensure consistency and effective monitoring of growth for every student along a learning continuum.
- To improve student learning by accurately determining areas of future learning need, which includes the needs of students working above and below the expected level of achievement.
- To enable teachers to reflect on their teaching and critically question the impact of their decisions on student learning.
- To empower students to reflect on and improve their learning with a focus on growth and progress through regular and ongoing feedback, in order to provide direction for future learning.
- To communicate student growth and achievements with students and parents/carers so as to foster home-school partnerships for improved student outcomes.

Implementation

- At St John's, student achievement will be measured and reported to students and parents/carers against the [Victorian Curriculum Achievement Standards](#). The achievement standards outline the essential knowledge, skills and behaviours students are expected to demonstrate within each learning area and general capability.
- The [Religious Education Curriculum Framework](#) (Archdiocese of Melbourne) is used to measure student progress in Religious Education.
- Assessment and Reporting is deeply embedded in the school's learning and teaching cycle.



ASSESSMENT

- Assessment occurs both formally, through the school's Assessment Schedule, and informally through ongoing monitoring by each teacher throughout the year.
- We use a mix of summative assessment of learning to determine what the student has achieved, formative assessment to inform the next stage of learning that will occur, and ongoing assessment which focuses on teacher feedback, alongside student reflection and self assessment.
- A variety of assessment tools are used to make informed and on-balanced judgements about student learning. Examples include:

Assessment of learning (Summative Assessment)	Assessment for and as learning (Formative Assessment)
<ul style="list-style-type: none"> *Post tests *NAPLAN (National Assessment Program Literacy and Numeracy) Year 3 & 5 *PAT R (Progressive Achievement Test) Reading Comprehension, Spelling *PAT M (Progressive Achievement Test) Mathematics *Student Learning Presentations *Student Learning/Reflection Journal *Student self- assessment with set criteria *Student Portfolio- including student achievement in areas of English, Mathematics, Religious Education, Integrated Inquiry and Specialist areas 	<ul style="list-style-type: none"> *Gauging student interest and prior knowledge tasks (pre-assessments) *Student work samples *Teacher observations and anecdotal notes *Teacher checklists *Focus sheets *Student self- assessment with set criteria *Student Learning/Reflection Journal *Student Portfolio- including student achievement in areas of English, Mathematics, Religious Education, Integrated Inquiry and Specialist areas

- Teachers use assessment data to determine student individual points of learning need (zone of proximal development) so as to improve student performance and to make informed decisions about:
 - ❖ the curriculum content to be taught
 - ❖ the amount of time to spend on various concepts and topics
 - ❖ the direction that a student needs to progress to next



- ❖ the creation of flexible student groupings so students can be appropriately supported or challenged
- ❖ the establishment of Personalised Learning Plans (for students working well below the expected level and for students working well above the expected level)
- ❖ the explicit teaching and support needed for students to reflect upon and monitor their own progress and to make informed decisions about their future learning goals and needs
- Teachers engage in moderation to build their capacity and precision for making consistent judgements within and between teams of teachers.

REPORTING

The key purpose of reporting is to support student learning by providing information to parents/carers and students about student achievement and progress, and to indicate areas for further development. Reporting is based upon a mix of formal and informal reports, both written and verbal, which focuses on the student's knowledge, skills and attitude to work. Reporting fosters partnerships between parents/carers and teachers to support a student's learning and progress.

Reporting to parents/carers at St John's includes the following components:

- Student Written Summary Reports
- Student Portfolios
- Personalised Learning Plans/PSG
- Student Led Conferences
- Informal opportunities for parents/carers to receive feedback on student progress at any stage throughout the year, for example, meetings, phone calls, emails, social media, diary/learning journal entries.

Student Written Summary Reports (June and December)

- A student's written summary report provides a formal record at a point in time on the student's progress and achievement against the [Victorian Curriculum Achievement Standards](#) and [Religious Education Curriculum Framework](#). At St John's, a student written summary report is provided to parents/carers twice a year in June and December.
- Teachers will use a range of assessment tools to triangulate (cross-verify two or more sources) of student achievement data in order to make fair and accurate judgements about student achievement against the standards at the particular time.



- St John's Written Summary Reports comply with the minimum requirements set out in [Reporting Student Progress and Achievement – 2017 Guidelines for Victorian Catholic Schools](#)
- Written Summary Reports:
 - ❖ reflect student achievement in relation to expected standards of their year level of schooling in both academic and non-academic areas
 - ❖ are written in a language which is clear and specific and that parents/carers can understand.
 - ❖ are written using professional language which is appropriate, constructive and accurately describes student learning
 - ❖ are inclusive and provide reasonable modifications to ensure that parents/carers of students with additional learning needs, have access to appropriate reporting

Student Portfolios

The Student Portfolio is a tool to support authentic assessment of student learning and is a core element of the school's reporting program. It presents evidence of the student's ongoing learning journey with clear samples of growth and progress over time. The Portfolio is a collection of learning presented in both digital (SeeSaw App) and hard copy form.

- Each student has his/her own Portfolio, which is used to share their progress with parents/carers twice a year at the Student Led Conference.
- The students use their Portfolios to plan for and conduct their Student Led Conference.
- The Portfolio's contents reflect the semester's learning and provide valuable information about student improvement, skill mastery and what is important to him or her in the learning process. Contents include:
 - ❖ Samples of the student's learning which may include: uploaded files, film clips, photographs, audio of students in action, artwork, rubrics and other evidence of the students' development as a learner.
 - ❖ Student comments and reflections on their learning, teacher annotations and parent/carer comments.
 - ❖ Student goal setting and achievement and plans for future learning.
 - ❖ Peer feedback and self assessments.
 - ❖ Information about any extracurricular achievements or other activities undertaken by the student.



Student Voice: Student involvement and sense of ownership is very important in the portfolio process. It is vital that students understand the purpose of the portfolio and how it will be used to demonstrate their achievements and show evidence of their growth.

- The student and teachers collaborate on selections for the portfolio. The content should reflect a full range of learning objectives and provide at least one sample per term from each of the major learning areas (ie. RE, Maths, English, Inquiry, Visual Art). Specialist subjects require at least one sample per semester.
- The student is given the opportunity to include at least two pieces of their own choice along with reflections on the work and why it was included in the digital portfolio.
- **Goal Setting:** The Portfolio supports the student's learning goals and provides examples of their progress towards these goals. The collection of learning assists the student to review and revise goals (for future learning) and to then share them with teachers and parents/carers.
- Reflecting on learning and setting goals are embedded in classroom practice. Students set goals for the coming term/learning period: Prep to Year 2 students set a minimum of one goal in Personal and Social Capability; Year 3 to 6 students set a minimum of two goals - one in English or Maths and one in Personal and Social Capability.

Parents as partners in learning: It is intended that the contents of the Student Portfolio will assist parents and their children to reflect on efforts, experiences, progress and achievements in a meaningful and purposeful manner. It is anticipated that parents will use the information to encourage their children with their goals and to help work towards them throughout the year.

The value of the Portfolio is greatly enhanced when parents:

- ❖ Read it together with their child
- ❖ Ask questions
- ❖ Give feedback
- ❖ Praise genuine effort and achievement
- ❖ Assist in future goal setting
- ❖ Make comments online in the digital portfolio



Student Led Conferences

Student Led Conferences (SLCs) offer an authentic opportunity for students to take ownership of their learning and share their achievements with their parents/carers. They strengthen the partnership between home and school as parents/carers see their children through a new lens and gain insight into their thinking and learning behaviour in the classroom. Preparing for and participating in a SLC teaches students to be reflective, to self-assess, to set goals and to communicate effectively.

- SLCs are an integral part of our reporting process and are held in June and December to link in with the written reports
- SLCs take the form of a conversation between the student, their parents/carers and their teacher, allowing students to articulate and celebrate their individual growth and any particular achievements that they are proud of.
- SLCs provide time for students to articulate their areas of improvement and set goals for future learning
- They provide an opportunity for parents/carers to engage in their child's learning, with their child and the child's teacher, and be involved in discussion about how they can help at home.
- SLC structure:
 - ❖ The SLC will run for 15 minutes.
 - ❖ The student, parent/carers and teacher will be present at the conference.
 - ❖ Students with guidance from their classroom teacher will discuss their learning achievements and use their portfolios to show evidence of growth.
 - ❖ Parents will be encouraged to provide feedback to their child on their progress and how they will help support the learning goals.
- Teachers provide classroom time and support for students to reflect on their growth and progress, and to plan and prepare for the SLCs
- Parent/carers who wish to discuss their child's progress without the child present may arrange additional meetings with the teacher at any stage throughout the year. An optional formal Parent Teacher interview time will be provided after the SLCs in June.



References:

[Victorian Curriculum Achievement Standards](#)

[Religious Education Curriculum Framework](#) Archdiocese of Melbourne.

[Horizons of Hope: Assessment in a Catholic School](#)

[Assessment and Reporting DET](#)

[Reporting Student Progress and Achievement: 2017 Guidelines for Victorian Catholic Schools](#)

[Insight Assess Portal](#) Victorian Curriculum and Assessment Authority (VCAA)