



Diggers Rest Primary School ASSESSMENT & REPORTING POLICY

PURPOSE:

The purpose of assessment and reporting is the ongoing process of gathering, interpreting, recording and communicating information about student achievement related to the outcomes of previous teaching and learning effectiveness.

NATURE:

- It is the policy of this school that the forms of assessment used should promote a positive attitude towards learning, encourage a pursuit of excellence, and contribute to the access and success of all students.
- Parents, teachers and students need to develop a common understanding of expected levels of achievement in all areas of the curriculum and parents have a right to be informed accurately, and in detail, as to how students are performing in relation to those expectations.
- The school's assessment practices will be developed on a "goal based" system that links together school priorities and program goals. Continuous record keeping procedures to provide a sound information base are to be kept by all staff.
- Regular communication of progress involving parents, students and teachers to share responsibility for student learning, are integral to the success of the school's program. Formal and informal modes of communication will support each other.

IMPLEMENTATION:

- Develop a cumulative record of pupil achievement.
- Accumulate information on which to base progressive reports.
- Emphasise the co-operative planning of learning sequences that are "goal-based" (backwards curriculum design).
- Emphasise the use of data and evidence as a starting point for the planning of learning sequences.
- Express goals in terms of learning intentions and tasks that are to be satisfactorily completed.
- Encourage students to reach achievable goals.
- Ensure students have a clear understanding of goals to be achieved.
- Focus on what students have achieved and accomplished.
- Assist in the diagnosis of student strengths and weaknesses.
- Suggested strategies for improvement.
- Involve parents in a co-operative partnership.
- Although meeting times will be established throughout the school year (see timeline), conversations about learning should be ongoing.

- Student assessment and data should be reviewed regularly by the classroom teacher, student well being coordinator and principal. Interventions can then be designed as required.

REPORTING is the sharing of information about student progress and achievement so that parents, teachers and students can work together to improve student learning.

Reporting will:

- focus positively on student progress and achievement
- suggest ways to overcome difficulties and improve performance
- inform parents and students about -
 - a. completion of work requirements
 - b. acquisition of knowledge and skills
 - c. attitudes, values, and social development
- encourage ongoing contact with parents whether informally or of a formal nature
- provide parents with regular written reports at the end of each half-year to include an arranged interview following the completion of the report.

Reports need to consider:

- a. Levels of achievement of knowledge, skills and understandings in all areas of the curriculum
- b. Details of work satisfactorily or unsatisfactorily completed together with comments about a students' attitudes to work
- c. Comments on any attitudes and values being developed in all areas of the curriculum
- d. Comments on student's contributions to extra-curricula aspects of school life.
- e. Specific plans to improve performance

TIMELINE:

	<i>Term one</i>	<i>Term two</i>	<i>Term three</i>	<i>Term four</i>
Assessment	Completed formally and informally throughout the school year			
Formal reports		✓		✓
Parent/teacher meetings	✓		✓	✓ (transition meetings)

This policy was last ratified by School Council in 2016