



MOUNT HAWTHORN PRIMARY SCHOOL

TOGETHER TOWARDS THE FUTURE

MOUNT HAWTHORN PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY 2018

Our vision: at MHPS we will provide a safe, caring and stimulating environment where all of our students are supported and challenged to achieve their potential. We will celebrate and value their efforts, their progress and their successes.

Assessment is the process of gathering, analysing and interpreting quality information about student learning.

Reporting is the process of communicating this information to parents.

At Mount Hawthorn Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes.

Assessment

Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.

The **purpose of assessment** is to:

- Facilitate student learning.
- Inform the planning process for teaching and learning according to the School Curriculum and Standards Policy (SCSA).
- Provide data on the achievements of individual students / groups

We believe assessment will:

Use explicit criteria

Identify progress and achievements

Include a variety of strategies and sources of evidence

Be appropriate for each year level

Include self evaluation and reflection

Involve teacher judgement

Be inclusive of all students

ASSESSMENT AT MOUNT HAWTHORN PRIMARY SCHOOL AIMS TO

- Improve students' learning
- Identify students' achievements and the extent of their progress in relation to the Western Australian Curriculum
- Assist with identification of SAER (Students At Educational Risk)
- Motivate students through personalised learning
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents

- Allow planning for improvement by determining with the Schools Board realistic priorities
- Allow planning for improvement through year level hubs
- Enable parents to further assist with their child's learning.

MEASURING STUDENT ACHIEVEMENT

Assessment tasks will be developed in accordance with the Western Australian Schools Curriculum and Standards Authority. Teachers are not expected to grade or level each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.

All students will be provided with the opportunity to demonstrate their achievement of standards and outcomes. To support consistency of teacher judgements, teachers will have opportunities to engage in forms of 'in school' moderation using on-line Student Performance Exemplars.

ASSESSMENT PRACTICE

- Formative / Diagnostic - monitors progress during a learning task
- Summative assessment - establishes the level of achievement attained by a student at the end of a learning sequence
- Identify and record the extent of progress in relation to the Western Australian Schools Curriculum and Standards Authority.
- Assist with identification of students at educational risk
- Encourage students to set goals for their learning

Teachers may use a variety of assessment tools to make accurate on balance judgements about student performances. These may include:

- Observation
- Open ended tasks eg problem solving
- Teacher journal, anecdotal comments, observations or checklists, profiles, photographs
- Self assessment
- Checklists and rubrics
- Peer assessment, individual and group reflection
- Moderated assessment pieces
- Common assessment tasks
- Teacher constructed assessment tasks
- National and State Systemic tests –
 - On-entry assessment pre-Primary
 - NAPLAN - Literacy & Numeracy Yrs 3 & 5
- Curriculum Scope and Sequence.

TEACHER RECORDING OF STUDENT ACHIEVEMENT

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student's achievement of the outcomes covered and that evidence of teacher judgements is kept. Teachers use this record of information to achieve a summative grade for reporting purposes. The information and assessments can be addressed with the students and parents.

REPORTING

Reporting aims to provide opportunities for parents to discuss their children's assessments with their teachers and reflects a broad range of communication strategies. It ensures that parents are informed of their child's classroom progress and addresses individual needs.

REPORTING PROCESSES

Teachers may report formally or informally about their child's progress throughout the year. Informal reporting may include interviews, emails, blogs, phone calls or written anecdotes.

Formal ongoing reporting includes case conferences, systemic test results and end of semester reports.

YEAR OUTLINE

TERM	
ONE	<ul style="list-style-type: none">• Whole class parent introductory meeting• Class hand out outlining philosophy and programs• Pre-primary on entry testing reports• Parent Interviews on request
TWO	<ul style="list-style-type: none">• Semester One Summative Report Kindy to Year 6 (DET prescribed)• Parent Interviews on request
THREE	<ul style="list-style-type: none">• Year 3 and 5 NAPLAN Reports when available• Parent Interviews on request
FOUR	<ul style="list-style-type: none">• Open Morning – School in Action (Education Week)• Semester Two Summative Report Kindy to Year 6 (DET prescribed)• Parent Interviews on request

REPORTING ROLES AND RESPONSIBILITIES

STUDENTS

- Provided with opportunities to contribute to discussions about assessment criteria
- Make constructive and honest assessments of their own and other's learning
- Reflect and respond for future improvements

TEACHERS

- Develop valid and reliable assessment practices that inform future planning
- Ensure that students understand and are involved in the assessment process
- Provide valid feedback to enhance future learning
- Participate in professional collaboration to ensure consistency of judgement
- Maintain records according to school policy
- Provide meaningful communication to parents regarding report format and their child's progress

PARENTS/ CAREGIVERS

- Communicate relevant information and feedback that may affect their child's ongoing learning.
- Support their child's learning in partnership with the teacher.