

WORKING WITH CHILDREN POLICY**RATIONALE**

City Beach Primary School is committed to providing high-quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high quality learning outcomes and form a part of the interacting process of teaching and learning. This is communicated to parents through:

- Two formal system reports at the end of Semester One and Two. Classroom teachers will report on Maths, English, Science, HASS, T&E, Technology and specialist teachers will report on Visual Art, PE and Music
- Whole school interviews at the end of Term One
- Interview on request through out the year
- Evidence files and Open classrooms in T1 and T3

PURPOSE OF ASSESSMENT

Assessment is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning. The WA Curriculum and Assessment outline sets out the curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement.

The purpose of assessment is;

- To provide individual students with feedback about their learning
- Use student information to inform planning for future learning programs
- Make judgements of student achievement in relation to expected standards
- Administer prescribed nation, state and system assessment to students and distribute associated reports to parents
- Communicate with parents about student achievement and progress

5 keys to improving assessment

- A recognition of the influence assessment has on motivation and self esteem
- Adjust teaching to take account of the results of assessment
- The provision of effective feedback to students
- The need for students to be able to assess themselves and understand how to improve
- The active involvement of students in their learning.

Assessment is viewed as an integral part of the teaching and learning, within a balanced curriculum, that maximises the educational opportunity for all students.

BELIEFS ABOUT ASSESSMENT

At City Beach Primary School we believe assessment should:

- facilitate learning
- refer to criteria that are explicit
- identify strengths and achievements
- include a variety of strategies and sources of evidence
- be appropriate for each phase of schooling
- include student self-evaluation and reflection
- involve teacher judgement
- provide opportunities for students to work together

- be sensitive to students with special needs
- inform our planning
- identify areas for improvement

ASSESSMENT PRACTICE

At City Beach we use *Summative and Formative/Diagnostic* forms of assessment.

SUMMATIVE

Summative Assessment occurs at a particular, specified time and results in evidence that summarises what students have learnt to that point in time. Grades or scores awarded for each assessment task contribute to the overall grade on a report.

- City Beach Primary School's Management Information System (MIS) provides a schedule of the whole school assessments, moderated tasks, tests and activities for the year
- NAPLAN (National Assessment Program Literacy and Numeracy) for years 3 and 5
- NAPLAN past papers for years 2, 4, 6- to provide an indication of progress for teacher analysis for areas of need.
- On-Entry for PP, Y1 and Y2.
- Standardised Tests eg PM Benchmarking, EnVision Maths- pre and post- tests, Diana Rigg levels for whole school,
- University of NSW English, Maths and Science.
- PAT-Science, Reading comprehension and Well Being

Analysis of the data drives whole school and class planning.

FORMATIVE/DIAGNOSTIC

Formative /Diagnostic Assessment is the frequent ongoing assessment of student progress and understanding to identify learning needs and adjust the teaching. It:

- Provides effective feedback to students that assists them improve their performance
- Actively involves students in their own learning
- Adjust teaching to take the account of the results of evidence gained through assessment enabling students to assess themselves and understand how to improve

Formative Assessment includes:

- Concept maps. mind maps
- Graphic Organisers eg. fishbone
- Projects and practical work
- Whole school tasks
- Essays and extended writing
- Oral presentations
- Rubrics using levelled criteria for an activity
- Anecdotal records, observations and checklists
- Reflection sheets, folders, work books
- Tests including: multiple choice, true-false, cloze, short answer
- Self assessment/goal setting
- Moderated tasks

QUALITY OF LEARNING

- Quality of learning depends on understanding of concepts, not just knowledge of facts and procedures. This is best demonstrated by the ability to apply what is known.
- The standard of learning demonstrated by a student will depend on whether they have had the opportunity to demonstrate depth of learning.

- This should highlight that assessment is used in an ongoing way to inform teaching and learning programs, and not merely in a summative way as a means of gathering information about learning at the end of the program.
- Programs should be comprehensive in that they incorporate judgements from a range of sources such as learners, peers and teachers; and comprise a range of processes for gathering evidence of student achievement.
- Tests are an important component of any comprehensive assessment program. Students will encounter tests in state wide and national assessment program and should therefore be familiar with the requirements and mode of formal testing.

MODERATION

Moderation aims to ensure that standards are applied consistently across the state so that student performances of equivalent standard are recognised as being equivalent and that they are assigned the same grade. Moderation is a process that enables teachers (within the school and across schools), to gain consistency of their judgements against a common, external standard.

Comparability is achieved through:

- System exemplars of student work
- Student work samples
- Collaboration between teachers, within and across schools, to reach shared understandings about what is required for demonstration of standards of achievement
- Professional Learning Teams, through collaborative planning of teaching, learning and assessment tasks, ensure a consistent and common understanding of the standards of achievement
- Analysis of system assessment data- NAPLAN (Y3 and Y5) and On Entry (PP, Y1 and Y2)

In addition to formal reports at the end of first and second semester teachers at City Beach Primary School report informally in a variety of ways, including;

- Information sessions about the teaching and learning program
- Parent teacher discussions, that may include three way conferences with the child involved
- Telephone discussions between teacher and parent
- Annotations in homework diaries and journals
- Letters, emails and other forms of correspondence from teachers to advise parents about successes or concerns
- Student directed reporting, in which students show how their knowledge, skills and understandings have developed through discussions or presentations of key achievements
- Selected collections of annotated and referenced work samples as part of evidence files
- Responses to requests from parents for additional information.