

Assessment and Reporting Procedures



OUR COMMITMENT

CHRIST: We live, teach and learn through Christ by following the Gospel message of love, vigilance in prayer and devoted sacramental celebration.

WISDOM: We strive to develop a community that yearns for knowledge, truth, excellence and justice, thus empowering all for life long growth.

COMMUNITY: We engage with all in trust where each person is valued as a contributing member of an all-embracing, inclusive, Christian based community.

TRADITION: We remember those who have come before us, especially the Sisters of St Joseph of the Apparition and celebrate the vision of our founders while following their path of Faith through St Emilie and St Joseph.

RESPONSIBILITY: We are all accountable for the education and well-being of our students so that they flourish spiritually, physically, intellectually and socially both now and in the future.

“The school must be a community whose values are communicated through the interpersonal and sincere relationships of its members and through both individual and corporate adherence to the outlook on life that permeates the school.”
(The Catholic School)

1. AIM

The word assessment comes from the latin word ‘assidere’ meaning to sit with, this implies that it is something we do with and alongside students, not to students. At Mary’s Mount Primary School, we believe it is a collaborative process between the teacher and the student.

Mary’s Mount Assessment and Reporting Procedures reflect the Vision of the School, which values the respect and dignity of each person, enabling them to achieve excellence. The procedures aim to provide clarity and consistency when making judgements about students’ progress.

The Procedures recognise that a primary purpose of assessment is to enhance and guide learning. Intentions are pursued by the student and the teacher, working collaboratively to achieve excellence.

Assessments should be relevant and responsive to the learning needs of all students, whilst reflecting the vision of the curriculum.

Sources of Authority	
CECWA Policy	Education
Executive Directives	Curriculum, Assessment and Reporting

2. SCOPE

These procedures apply to teachers and students from Pre-kindergarten to Year 6.

3. DEFINITIONS

Assessment

Assessment is a continuous process that entails gathering, analysing and interpreting quality information about student learning.

Assessment is an integral part of the learning and teaching process and includes:

- Assessment for learning
- Assessment of learning
- Assessment as learning

At Mary's Mount Primary School, assessment for learning, assessment as learning and assessment of learning are approaches embedded in our teaching philosophy and practise, that enable us to gather evidence of student learning and plan for the future. They have common elements, and some assessment may address one, two or all three of these approaches.

ASSESSMENT FOR LEARNING

Assessment for learning reflects a belief that all students can learn and improve, and that assessment helps student learning, rather than just achieving a grade or mark.

The assessment data provides evidence about students' knowledge, understanding and skills, which is used to inform student learning and teaching. Assessment for learning occurs throughout the teaching and learning process, providing clear and timely feedback to students and teachers.

ASSESSMENT OF LEARNING

Assessment of learning (summative and formative) occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It usually occurs at defined key points during a unit of work, at the end of a unit, term or semester. It is to be used to grade or provide evidence for reporting.

ASSESSMENT AS LEARNING

Assessment as learning (formative) occurs when the students are their own assessors. It provides opportunities for students to reflect on, ask questions about their learning and use a range of strategies to inform their future learning goals.

Assessment as learning builds metacognition as it involves students in understanding the standards expected of them. It encourages students to take responsibility of their own learning, using formal and informal feedback and self-assessment to help them understand the next steps in learning.

Assessment practices at Mary's Mount Primary School utilise processes, formal and informal, which enable students, teachers and parents to:

- review the learning that has taken place;
- make judgments about how effective it has been;
- communicate this information effectively to the audiences for whom it is appropriate;
- plan ways to enhance the future learnings of the students involved;

REPORTING

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

4. PROCEDURE

- 4.1 Assessment of student performance is an integral part of the learning/teaching process and, as such, should represent a positive and constructive means of providing feedback on learning outcomes and levels of attainment. It should be an enabling process which actively encourages the individual student to improve performance and strive for excellence.
- 4.2 The assessment of student performance will be undertaken by means that are valid, explicit, fair, equitable, publicly accountable, reliable and in adherence with statutory requirements, including those required by the Curriculum and Standards Authority (SCSA).
- 4.3 Assessment should be focused on allowing students to demonstrate learning intentions – therefore students are made aware of what is being assessed, how and when they will be assessed and how judgments will be made about their demonstrations of learning outcomes.
- 4.4 Opportunities should be provided for feedback and support to assist students to take responsibility for their own learning. This involves giving students opportunities to monitor their progress in relation to the learning outcomes and to gather information that they and others may use to make decisions about future learning.
- 4.5 In the assessment process there should be consistent communication between the teacher, student and parent.
- 4.6 Assessment should be an integral part of the learning and teaching process. Learning activities can be used as opportunities to gather evidence of students' demonstrations of learning outcomes. Assessment opportunities should match the learning activities and teaching methods students have experienced. Assessment opportunities should be meaningful, interesting and challenging and contribute to the development of students as lifelong learners.
- 4.7 Formal assessments will be carried out continuously and cumulatively throughout the course of study but should not dominate the learning programme.
- 4.8 Assessment should provide opportunities for a comprehensive range of evidence to be gathered and recorded over time. To collect such evidence, teachers provide multiple opportunities in a variety of contexts for students to demonstrate learning outcomes, and use a variety of assessment techniques and recording instruments. As students have different learning styles, evidence will be gathered from various sources.

- 4.9 Assessment based on principles of equity enables students to demonstrate learning outcomes in ways that are sensitive to, and inclusive of, their circumstances. This includes providing assessment opportunities that assist students or groups of students to overcome barriers that might limit their demonstrations of learning outcomes, or negotiating assessment with students so they maximise their opportunities to demonstrate learning outcomes.
- 4.10 Assessment should allow teachers to take account of individual learners by consideration of factors that influence students' learning, in particular, their prior knowledge, experiences and unique circumstances and their social, emotional, physical and cognitive development.
- 4.11 Teacher judgments about students' demonstrations of learning outcomes should be consistent within their own classes for different students, for different assessment opportunities and at different times. They should also be consistent with the judgments of other teachers in their school and other schools.
- 4.12 Teachers will use national and state-wide assessments, such as NAPLAN or PAT data to inform teacher judgements about student achievement. Teachers should investigate reasons behind differences between standardised data and class results.
- 4.13 NAPLAN testing will take place according to the specifications given by ACARA and SCSA. Parents will be notified in advance of testing dates and times.
- 4.14 Parents are informed if their child is at academic risk by their teacher or by the leadership of MMPS. Parents are able to communicate with teachers through informal parent meetings. Formal meetings regarding a student's progress takes place during parent/teacher meeting.
- 4.15 REPORTING AT MARY'S MOUNT PRIMARY SCHOOL

Term	Reporting
1	Interim Report (Week 8) Parent/Teacher Interviews (Week 9)
2	Semester 1 Report (Week 10) Interview by request
3	Compulsory 3 Way Interviews (Week 2 & 3) Interviews by request
4	Open Night, Art Show & Performing Arts Assembly End of Year Report (Week 9) Interviews by request (before report distribution)

- 4.16 Reporting: Interim reports are issued once a year, after a term of work has been completed. Semester reports are issued half way through the year and at the end of an academic year. Semester reports show the grade for each of the Learning Areas. All reports provide an overview of a student's behaviours in class, in both pastoral and academic domains. This includes self and

social awareness and management. Parents can see student results on the SEQTA system, which is live.

Teachers are to:

4.17 Provide students with timely assessment feedback and guidance.

4.18 Maintain accurate records of student achievement including anecdotal records of student progress in the process of completing tasks.

4.19 Meet school and external timelines for assessment and reporting.

4.20 Inform students and parents of academic progress as appropriate and in a timely fashion.

4.21 Ensure that an assessment task does not disadvantage a particular group of students eg. by using common assessment tasks, modifying assessment tasks before re-using, collecting and not returning assessment tasks until all students in the course have completed the task

4.22 Ensure that students who are in a K-6 IEP, Learning Support or modified class has assessments and programmes that are modified as per the plan.

4.23 Absence Form In-Class Assessments

Students who are absent from tests or in-class assessments for an acceptable reason (Medical or Misadventure) will be provided with the opportunity to complete the assessment at the earliest available opportunity as determined by the classroom or specialist teacher.

4.24 SCSA – A- E Grade Descriptors

In Western Australia, student achievement is reported on a five-point scale for all years from Pre-primary to Year 6. For Pre-Primary the scale is Not yet demonstrated, Working Towards, Expected, Exceeded and Exceptional Grade.

Table 3: Letter grades and achievement descriptors

Letter grade	Achievement descriptor
A	The student demonstrates excellent achievement of what is expected for this year level.
B	The student demonstrates high achievement of what is expected for this year level.
C	The student demonstrates satisfactory achievement of what is expected for this year level.
D	The student demonstrates limited achievement of what is expected for this year level.
E	The student demonstrates very low achievement of what is expected for this year level.

4.25- Modified Reporting

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, Mary's Mount Primary School reports on a student's progress / achievement in terms of the modified curriculum e.g. Individual Education Plan.

For students with disability or for whom English is an additional language/dialect, additional reporting on their progress/achievement in terms of year-level achievement standards is not required.

Authorised By:	Emma Bell	Signature:	
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Date:	1 October 2021		
Effective Date:	1 October 2021	Next Review:	1 April 2022