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## Assessment Policy

Policy Developed Date: 7th of May 2020

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## Identity Statement

St Joseph's; a child safe school, is a Catholic Community in the Josephite tradition where we learn and grow in the Spirit together.

## Vision Statements

St Joseph's; a child safe school, strives to be an educating community:

- Where the total development of each child is nurtured.
- Where an environment of trust, respect, hope and safety is built, with direct reference and consideration to child safe standards and policies.
- Where families and the school work in partnership sharing the responsibility to educate the child.
- Where school life is an integral part of the parish and the wider community.
- Where the students learn in a challenging, enjoyable and cooperative way.
- Where the teachings of Jesus are taught, modelled and lived.

## Graduate Outcomes

St Joseph's students learn to become:

- Problem solving, inquiring, critical thinkers with high competencies in literacy and numeracy.
- Technologically competent and ethical users of technology.
- Hope filled, independent, resilient and confident young people.
- Knowledgeable and appreciative of the Catholic faith.
- Socially adept, respectful, just, environmentally conscious and appreciative of diversity.

**At St Joseph's we are being our best when we are...**

**Being respectful, being friendly and being positive learners.**



## **Rationale**

Assessment and evaluation is an on-going process that helps teachers to formulate a teaching plan that meets the learning needs of the individual. Assessing children's learning development is our responsibility as educators, assists in goal setting for further learning and informs parents of their child's progress.

## **Definitions:**

Assessment can be Diagnostic, Formative or Summative.

Diagnostic assessment assesses the skills, abilities, interests, levels of achievement or difficulties of one student or a class at the beginning of a unit of work or when working with a new group / individual student/s.

Formative assessment is a term used to refer to a continuous or ongoing assessment and evaluation process. Formative techniques are often informal and closely linked to the teaching and learning practices in the classroom: they employ, for example, anecdotal records, learning logs, reflective journals, contracts and goal based assessments.

Summative assessment refers to assessment practices that are undertaken at a particular time - often at the end of a unit of work, a subject, a year of study or a course.

Evaluation is analysing the Diagnostic, Formative and Summative data to come up with a judgement.

## **Beliefs**

- We believe that children need to know the purpose of their learning and be involved in fun, interesting and ongoing activities. Through teacher and student reflections, students can become more aware of their learning.
- We believe that children need continuous, positive, constructive feedback from parents, teachers and peers.
- We believe that assessment and reporting should involve the children, parents and teachers in choosing long and short term goals and reflecting on these.
- We believe we need to focus on the process/effort as well as the final product.
- We believe that parents have a right to be informed about the level of achievement of their child at all times.

## **Guidelines for implementation:**

*Agreed Major Data Collection Strategies:*

- Portfolios
- Goal Setting
- Teacher Advisory Meetings (teachers, parents, students) *3 times a year*
- Self Reflection / Assessment / Peer Assessment
- Rubrics and Checklists
- NAPLAN Testing - Grade 3 and 5
- F-2 Testing
- F & P Reading Assessment
- MAI Testing

## **Evaluation**

Annual auditing by teaching staff to ensure that teaching practices reflect policy.

### *Evaluation and Assessment Procedure*

The following assessments are conducted at various times during the year.

F-2 Testing; conducted at the beginning or end of the school year.

Running records (Alpha Assess or Fontas and Pinnell assessment); F-2 testing format; MAI (end of year); PAT reading.

3-4 Testing conducted at the beginning and end of the school year.

Running records (Fontas and Pinnell assessment), Peter's dictation, BURT Word, South Australian Spelling Test, MAI (end of year, new students start of year).

5-6 Testing conducted at the beginning and end of the school year.

Running records (Fontas and Pinnell assessment), Peter's dictation, BURT Word, South Australian Spelling Test, MAI (end of year, new students start of year).

## **Recording Procedures at St. Joseph's:**

### *Reports:*

St. Joseph's provides a written student report twice a year to the parents or carers of each child enrolled at the school.

These reports are printed and sent home to all families as well as being stored on our school server for future reference and accessibility.

St. Joseph's reports against the Victorian Curriculum F-10 achievement standards, which includes towards foundation levels A-D, and the standards outlined in the EAL developmental continuum.

Both achievement and progress against the achievement standards are included in the student report.

A five point scale is included in every student report to provide more detail on the student's learning and to rate the quality of the student's achievement and progress against the achievement standards.

### *Portfolios:*

A Portfolio:

- is a collection of children's work
- demonstrates the child's knowledge, skills and attitude about his / her learning

### *Assessment:*

Each teacher will conduct other assessments during the school year at times that are appropriate for the students and the topic being studied.