



**POLICY TITLE:** Assessment and Reporting

**PUBLISHED:** December 2009

## 1. Purpose

- 1.1 The purpose of this policy is to describe the Red Hill School's philosophy and practices relating to student assessment and reporting.
- 1.2 This policy ensures compliance with the requirements of:
  - Australian Government *Schools Assistance Act 2004*, the *Schools Assistance Regulations 2005* and the *ACT Education Act 2004*; and
  - International Baccalaureate Organisation Standards and Practices.

## 2. Definitions

- 2.1 **Reporting to Students:** Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.
- 2.2 **Assessment:** Assessment is the process of gathering and analysing information in order to make judgements about student achievement of learning outcomes.
- 2.3 **Reporting:** Reporting is communicating the knowledge gained from assessing student learning.

## 3. Beliefs

- 3.1 Red Hill School is committed to providing high quality educational programs for its students. The rigorous continuous assessment, monitoring and reporting of performance are integral to the achievement of learning outcomes and are an essential component of the overall process of learning and teaching.

This assessment policy reflects the International Baccalaureate Standards and Practices, Standard C4: Curriculum requirement that *"there is an agreed approach to assessment and to the recording and reporting of assessment data, which reflects the practices and requirements of the programme"*.

The adoption and implementation of this policy is central to achieving the PYP goal of thoughtfully and effectively guiding children through the following five essential elements of learning:

- the understanding of concepts;
- the acquisition of knowledge;
- the mastering of skills,

- the development of attitudes; and
- the decision to take responsible action.

Achievement of this assessment philosophy is underpinned by the understanding that the combined commitment of the teacher, the student and the parent/guardian are integral to effective learning outcomes. This requires a framework that:

- clearly articulates learning requirements and expectations to both the student and to the parent/guardian;
- provides a balanced approach to the range of strategies for learning and assessment, including self-reflection;
- requires continuous monitoring and assessment of performance; and
- provides meaningful feedback and guidance to both students and parents/guardians

Guidance to teachers in the application of this policy is contained in the Red Hill School Essential Agreement on Assessment which is provided at Attachment 1 to this policy document.

## **4. Principles**

- 4.1 The overarching principles by which this policy is to be applied are:
- Parents are to be regularly provided with specific, accurate and timely information about their child’s development and progress at school.
  - Students are to be encouraged to undertake “self-assessment” throughout their schooling.
  - Assessment and reporting practices should encourage a partnership between parents, teachers and students with the goal of improving learning.

## **5. Procedures**

- 5.1 Student performance at Red Hill School is assessed against the essential content areas as defined in the School Curriculum, and is an ongoing process of gathering and interpreting evidence to make judgements about student learning.
- 5.2 Assessment at Red Hill School involves the teacher, the student and the parent/guardian to promote student learning through:
- tracking and reporting on the student’s development and progress;
  - providing information about the student’s learning performance; and
  - assisting in the evaluation of the PYP curriculum.
- 5.3 Teachers are to gather evidence for learning and exercise sound interpretation and judgement whether the purpose is to make:
- formative assessments of student learning (assessment for learning); or
  - summative assessments of student learning (assessment of learning) 1.
  - Reflection (assessment as learning)

- 5.3.1 This assessment process involves:
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- providing students with opportunities to demonstrate an understanding of the essential content areas;
- gathering and recording evidence about the demonstration of the essential content areas; and
- using this evidence as the basis for making overall judgements about student performance against the essential content areas.

5.4 A range of assessment practices are to be used by teachers to gather information about student achievement of the essential learning outcomes, which may include:

- **Basis for Assessment.** The ACT Curriculum Framework “Every Chance to Learn” forms the basis for developing assessment criteria and making judgements about student achievement. This document includes guides to assist teachers with their planning and assessment tasks.
- **Portfolios.** Every student is to maintain a portfolio of annotated work samples in Literacy, Numeracy and Integrated Inquiry. Portfolios are to be used to monitor student progress and provide information for both semester and end of year reporting. Portfolios are to be sent home with the student at the end of each term.
- **Self Assessment.** Students are to regularly set goals and assess their own learning and performance at school. A range of self-assessment strategies are to be applied by teachers, including but not limited to written comments, checklists and rubrics. These are to be included in the student’s individual portfolios.
- **Peer Assessment.** Students are provided with opportunities to assess their peers learning and performance. . A range of self-assessment strategies are to be applied by teachers, including but not limited to written comments, checklists and rubrics.
- **PIPS Testing and NAPLAN.** Basic skills testing will be undertaken in Literacy and Numeracy as required by the ACT Department of Education and Training for students in Kindergarten, Year 3 and Year 5.
- **Special Needs.** Students with specific individual needs are to be assessed by members of the school support team, including the Learning Assistance and ESL teachers and the school counsellor to determine individual requirements.
- **Moderation.** Benchmarked examples are to be used to ensure consistency across classes within the same year level. These procedures are to be developed by the relevant year group teachers.
- **Written Reports.** Written mid and end of year reports are to provide a comprehensive description of the student’s performance. These are to be reviewed regularly to ensure relevance.

## 5.5 Reporting Schedules

Annual Reporting Schedule	
Semester 1- End of Term 1	Learning journey if appropriate to unit of inquiry Student portfolio
Semester 1-End of Term 2	Learning journey if appropriate to unit of inquiry Three way conference between teacher, parent and student Student portfolio Mid Year report A-E report (Commonwealth Government requirement) PIPS
Semester 2 –End of Term 3	NAPLAN Learning Journey if appropriate to unit of inquiry Student portfolio
Semester 2- end of Term 4	Learning Journey if appropriate to unit of inquiry End of year report A-E report (Commonwealth Government requirement) Student portfolio PIPS

## 6. Attachments

- 6.1 Red Hill School Essential Agreements (Assessment, 3-way Conferences, Learning Journeys, Portfolios and Reporting)

## 7. References and related policies

ACT Education and Training Policy: “Reporting on Student Achievement and Progress to Students and Parents”

Curriculum Framework for ACT Schools – “Every Chance to Learn”

International Baccalaureate Standards and Practices

International Baccalaureate – “Making the PYP Happen”

Red Hill School Essential Agreements