

ASSESSMENT AND REPORTING POLICY AND SCHEDULE

Rationale

At Kingston-on-Murray Primary School, assessment and reporting processes across years R-6 are intended to assist students, teachers and parents to understand the student as a learner: to identify their strengths, areas for development in knowledge, skills and understanding and develop action plans for improvement.

At Kingston-on-Murray Primary School, assessment is used as a process to:

- Provide ongoing feedback of the learning process to students, teachers and parents that occurs in each subject area
- Assessment will include both summative and formative assessment
- Provide information about whether the learning goals of the teaching program have been achieved
- Assist with making decisions about subsequent teaching and learning programs

Purpose

The purpose of reporting is to inform students, parents and other stakeholders about the progress of an individual student's learning and to enable timely intervention where necessary to ensure learning success.

Principles

Principle 1: All students can expect to participate in a planned teaching and learning program based on The Australian Curriculum and Department for Education frameworks.

When teachers, parents/caregivers and students work together it is more likely that the learning program will reflect the needs of all students and foster/encourage student engagement.

For students to be skilled and knowledgeable they have to understand how assessment and reporting contributes to their learning, experience in different approaches to assessment and reporting and feel confident to participate in the process.

Principle 2: Teachers need to record and report learner achievement.

All educators regularly record evidence of learner achievement in ways which best support teachers' professional judgements, assessment purposes and methods.

Principle 3: A whole school approach is required for effective assessment and reporting of student achievement.

Discussion about assessment and reporting practices occur in staff teams through the professional learning communities and staff meetings. These include curriculum review, professional learning and resource allocation.

Principle 4: Effective assessment and reporting practices are equitable.

Effective and equitable assessment and reporting practices occur when the diversity of cultural background, learning needs, socio-economic status and gender are considered and catered for. Learning takes place in a safe and supportive environment, and when students have access to the resources they need and the knowledge and skills to participate.

Assessment Guidelines

Teachers will use a range of assessment strategies so that students receive opportunities to demonstrate their knowledge and skills in varying contexts.

Teachers are responsible for involving students actively in all stages of the learning process including assessment. Differentiation of tasks will be undertaken where appropriate, to ensure that all students have opportunity for success.

Formative assessment is continuous. This type of assessment provides feedback to measure progress and provide advice for where to next. Summative assessment follows formative assessment and may occur at any time.

Assessment Planning and Responsibility

Teachers are responsible for:

- Planning assessment and reporting with the Principal's input

The assessment plans will include:

- Clear overview of the assessment summative tasks required
- Guide of timeline for the completion of tasks
- Share the Australian Curriculum Achievement so that students know what they have to do to be successful

The Principal's responsibilities will include:

- Support teachers with task design
- Support staff to differentiate assessment to support individual learning needs
- Support staff to access professional learning opportunities for personal growth and curriculum/pedagogical development.

Students have responsibility to:

- Complete assessment tasks to the best of their ability and in accordance with agreed timelines
- Contribute to assessment processes through discussions on achievement and goal setting
- Assess and reflect on their own learning and that of others
- Consider teacher feedback and work towards improvement wherever necessary

Parents/caregivers have responsibility to:

- Inform the school about any relevant information that may affect their child's learning
- Participate in opportunities to be informed about assessment such as parent/student/teacher interviews
- Actively engage in their child's education by communicating with the school
- Support their child to complete work within the required published time line.

Student Achievement Data

The school records assessment data from a range of internal, teacher-led practices and external student assessment programmes. This data is known as Student Achievement Data which includes the following key learning components:

- Progressive Assessment Test data (Literacy PAT-R and Maths PAT-M) by ACER
- NAPLAN data
- Essential Assessment Data
- Phonics Screening Check
- Running Records
- Initialit Assessment
- A-E Grade.

Reporting Schedule

Parents/caregivers are regularly informed about student progress through a range of methods. The range of methods may include text message, telephone calls and email. Parents can request interviews by phone or in person with teachers. Teachers can request parent contact. Parent feedback is encouraged.

Kingston-on-Murray Primary School adhere to The Australian Education Regulation 2023, Subdivision G – Reports which requires all schools to:

- Provide parents/caregivers/guardians with two written reports each year
- Use plain language
- Use an A-E achievement scale or word equivalents.

Kingston-on-Murray Primary School provide written reports at the end of Terms 2 and 4. Parent/teacher interview are conducted in Term 1 with the option of another in Term 3. Individual Learning Plans are sent home at the end of Terms 1 and 3.

While there is no requirement for schools to assign A–E grades or word equivalents in reporting on students in the Reception year, Reception teachers should use the Foundation (F) year Australian Curriculum Achievement Standards as reference points for reporting on student achievement and progress.

Year 1-6 reports will use the national requirement of A-E grading.

Department for Education Grades

Parents/caregivers are to be made aware of the availability of this information on the report.

The wording on school reports is as follows:

Department for Education Grade	Department for Education Achievement Description
A	Excellent Achievement
B	Good Achievement
C	Satisfactory Achievement
D	Partial Achievement
E	Minimal Achievement

References

Department for Education, South Australia

<https://www.education.sa.gov.au/parents-and-families/curriculum-and-learning/reports-and-assessments/assessment-and-school-reports>

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