RIVERTON PRIMARY SCHOOL

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Government
of South Australia
Department for Education
and Child Development

Assessment and Reporting Policy

DECD Expectations.

All teachers are required to plan, teach, assess and report on students' learning progress against the Australian Curriculum. Teachers are expected to plan their pedagogic approaches using the Teaching for Effective Learning (TfEL) framework to design engaging learning that includes intellectual challenge for all students. Intellectual challenge also needs to facilitate intellectual struggle, facilitating students learning about what to do, when they don't know the answer. Learning about what to do when you don't know something and not being thrown by new contexts is at the heart of learner resilience needed for academic and future life success. http://www.acleadersresource.sa.edu.au/index.php?page=into_the_classroom

Riverton Primary School Expectations.

Schools and teachers are expected to gather student learning outcome data throughout the school year. This data includes regular diagnostic assessments as defined in our Diagnostic Assessment Schedule and evidence of student achievement against the Australian Curriculum. Our Diagnostic Assessment Schedule is mandatory for all teachers ensuring authentic and relevant learning outcome data is collected at points in time across the school year.

This data is used to inform both Australian Curriculum content and pedagogic approach when planning for further learning of individuals and groups of students. We store student assessment data on the ScoreLink data management system so we have student learning progress records overtime.

Assessment

Assessment is the first part of the programing and planning cycle. Assessment refers to all the ways we gather information about student's learning progress and is ongoing. Assessment can be formative or summative. Formative assessment occurs during the learning process and guides future learning goals. Formative assessment is also referred to as assessment for learning.

Assessment for Learning is a core Visible learning practice used by our teachers to obtain the best evidence about what students have learned, and how that information can be used to improve individual learning. It is the feedback that is given to students' minute by minute and day by day, and it teaches students that they can improve.

Formative assessment allows teachers to better meet the needs of their students now, rather than at the end of a unit of work. In turn, it means teachers can adjust the way they teach while the learning is taking place.
Assessment for Learning – 5 key Classroom Strategies

- Sharing learning expectations and success criteria
- Using questioning to elicit evidence
- Feedback that propels students' learning forward
- Self-assessment that activates students as owners of their own learning
- Peer assessment that activates students as learning resources for one another.

Assessment for Learning (formative assessment) differs from Assessment of Learning (summative assessment) in that it is an ongoing process of feedback and adjustments. Summative assessments are given at the end of the year or subject to provide a final evaluation of how well a student has performed.

Summative assessments measure learning that has taken place. This includes national, state and school based tasks. Assessment tasks should be meaningful and relevant and reflect the learning and criteria of the work. This means that the assessment criteria are decided when planning the learning and explicitly communicated to students prior to the assessment tasks.

Feedback

Feedback is a core aspect of visible learning and a core component of formative assessment, and has two aspects. First, feedback obtained from planned or spontaneous evidence is an essential resource for teachers to shape new learning through adjustments in their instruction. The best feedback happens at the point of learning. Teachers use a range of strategies to ascertain that students understand what is being taught eg Thumbs Up / Thumbs Down, red and green cups (Dylan Williams). Pedagogy and instruction can be adjusted from student feedback to make sure that learning is on track and accessible to all students. For this reason, a constant stream of evidence from formative assessment is necessary during all lessons.

Second, feedback that the teacher provides to students is also an essential resource so the students can take active steps to advance their own learning. Teacher feedback is most beneficial when it assists students to understand their current learning status and provides hints, suggestions, or cues for them to act on. It is this, rather than offering general praise or total solutions, that enables students to assume a degree of responsibility for their learning that includes intellectual challenge.

Reporting

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about student progress to parents and students.

Reporting student achievement to parents and students is an important part of the teaching and learning cycle. We formally report to parents and student in the following ways:

- Written reports are sent home on the Wednesday or Thursday in the last week or Term 2 and Term 4.
- Interviews are held near the end of Term 1 for all students and near the end of Term 3 for students we are concerned about.
- Interviews can be requested by parents, students and teachers at any other time during the year.

It is expected that staff are in regular contact with parents regarding student academic performance, social emotional well-being and behaviour. If you have concerns about your child's learning, you are encouraged to contact their teacher as the concern arises.

Written reports for all curriculum areas and general comments will be in plain language that is easy to understand and achievement will be graded using the A-E descriptors for years 1 to 7. Reception students are not graded using the A-E descriptors, however progress will be reported on for each curriculum area and in an overall general comment.

Students' personal application to a learning area is reported as effort, and will be assessed using a word grading of Excellent, Good, Satisfactory, Partial or Minimal, in line with the A-E descriptors.

To ensure we have enough time to teach and assess student outcomes before we report each semester, written reports will not be started by teachers until week 5 in term 2 and week 4 in term 4. Reports are to be with the Principal by first thing on the last Monday of the term at the latest.

Modified Reports

Modified reports will be written for students who have a Negotiated Education Plan where parents have agreed to such a report.

Modified reports may also be written for students who have not been at the school for a time sufficient enough to accurately assess their progress. A minimum of 8 weeks with an attendance rate of at least 90% is required to assess progress accurately.

DECD and ACARA grade descriptors for reporting against the Australian Curriculum.

Grade	Word Equivalent	A–E indicators - in relation to the achievement standard, the student has demonstrated
A	Your child is demonstrating excellent achievement of what is expected at this year level.	• **Thorough** knowledge and understanding of the content, key ideas and concepts • **Very high level** of competence in the skills and processes • **Uses** these skills and processes in **new contexts**
B	Your child is demonstrating good achievement of what is expected at this year level.	• **Extensive** knowledge and understanding of the content, key ideas and concepts • **High level** of competence in the skills and processes • **Uses** the skills and processes in **some new contexts**
C	Your child is demonstrating satisfactory achievement of what is expected at this year level.	• **Satisfactory** knowledge and understanding of the content, key ideas and concepts • **Expected** level of competence in the skills and processes • **Uses** skills and processes in **familiar contexts**
D	Your child is demonstrating partial achievement of what is expected at this year level.	• **Basic** knowledge and understanding of the content, key ideas and concepts • **Limited** level of competence in the skills and processes • **Some ability to use** skills and processes in **familiar contexts**
E	Your child is demonstrating minimal achievement of what is expected at this year level.	• **Very basic** knowledge and understanding in a few areas of the content, key ideas and concepts • **Very limited** competence in some of the skills and processes • **Beginning ability to use** skills and processes in **familiar contexts**