

[Insert school name]

Assessment and Reporting Procedures



Our Lady of Lourdes Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

This section sets out the steps that are taken at Our Lady of Lourdes Primary School to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement
 - 1.1. Formative assessment
 - 1.2. Summative assessment
 - 1.3. Students with additional learning needs

Assessment is the ongoing process of gathering, assessing, analysing and interpreting, using and reflecting collected data to make informed judgements about student progress and achievement. Assessment identifies the extent to which students have learnt and can apply knowledge, skills and behaviours.

Assessment for improved student learning and understanding involves a range of assessment practices to be used with three overarching purposes:

- Formative- assessment FOR learning occurs when teachers use inferences about student progress to inform their teaching
- Summative – assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- Student self-reflection - Assessment AS learning - occurs when students reflect on and monitor their progress to inform their future learning goals

2. Process for developing assessment tasks

Assessment tasks are collaboratively planned as units of work are developed. This can involve the co-construction of individual learning goals where appropriate. Assessment is plan For, Of and As learning.

3. Cycle of review of assessment practices and processes
 - 3.1. Student data
 - 3.2. Identification of data
 - 3.3. Collection of data – cycle, methods, storage, dissemination
 - 3.4. Analysis of data
 - 3.5. Interpretation of data
 - 3.6. Use of data to inform teaching and assessment practices

Staff use a variety of assessment practices, including:

- Daily and anecdotal records (including planning and assessment records)
- Internal assessments in Literacy and Numeracy

- Informal assessments such as observations; anecdotal records; peer assessment; written presentations and reports; work samples or oral presentations.
- External (Mandated) assessments such as NAPLAN

4. Reporting practices

- 4.1. Formative assessment
- 4.2. Summative assessment
- 4.3. Written reports
- 4.4. Student/teacher/parent conferences
- 4.5. Students with additional learning needs
- 4.6. Students with additional needs

- A formal written report is provided to the parents or carers of each child twice a year.
- A Student Learning Conference is provided to discuss each child's progress.
- Appointments may be set up to discuss any concerns at other times upon parent or teacher request.
- Selected students have Program Support Group (PSG) meetings which are held termly to review and plan for short and long term goals.
- Formal Assessment of student knowledge in Religious Education twice a year.

5. Personalised Learning Plans

- 5.1. NCCD data
- 5.2. Participation in national testing programs such as NAPLAN

- Personalised Learning Plans for students identified for support through PSG program.
- Individual Learning Plans for intervention and extension