

Sandy Creek Primary School



SANDY CREEK
Primary School

RESPONSIBILITY RESPECT EXCELLENCE

Current as of: May 2016
To be Reviewed: May 2020

Definition

Assessment is the process of gathering, analysing and interpreting quality information about student learning. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.

The purpose of assessment is to:

- Facilitate student learning.
- Inform the planning process.
- Provide data on the achievements of individual students/groups according to the Curriculum.

Core Beliefs

At Sandy Creek Primary School we believe assessment for learning, of learning and as learning is integral to the achievement of high quality learning outcomes.

At Sandy Creek Primary School we believe assessment should:

- Facilitate learning.
- Identify strengths and achievements.
- Include a variety of strategies and sources of evidence.
- Be appropriate for each phase of schooling.
- Include self-evaluation and reflection.
- Involve teacher judgement.
- Provide opportunities for students to work together.
- Be sensitive to students with special needs.

Outcomes

Assessment at Sandy Creek Primary School aims to:

- Identify students' achievements and the extent of their progress.
- Assist with identification of students at education risk.
- Improve students' learning.
- Allow students to set goals for their learning.
- Improve the effectiveness of teachers' planning, teaching, monitoring and reporting to parents
- Broaden home/school links that will enable parents to further assist with their children's learning.

Assessment of student's work assists teachers and the school by:

- Monitoring the progress of students and diagnosing learning difficulties
- Providing feedback to students on how they may improve their achievement
- Adjusting programs to ensure students have the opportunity to achieve the intended outcomes
- Developing subsequent learning programs
- Reporting student achievement to parents

Measuring Student Achievement

Teachers are not expected to grade or level each piece of student work but are expected to provide regular feedback to students on assessments, so that students know how to improve and teachers know what to plan for in their teaching.

Teachers should choose to use a variety of assessment tools. These could include:

- Formative assessments to monitor progress during a learning task.
- Summative assessments to establish level of achievement at the end of a unit of study.

	<ul style="list-style-type: none"> • Observation • Open ended tasks • Standardised tests (e.g. Waddington, Westwood Spelling) • National and State tests (e.g. NAPLAN, PAT-M, PAT-R) • Individual Education Plans • Teacher journals, Student journals • Self-assessments • Student teacher conferences • Checklists, rubrics and matrices • Peer assessment, Individual and group reflection • Teacher constructed tests
<p style="text-align: center;">Roles and Responsibilities</p>	<p><u>Students:</u></p> <ul style="list-style-type: none"> • Have opportunities to contribute to discussions about assessment criteria at appropriate developmental levels. • Make constructive and honest assessments of their own and other's learning. • Reflect and respond for future improvements. <p><u>Teachers:</u></p> <ul style="list-style-type: none"> • Develop and use valid and reliable assessment practices that inform future planning. • Ensure that students understand and are involved in the assessment process. • Provide valid feedback to enhance future learning. • Participate in professional collaboration/moderation to ensure consistency of judgement. • Maintain records according to school policy. <p><u>Parents/Caregivers:</u></p> <ul style="list-style-type: none"> • Communicate relevant information and feedback that may affect their child's ongoing learning.
<p style="text-align: center;">Compulsory Reporting Timeline</p>	<p><u>Term 1:</u></p> <ul style="list-style-type: none"> • Parent information session with explanation about curriculum priorities, ethos and routines. • Parent/teacher interviews. <p><u>Term 2:</u></p> <ul style="list-style-type: none"> • Mid-year report. <p><u>Term 3:</u></p> <ul style="list-style-type: none"> • Optional parent/teacher interviews. <p><u>Term 4:</u></p> <ul style="list-style-type: none"> • End of year report.