

Christ Our Holy Redeemer Primary School Assessment and Reporting Procedures



*Inspired by the Spirit, we are a strong community,
supporting and leading learners in a safe and inclusive environment.*

Christ Our Holy Redeemer 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).

This section sets out the steps that are taken at Christ Our Holy Redeemer 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

- Refer to Tier 1 Assessments in COHR Internal Referral Process/COHR Assessment Schedule
- Beginning of Year Testing - Maths Interview (Growth Points), Record of Oral Language, Westwood One Minute Tests, BURT Reading Test (at risk students only), Prep Letter ID & Concepts about Print
- Running Records to conference with students and observe reading behaviours (Term 1 for all students)
- South Australian Spelling Tests (Term 2)
- Pre-Tests for Maths Units (e.g. Maths Essential Assessment)
- Checklists and anecdotal observations made by teachers during every day learning experiences

1.2. Summative assessment

- Refer to Tier 1 Assessments in COHR Internal Referral Process/COHR Assessment Schedule
- Student Work Samples used for Moderation each term (Writing, Maths, Inquiry and Religion)
- PAT Maths & PAT Reading (October)
- NAPLAN (May)
- Running Records to ascertain end of Year text levels (Term 4)
- Post-Tests for Maths Units (e.g. Maths Essential Assessment)
- Checklists and anecdotal observations made by teachers during every day learning experiences

1.3. Students with additional learning needs

- Intervention Assessment (i.e. use/re-testing of formative assessment tools to identify most current point of need, such as Running Records and Maths Interviews Growth Points)
- Running Records to conference with students and observe reading behaviours (mandatory each term for at-risk students)
- For any students presenting concerns either class teacher or parent initiated, the COHR Internal Referral Process is enacted with the support of the Learning Diversity Leader and the Student Support Team.

2. Process for developing assessment tasks

Assessment tasks created for termly Student Work Samples undergo a process where classroom teachers will work together in their Professional Learning Team to design a task and corresponding assessment criteria. These will be shared with relevant curriculum leaders for feedback. Tasks are then administered and then moderated in Professional Learning Team Meetings.

3. Cycle of review of assessment practices and processes

3.1. Student data

- Student data is collected each year for each student, in the areas of English and Mathematics.
- Students' perceptions of their wellbeing is collected each semester through a Student Wellbeing Survey.
- Student data is utilised to inform teaching and learning as well as identifying students' points of need in English and Mathematics

3.2. Identification of data

- COHR Assessment Schedule identifies which formal assessments (Tier 1) are to be collected each year.
- COHR Assessment Schedule is reviewed by the school every 4 years, and/or as required. This is led by the School Leadership Team, primarily the Learning and Teaching Leader.

3.3. Collection of data – cycle, methods, storage, dissemination

- All data from Tier 1 Assessments (formal assessments as stated in our COHR Assessment Schedule) are entered into the nAssess module of nForma, as well as Assessment Data Spreadsheets on our COHR Google Drive (organised by year level each year)
- Collection of data outlined further in our COHR Student Data Collection and Storage Policy

3.4. Analysis of data

- Reviewed and analysed by Professional Learning Teams during Level Planning sessions
- Specific 'Data Analysis' meetings held in Term 1 to discuss student data across the school
- Reviewed and analysed by Student Learning Team at termly meetings

3.5. Interpretation of data

- School Leaders support classroom teachers to interpret data
- Student Learning Team and Leadership Team will interpret data to assist with decision making in the school

3.6. Use of data to inform teaching and assessment practices

- Upon review and analysis, Professional Learning Teams discuss how this data informs future teaching and learning experiences. This may occur in Level Planning sessions and/or specific School Improvement Meetings.
- The Learning & Teaching Leader, Student Support Team and the Student Learning Team will also use data to inform the teaching and assessment practise for specific students and levels.

4. Reporting practices

4.1. Formative assessment

- Student progress in formative assessments may be communicated by classroom teachers with families, either informally (incidentally) or formally during a Parent Meeting, PSG Meeting or Parent Teacher interviews

4.2. Summative assessment

- Student Work Sample Portfolios are sent home at the end of Term 1 and Term 3, (every term in Prep) and contain student work samples collected in those relevant terms. Assessment criteria taken directly from the Victorian Curriculum F-10 Achievement Standards are marked according to levels of achievement - *Not Yet Evident, Beginning, Developing, Achieved and Embedded in Learning*.
- Student progress in summative assessments may be communicated by classroom teachers with families, either informally (incidentally) or formally during a Parent Meeting, PSG Meeting or Parent Teacher interviews
- NAPLAN results are provided to Year 3 & 5 parents
- Literacy Assessment Data provided to MACs throughout the year

4.3. Written reports

- Two written reports are provided to parents each year. One in June and one in December
- Reports consist of progression points using Victorian Curriculum F-10 Achievement Standards, a written general comment and 'Target Skills' marked according to levels of achievement - *Not Yet Evident, Beginning, Developing, Achieved and Embedded in Learning*.
- Target Skills are created by Professional Learning Teams and are taken directly from the Victorian Curriculum F-10 Achievement Standards

4.4. Student/teacher/parent conferences

- Parent Teacher Chats are held in Term 1 and focus on student wellbeing and building of relationship between home and school. Families and teachers discuss any relevant information that will help the school support the child's holistic development and learning.
- Parent Teacher Interviews are held in Term 3 and focus more specifically on students' academic learning progress. In years 3-6, students may be invited to attend these interviews and share their own goal setting and reflection of their learning.

4.5. Students with additional learning needs

- Program Support Group (PSG) meetings are held with families of those students with additional learning needs. The Learning Diversity Leader is present for these meetings as well as the classroom teacher. Goals and strategies identified in the students' Professional Learning Plans will be discussed.
- Classroom Teachers may hold additional Parent Meetings with families to discuss ongoing progress.
- External specialists may be consulted for support and/or further assessments.

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5. Personalised Learning Plans

5.1. NCCD data

- NCCD data is written into students' Professional Learning Plan

5.2. Participation in national testing programs such as NAPLAN, PISA

- All Year 3 and Year 5 students are invited to participate in NAPLAN.