

St George Preca 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 St George Preca 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 Tier 3

Formative assessment Formative assessment is used to inform the cycle of teaching and feedback in the classroom.

This means that we assess our students to gauge: What is to be learned? How is learning progressing? What will be learned next? Teachers collaborate, adopt evidence-based teaching strategies, have professional conversations about how to improve their teaching, and use evidence to moderate assessment. The purpose of formative assessment is to provide feedback for learning. This can be: feedback to the teacher about how and where to modify the teaching program to meet the needs of one or more of their students, feedback on what achievement of standards looks like or feedback incorporated into the design of a learning program with learning outcomes in mind.

Classroom formative assessment is collected regularly. These can include:

- Running Records
- Letter Identification Test
- Record of Oral Language
- Observation surveys, teacher checklists, anecdotal notes, annotated work samples
- Student self evaluation or peer evaluation
- Essential Assessments
- Writing Rubrics
- Rubrics for Inquiry Projects
- Pre and Post testing of mathematical units
- Pre and Post testing for Religious Units

1.2. Summative assessment Tier 2 and 3

Summative assessment is assessment that occurs at the end of a unit of work and indicates a student's achievement level against learning outcomes. It gives teachers the information they need to make accurate, consistent judgements about a student's learning progress. We do this in a number of ways including using school based assessments.

These include:

- Progressive Achievement Tests in Reading/Maths, Spelling, Grammar and Wellbeing from ACER (Australian Council for Educational Research)
- Benchmark Assessment System (Fountas and Pinnel) for Reading.
- Data from standardised assessments as NAPLAN is also used both formatively and summatively
- PASA -Pattern and Structure Assessment
- Essential Assessments

1.3. Students with additional learning needs

Students with additional learning needs Procedures for assessment and reporting for students with additional learning needs are aligned with the planning of class program adjustments. There is ongoing communication between stakeholders so that learning is monitored and adjustments made accordingly. The provision of appropriate staff and resources and ongoing professional development is part of our commitment to ensuring students' individual needs are catered for and addressed.

2. Process for developing assessment tasks

At St George Preca assessment is an essential part of the teaching and learning process. It promotes, improves and describes student learning. Assessment and reporting informs and improves teaching & learning so that students have the opportunity to achieve. It also provides data about the progress & achievements of individual students/groups.

Assessment helps us to identify students' learning needs and helps provide feedback to students, allowing them to set goals for their learning. Assessment helps motivate students to learn because their learning is personalised. It improves the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents.

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. Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

At St George Preca assessment tasks are collaboratively developed, taking into account the Victorian Curriculum, learning progressions, teacher observation, moderation and shared clarity about the learning.

3. Cycle of review of assessment practices and processes

3.1. Student data Student data is collected both formally and informally as part of the assessment process. Data is collected via formative and summative assessments, teacher observation and what we know about the student - going beyond the data, collected by teachers as part of their regular practice through questioning, observation, discussion, tests, and projects. Student data is collected prior to, during and after a unit of work.

3.2. Identification of data A range of assessments are used to provide more reliable evidence of learning from which teachers can make an on-balance judgement about learner achievement. Pre and post assessments in Maths and Literacy as well as standardised testing are helpful in identifying misunderstandings or knowledge gaps experienced by individual learners and cohorts.

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

Assessment is an ongoing process, individual to each child. Comprehensive records of each child's progress are to be kept. Teachers are required to regularly assess and record the performance of the students in their Home Group. The form of assessment may vary according to the type of learning taking place. Assessment is formative, summative and based on the standards of the *Victorian Curriculum*.

Assessment can take the form of:

Observation: The teacher's day to day observations of pupils is one of the most valuable methods of assessing individual qualities, social behaviour, strengths, weaknesses, etc. Such observations are recorded on focus sheets.

Moderation: Samples of the students' work and the related analysis of achievement.

Discussion with the student: This method is most useful when a teacher wants to probe the depth of a child's understanding.

Formal assessment: This is done in the area of Literacy and Mathematics at the beginning and end of the year Prep to Year Six. Teachers may formally assess children's progress at other times of the year also.

Teachers are required to follow an assessment schedule to ensure that data is collected and analyzed regularly. Teachers are to keep up-to-date records of each pupil's progress. Each child has an individual file kept in a lockable filing cabinet provided to the Home Group Teacher. This file contains samples of work and any other relevant information.

3.4 Analysis of data

Data is collected and regularly analysed before planning units of work. Data is collected and stored on Google Drive as well as SPA (Student Performance Analyser) and is used at Professional Learning Team and planning meetings to guide our discussion, planning and practice. Professional Learning Meetings are conducted and teachers use data walls to analyse and monitor progress of students, and cohorts. Moderation as a whole school is conducted for summative assessment to ensure reporting of progression points aligned with Victorian curriculum and school wide benchmarks.

3.5 Interpretation of data, and use of data to inform teaching and assessment practices

We follow a school based Assessment Schedule which outlines the timing of assessments for all areas for each level.

The timing of the assessments align with their purpose to develop effective learning programs for the whole group and individual learners.

Analysis of responses for each item in a pre assessment task, Pat testing and in standardised assessments such as NAPLAN are helpful for identifying misconceptions and or knowledge gaps in each year level.

Patterns of misunderstandings and misconceptions across a class inform planning of the next step in the learning process for the class.

Patterns of misunderstanding and misconceptions by individual learners inform the next steps in developing an individual learning plan.

Typically summative assessments are completed at the end of a teaching cycle and enable analysis of learning gains and identify learning needs. They also provide the evidence for providing feedback to learners and parents.

4. Reporting practices

4.1 Formative assessment

- This is used during formal Parent/Teacher Interviews as evidence for parents and also to inform reporting progression points.
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4.2 Summative assessment

- There is a range of Tier 1 to 3 assessments used for this.
Written reports

- Written summative reports and completed for the end of each semester each year.

4.3 Student/teacher/parent conferences

- Formal Parent/teacher Interviews are scheduled once per semester specifically Week 9 of Term 1 and 3.
- Each student's teacher reports student progress referencing a number of assessment tools inc. student workbooks, teacher notes, Tier 1-3 assessments and teacher judgement.

4.4. Students with additional learning needs

Learning Goals are provided for students and discussed at Parent Teacher Meetings.

4.5 Students with additional needs

Program Support Meetings (PSGs) are held on a termly basis between stakeholders to communicate progress and feedback on Personalised Learning Plans (PLPs).

5. Personalised Learning Plans

5.1 NCCD data

Through the NCCD, the school makes evidence-based decisions about students who are receiving reasonable adjustments to access education because of disability. These adjustments draw on teachers' professional judgement and practices throughout the year supporting students with disability to access and participate in education on the same basis as other students. These adjustments are recorded on students' PLPS, Goals & Adjustments Documents and other documents including daily programs.

5.2 Participation in national testing programs such as NAPLAN

- Adjustments are made to support students' participation in NAPLAN.