



ASSESSMENT AND REPORTING POLICY

At St Bernadette's we believe assessment for learning, of learning and as learning is integral to the achievement of high-quality learning outcomes. Effective teaching and learning require that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents. This will promote effective home/school partnerships in support of student learning. The purpose of regular reporting is to provide clear, informative feedback to parents on their child's performance in the school setting.

DEFINITION OF ASSESSMENT AND REPORTING

Assessment is the process of gathering, analysing and interpreting quality information about student learning. It 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.

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

EFFECTIVE ASSESSMENTS

- Focus on what students know, understand, value and are able to do
- Directly relate to the West Australian Curriculum
- Ensure that the work to be assessed and the criteria used to assess learning are clear to the student
- Are reliable, valid and authentic
- Provide timely and targeted feedback to students and parents and recommend areas for improvement
- Include a variety of assessment tools

FORMATIVE/DIAGNOSTIC, ONGOING AND SUMMATIVE ASSESSMENT

At St Bernadette's teachers will use formative/diagnostic assessment to differentiate their instruction according to students' needs. Such assessment aligns with and supports the pedagogy of St Bernadette's CPS, being that explicit, and differentiated instruction is evident across all classes.

Teachers will maintain ongoing classroom-based records showing each student's achievement of the content descriptors and specific learning goals as part of their regular assessment and teaching cycle. The information and assessments should provide feedback for students, allowing them to reflect on their performance, as well as provide evidence to inform parents of their learning progress.

At St Bernadette's teachers will use summative assessments to determine the level of success with which students have achieved the learning outcomes. Summative assessment also provides opportunities to determine the continuing needs of students, and to plan to meet these needs accordingly in the future.

ST BERNADETTE'S CATHOLIC PRIMARY SCHOOL

STANDARDISED TESTING PROCEDURE

The standardised testing schedule at St Bernadette's is discussed during our PLC Meeting Time through robust discussions that include all teachers. This is to be reviewed annually to ensure that it is appropriate for all students in the school. Every effort will be made to make assessments relevant to students and teachers and where appropriate, online assessments will be used. This will mean teachers have instant access to results and data on their students and the data gained from these assessments at St Bernadette's will play an important role in determining student needs and planning to meet those needs.

Please see Whole School Assessment schedule [here](#).

TEACHER REPORTING OF STUDENT ACHIEVEMENT

Teachers' use of formal standardised reporting will form part of this accountability process as student data can be tracked over time and will be passed on from teacher to teacher, year to year and school to school.

Reporting to parents includes regular feedback in the form of completed work sent home and/or work uploaded onto the Seesaw App, particularly in the Kindergarten and Pre-primary grades. This information is designed to inform parents and guardians of the nature and purpose of the activities being completed, which then enriches the conversation at home, 'What did you do at school today?'

Teachers will provide parents with a formal report, graded against the West Australian Curriculum, every semester. Teachers will give grades in each subject area based on their records and will use their professional judgement to provide parents with an 'on balanced' decision from a variety of assessment instruments. For Example: Standardised tests, in-class tests/assessments, anecdotal records, work samples, short quizzes.

FORMAL REPORTING CALENDAR

Term One	Term Two	Term Three	Term Four
Parent Information Evening Parent/Teacher Meetings	Semester One Report IEP Review	Parent Open Night	Semester Two Report IEP Review
Parent meetings as required			