Atlantis Beach Baptist College

PRIMARY ASSESSMENT AND REPORTING POLICY	
Adopted by: Principal	**Review date:** 05/10/2023
Scheduled review date: 05/10/2024	
To whom issued: College staff and community	

POLICY CONTROL HISTORY

DATE:	REVIEWED BY:	AMENDMENTS/REVIEWS
05/10/2023	Principal	

ASSESSMENTS

Assessment is the process of purposeful gathering, analysis, and interpretation of quality information about student achievement to enhance learning. It is based on clearly stated standards and criteria appropriate to the age and development for the students and is also demonstrated as fair, valid, reliable and equitable.

All assessments are in accordance with the SCSA Achievement Standards.

GUIDELINES

Beliefs about Assessment
At Atlantis Beach Baptist College Primary, we believe assessment practices have a powerful impact on teaching and learning. The collection and interpretation of assessment data should be addressed and debated widely within the whole school community.

Developing a shared understanding of assessment enhances the validity and consistency of judgements about student learning which in turn facilitates improved teaching and learning. Resulting from this, teachers can report more credibly to other teachers, parents, students, and the community.

We believe assessment will facilitate learning when it is:
- valid, educative, fair, and comprehensive
- refers to criteria that are explicit
- identifies strengths and achievements
- includes a variety of strategies and sources of evidence
- is appropriate for each phase of schooling
- includes student self-evaluation and reflection
- involves teacher judgement
- provides opportunities for students to work together
- is sensitive to students with special needs.

We believe assessment also assists to:
- motivate students to learn because their learning is personalised
- improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents
- allow the school to plan for improvement by determining realistic priorities
- broaden home/school links that will enable parents to further assist with their children's learning.

We believe assessment also assists to:
- monitor the progress of students and diagnose learning difficulties
- provide feedback to students on how they may improve their learning and achievement
- adjust programs to ensure all students have the opportunity to achieve to their optimum
- develop subsequent and ongoing learning programs
- report student achievement to parents and staff

- facilitate and support whole school and system planning, reporting and accountability procedures.

Whether at the level of the classroom, school or system assessment information should enable judgements to be made about students' progress in a way that is fair and contributes and facilitates continued learning. Therefore, assessment processes should be sufficiently varied to enable teachers and students to have a clear understanding of what students know and can do with assistance and without assistance. Assessment should distinguish between work that is original and non-routine and work that is reproductive or memorised. The criteria for assessment should be valid and transparent and based on multiple kinds and sources of evidence.

There are two categories of Assessment types that are used to evaluate students learning. ***Formative assessment*** is designed to evaluate a student's progress during a unit of work guides further teaching. ***Summative assessment*** is used to evaluate a student's understanding of the course work at the end of a unit of work against the SCSA Achievement Standards.

Formative Assessment is designed to assess progress of students or the group and identify:
- Is learning on track?
- What needs to change?
- Where does the learning need to go next?

It should be used to get feedback on how and where to modify the teaching program to meet the needs of one or more of the students, analyse evidence of student learning, provide feedback to improve learning and enable learners to learn from each other.
(Source: Victoria State Government, Professional Practice Note 6).

Examples of Formative Assessment are:
- Questioning
- Observation
- Journals
- In class activities: Think-Pair-Share, PMI Analysis
- Discussions
- Peer Review
- Multiple Choice/Quiz
- Diagnostic Tests/ Pre-tests
- Homework

Summative Assessment is used to identify a student's learning at the end of a unit of work or completion of a course to evaluate whether students have learned what they were expected to learn against achievement standards. This is used to formulate their grades.

Examples of Summative Assessments:
- Tests
- Exams
- Projects
- Formal Assessments

Diagnostic Assessment
This involves examining specific skills or problems the child may have which have an impact on his or her learning. Examples include observations, running records, oral questions, hearing tests, speech, OT and IQ assessments, analysis of behaviour and emotional development.

REPORTING

Atlantis Beach Baptist College Primary is committed to providing an exceptional education programme that enables students to develop the necessary knowledge, skills, and understandings to achieve and thrive. Assessment and reporting are integral to the achievement of high-quality learning outcomes for our students.

They are essential components of the teaching and learning process and are vital to the way students think about themselves and are engaged in the process of learning. Assessment and reporting processes are consistent with the school's stated values and beliefs about learning and teaching. Reporting is carried out in accordance to the WA Curriculum outline.

Atlantis Beach Baptist College has both formal and informal methods of reporting to parents.

Formal reporting timelines include:
Term 1
IEP/CAP meetings
Parent-teacher interviews with Interim Reports
Term 2
IEP/CAP meetings
Written Report for the semester
Parent-teacher interviews
Term 3
IEP/CAP meetings
NAPLAN report
Portfolios – Junior Primary
Teacher/Parent Interview
Term 4
IEP/CAP meetings
Written Report for the year

IEP/CAP meetings
For students with additional learning needs who are following an Individual Education Plan or a Curriculum Adjustment Plan, Atlantis Beach Baptist College will discuss the individual progress of a student in a parent-teacher-child meeting. Parent and student, where appropriate, input is necessary.

Written Reports
Planned reporting by teachers to students and parents occur a minimum of twice a year including midyear and end of year. Two written semester reports are provided, and parent-teacher interviews will be conducted. An interim report is given to parents at the end of term one during a parent/teacher interview. Parents unable to attend an interview will have their child's report emailed to them.

Atlantis Beach Baptist College's Student Reports aim to provide:
- Clear, comprehensive, and consistent information
- Report on the achievement of Pre-primary to Year 6 in accordance with the Western Australian Curriculum and Assessment Outline.
- The Semester Academic Progress Report is a summary of student learning for the semester and is a formal statement of student progress.

The report is designed to convey information to parents about:
- Student achievement and effort
- Individual aspects of personal and social development, as well as study habits
- Assessment in all eight learning areas
- Reporting against the achievement standards for Pre-Primary to Year 6
- Reporting against the WA Kindergarten Guidelines in Kindergarten
- Reporting against school-based standards/values
- Clear information about a student's strengths and weaknesses
- A common reporting scale aligned to WA Curriculum and Assessment Outline
- details of absences

ABBC Reporting Framework aligned to the WA Curriculum and Assessment Outline

Letter Grade		Achievement Descriptor
A	Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B	High	The student demonstrates high achievement of what is expected for this year level.
C	Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D	Limited	The student demonstrates limited achievement of what is expected for this year level.
E	Very low	The student demonstrates very low achievement of what is expected for this year level.

The "C" grade is expected level and an "A" is achievable within the Australian Curriculum Achievement Standard. Teachers must back up all high grades with appropriate evidence. To adopt the reporting framework, teachers will need to provide evidence of student cumulative & summative data underpinned by teacher professional judgment.

Atlantis Beach Baptist College will report on student achievement. Numbers and grades, if used, will be reported with accompanying descriptive information. Information is available upon request to the Principal that shows a child's achievements in each Learning Area in comparison with that of other students in the same year group. This information will show the number of students in each of the five achievement levels.

NAPLAN

Students in Year 3 and 5 will participate in the National Assessment Programme – Literacy and Numeracy. Results from NAPLAN tests are sent to schools for distribution to parents. The personal report tells how a student is achieving compared to:
- other Western Australian students in Years 3 and 5
- the average score on the NAPLAN test
- the standard expected of students at that year level when tested.

INFORMAL REPORTING

Whilst a periodic written student report is a means of reporting against standards, Atlantis Beach Baptist College encourages other methods of communicating student progress to parents or care givers.

These may include:
- school-family consultations
- well-coordinated homework plans
- a school diary which enables parents/teachers to enter messages/comments
- regular and frequent school bulletins
- class newsletters
- teacher-parent meetings
- information nights
- parent volunteers assisting in classrooms
- Parent e-mails
- School Behaviour Management System.