



Assessment Policy

Gospel Values

At St John the Baptist Primary School our assessment process is underpinned by Gospel values. We strive to promote fairness, equal rights, respect for differences, dignity, responsibility, knowledge of self, others & the environment, trust, faith, hope, love.

Rationale

It is the policy of this school that teaching and learning practices will improve the quality of learning for all students at St John the Baptist Primary School. We will endeavour to provide the best possible learning environment, ensuring that assessment occurs within the context of St. John the Baptist Primary School Vision and Mission statements.

Purpose

Teachers and students work together to identify learning pathways that enable dynamic learning and accelerated growth.

Teachers at St John's use assessment to:

- clarify student understanding of concepts
- plan how to remedy misconceptions address priority teaching areas and support student critical thinking
- collect data to analyse and direct their planning for individuals and groups
- provide rich feedback to all students from the data collected to identify strengths, areas for improvement and guide learning and teaching goals for both teachers and students
- encourage students to actively monitor and evaluate their own learning using self and peer assessment strategies – empower the learner
- record aspects of students' performance
- make judgments about where a student is placed against levels of achievement.

What assessment means

Assessment is the process of identifying, gathering and interpreting information about students' learning. The purpose is to provide information and rich feedback on students' achievement and progress and to set directions and goals for subsequent learning and teaching.

Assessment 'for' Learning

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to provide information on student achievement and progress and set the direction for ongoing learning and teaching. Typically, this process is ***referred to as 'assessment for learning'*** and is designed to enhance teaching and ultimately improve learning outcomes.

Assessment for learning at St John's:

- is purposeful, meaningful and relevant
- critically engaging

- is an essential and integrated part of learning and teaching
- reflects a belief that all students can learn and improve
- involves providing rich feedback that leads to setting SMART learning goals with all students
- helps students know and recognise their strengths, areas needing attention and standards they are aiming for
- involves students in self-assessment and peer assessment
- involves reflecting on assessment data by teachers, students and parents that lead to meaningful and relevant learning experiences

Assessment 'of' Learning

The process of communicating information about student achievement and progress gained from the assessment process is typically *referred to as 'assessment of learning'*. Teachers use the information gathered from 'assessment for learning' to summarise student achievement. This is completed in written semester 1 and 2 reports to parents.

St John's Assessment and Reporting

Assessment and reporting at St John's is produced and communicated in the following ways:

Formative assessment

Formative assessment drives the learning and teaching cycle at St John's. Teachers provide rich feedback to assist students learn from their experiences with the aim to improve student learning. Students are very aware of the success criteria and what they need to do to achieve it. In Professional Learning Teams, teachers examine information derived from both formative and summative assessment to guide planning for individuals and groups.

Whole School Tracking

The student assessment records are to be completed throughout the year and entered in the whole school assessment spreadsheets that are in the Google Drive.
(see assessment schedule)

NAPLAN

NAPLAN assessments are conducted in March each year for our year 3 and 5 students. These results are kept electronically in the student files on SIMON. The results from NAPLAN will be examined to determine strengths and weakness and guide our planning by using the Intellischools platform.

PAT

All students from F-6 are assessed in November each year in the following learning areas: Maths, Reading and Vocabulary Skills.

The tests are assigned as follows:

- Early Years Maths & Early Years Reading: Years F-1
- Maths Adaptive & Reading Adaptive: Years 2-6
- Vocabulary Skills: Students with a minimum reading level equivalent to the end of Year 2 standard.

English

F-2

St Johns implement an evidence based, synthetic and systematic approach to teaching reading, writing and spelling. In Foundation to Year 2, this is through the Little Learners Love Literacy (LLLL) approach. Assessment of student progress is embedded in LLLL, with comprehensive assessments that are diagnostic (Term 1), formative and summative.

Student reading is tracked through the LLLL decodable reading levels. The reading levels are matched to the sequence of learning in the classroom. Students, particularly in year 2, who have been assessed through summative assessments and teacher judgement as equipped with the necessary skills will move to predictable texts. Their reading levels and competency will be assessed and monitored through BAS.

Students who require additional support and/or intervention are identified and monitored throughout the year.

3-6

The assessment of phonics and phonemic awareness in years 3-6 is through the Soundwaves Diagnostic Assessment in Term 1.

Student reading levels are to be assessed according to the assessment schedule and recorded BAS assessment spreadsheet. It is important to ensure student comprehension levels match their fluency levels when recording their results.

Maths

Maths Assessment Interview (MAI) is used to assess skills in Counting and Place Value. The MAI is administered in Term 1 for new and at-risk students only and at the end of Term 4 for all students. This end of year data will be utilised at the beginning of the next school year to inform teaching and learning in Maths. The MAI is also used throughout the year as required by the classroom teacher to identify student misconceptions and fill gaps from other assessments. Essential Assessment is used for Pre and Post Tests for Maths units. Teachers use these assessments to plan for targeted teaching, show student growth and identify student misconceptions.

Program Support Group Meetings (PSG)

PSGs are held every term for students who have a Personalised Learning Plan (PLP). PSGs are held twice per year for student who have a Student Adjustment Evaluation Plan (SAEP). The Learning Adjustment Leader coordinates and chairs the meeting and is responsible for the taking and distribution of minutes. During the meeting teachers discuss the individual student's plan with parents/guardians, outlining the adjustments that support the student to reach their goals.

Reporting

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting in all its forms (formal and informal) is to support teaching and learning by providing feedback to students, parents and teachers.

Students' learning achievements and progress are also available to other schools. This information about students' achievements is valuable for school and system wide planning and reporting

School reports are issued each semester. Government regulations require reporting of student achievement in each Key Learning Area using an A – E grading scale except for Kindergarten.

Parent/Teacher meetings are offered at the end of Semester 1 after reports have been handed out.

Evaluation

Teachers will be involved in ongoing evaluation related to the effectiveness of teaching and learning within the school.

Ratification

This policy was last ratified by the St John the Baptist Primary School staff

Review

Implementation Date: January 2025

Review Date: December 2026