



## **Assessment and Reporting Policy**

### **Rationale:**

At Corpus Christi we believe that assessment and reporting is an essential part of the teaching and learning process. Accurate and comprehensive assessment of school and student performance aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance as well as those in need of support and assistance.

### **Aims:**

- To report school and student performance accurately and comprehensively.
- To improve student learning, accurately determining areas of future need, as well as areas of current exemplary performance.

### **Implementation:**

The staff at Corpus Christi will:

- use ongoing assessments to guide instruction and identify future teaching according to the School Assessment Plan.
- administer standardised assessments to Kindergarten-Year 6 students at the commencement of the new school year. (e.g. MAI (Years 1-6) and Early Years' Data (Years K and 1), Best Start (Kindergarten).
- records the results of standardised testing in Student Tracking database.
- inform parents of assessment and reporting procedures through the school newsletter and grade information handout at the commencement of the new school year.
- include multiple forms of assessment strategies in teaching programs to provide information about student achievement in all key-learning areas. Assessment may include observation, anecdotal records, running records, performance observation, work samples, diagnostic assessments such as PAT-R and NAPLAN testing.
- analyse Early Years Data, MAI, PAT-R and NAPLAN data to identify areas of need direct teaching and learning programs in order to improve learning outcomes (Timperley Inquiry Cycle).
- use the data collected from work samples to make judgements about, and report on student achievement in relation to outcomes.



# Corpus Christi Primary

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- administer and analyse running record data regularly to identify area of need to direct teaching and learning programs in order to improve learning outcomes.
- encourage the students to self-assess against clearly stated Success Criteria.
- collaborate with the Diversity teachers to differentiate learning tasks/work samples of students targeted in the Diversity program.
- be responsible for reporting on student achievement to the students themselves, to parents/caregivers, other teachers and to the Catholic Education Diocese Parramatta.
- develop and implement adjustments stated in the Personalised Plans (PP'S) for all students included in the Diversity Program.
- provide parents/caregivers with two written reports each year that describe what the student can do, identifying areas where assistance may be required and comment on the student's social development, work habits and attitude to learning.
- adhere to Commonwealth Legislation (2006) to report student achievement in 'plain English'. Use the mandatory five-point scale of achievement (E-A) when grading student's work in Years 1-6.
- include comparative information in reports indicating the students achievement in all Key Learning Areas.
- provide learning information at a Three Way Interview prior to Reports going home. This will be an opportunity to discuss student progress, targeted assessment tasks and direct learning for the remainder of the year.
- ensure that parent/carers receive the Semester Two report at least 10 days prior to the close of the school year.
- develop a manageable system of keeping records that will document student learning.