



ST. MARY'S CATHOLIC PRIMARY SCHOOL.

ASSESSMENT POLICY.

RATIONALE.

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Teachers should use information from assessment to understand student learning and to support students' progress towards achieving expected goals by providing regular, constructive feedback to students. This assessment information should be used by teachers to develop appropriate curriculum and pedagogy to meet students' learning needs. This assessment practice is enriched when teachers work collaboratively to share their knowledge and understanding of assessment, and of student learning requirements.

Effective assessment practices involve a range of measures and provide students with opportunities to display their knowledge, skills, understandings and attitudes. These assessment practices should be valid, reliable, fair and equitable, motivating students to further develop their learning.

SCRIPTURAL CONTEXT.

“Whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things. That is let these things occupy your mind.”

Philippians 4:8-9.

POLICY STATEMENT.

Assessment practices can assist students to learn more effectively if they develop students' capacity to reflect on their learning, develop deeper understanding and cultivate higher order thinking skills. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

Assessment for learning occurs when teachers use inferences about student progress to inform their teaching.

Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

Regular communication of student assessment information between teachers contributes to a better understanding of a student's development over time. This assists teachers in developing plans for students' future learning, in the context of whole school planning. While the primary focus of assessment is constructive feedback to students, assessment information also contributes to teachers' planning for future student learning; to state

and national reporting requirements and reporting to parents. All these processes should be designed to improve student achievement.

POLICY GUIDELINES WITH INDICATORS.

The primary purpose of assessment is to improve student performance.

At St. Mary's Catholic Primary School good assessment is based on a vision of the kinds of learning we most value for students and how they might best achieve these. It sets out to measure what matters most in all Learning domains.

Assessment should be based on an understanding of how students learn.

Assessment is most effective when it reflects the fact that learning is a complex process that is multi-dimensional, integrated and revealed in student performance over time. In order for this guideline statement to be met teachers will need to be aware of the many and varied learning styles of all students in their care.

Assessment should be an integral component of "Inquiry Planning" and not something to add afterwards.

The teaching and learning elements of each Inquiry should be designed in full knowledge of the sorts of assessment students will undertake, and vice versa, so that students can demonstrate what they have learned and see the results of their efforts.

Good assessment provides useful information to report credibly to parents on student achievement.

A variety of assessment methods provides teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers then can report to parents on how far their child has progressed during the year, where they are compared to the relevant standards, and what the student, the parent and the teacher need do to improve the student's performance. (see Reporting Policy for specific details here)

Good assessment requires clarity of purpose, goals, standards and criteria. ^[1] ^[2] ^[SEP]

At St. Mary's assessment is based on clear statements of purpose and goals for the Inquiry /Unit of work, the standards which students are expected to achieve, and the criteria against which we measure success. Assessment criteria in particular need to be understandable and explicit so students know what is expected of them from each assessment they encounter.

^[1] ^[2] ^[SEP]

Good assessment requires a variety of measures and methods that are valid, reliable and consistent.

Staff, students, parents and the community are able to see why assessment tasks at St. Mary's Catholic Primary School are used, and the reasons for choosing each individual form of assessment.

Assessment requires attention to outcomes and processes and works best when it is ongoing rather than episodic.

At St. Mary's we acknowledge that a single assessment instrument will not tell us all we need to know about student achievement and how it can be improved. We therefore need to be familiar with a variety of assessment tools so we can match them closely to the type of information we seek.

In assessing student performance we include opportunities for the moderation of student work between teachers to enhance objectivity and contribute to shared understanding of the judgments that are made.

Assessment for improved performance involves feedback and reflection.

Whilst information about the outcomes students have achieved is very important so too is knowing about their experiences along the way and, in particular, the kind of effort children have contributed that led to these outcomes.

At St. Mary's assessment methods will allow children to receive feedback on their learning and performance to improve their learning. Assessment will also provide students and staff with opportunities to reflect on both their practice and their learning overall.

Thus the importance of developing a culture of reflective practice.

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Due for review in 2016.