

ASSESSMENT & REPORTING POLICY

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INTRODUCTION

Empowering everyone to be the best learner they can be.

At **East Para Primary School** we strive to improve learning outcomes through identifying, developing, implementing and reviewing high yield strategies that support engagement and intellectual stretch.

We will use Data to inform our Learning Intentions and Success Criteria.

We believe that it is imperative for Learning Intentions, based on the Australian Curriculum and General Capabilities, be shared with students throughout their learning experiences to make the learning transparent.

In addition to this, Success Criteria that are developed with students where possible, give clear guidance for learning - including but not limited to; descriptive written criteria, rubrics and exemplars of work.

At East Para we know consistent feedback that is based on explicit success criteria supports student development, especially when the feedback highlights achievements and gives future direction for improvement.

The main principles of the Assessment and Reporting Policy include:

- Learning requires feedback and supported opportunities to respond to feedback.
- Everyone in the learning community plays a critical role in providing feedback and supporting improvement (parents/caregivers, staff, students and self).
- Every learner should participate actively in the co-construction of planning, implementing, assessing and reporting on their learning.

At EPPS our student assessment & reporting includes:

- Parent Survey of their child (optional) – see attachments
- Term Outlines / class newsletters
- Open Night
- Parent / Teacher/ Student Conferences
- Learning Portfolios (Optional)
- Open Class / Student Presentations (Optional)
- Student Reports
- Governing Council Reports

STUDENT ASSESSMENT & REPORTING POLICY

REPORTING SCHEDULE

Term 1

- By Friday Week 2 an outline of the proposed term's focus and class newsletter are provided to give the parents/caregivers and students a brief description of the learning and expectations for students throughout the term. Information must be given to your line manager before distribution.
- Parent Survey (optional) – Week 1 (Sample included – you may change).
- Open Night - Week 5 (2019) - an invitation / written overview to be sent out before the night
- Student / Parent / Teacher Conference (generally late Term1, early Term 2). Late nights will be programmed.

Term 2

- By Friday Week 2 an outline of the proposed term's focus and class newsletter are provided to give the parents/caregivers and students a brief description of the learning and expectations for students throughout the term. Information must be given to your line manager before distribution.
- Student Report – Sent home Wednesday Week 10. To be with line managers by Wednesday of Week 8 (or as negotiated).
 - English and Maths are to have one comment each semester.
 - Other curriculum areas - choose which curriculum areas you will report on and when.
 - It was suggested that we keep a general balance between the two semesters, eg 2 in S1, 3 in S2. If you would like to load one semester more than the other, please speak with your line manager to discuss. Some reasons may be that you teach more of something in S1 or S2 etc.
 - NIT specialist teachers: will choose which semester they report in. Each student requires one comment per year, regardless of their achievement level.
 - NIT teachers to add their name to their comment that will be included in general comment section by class teacher.
 - ARTS: 5 areas of ARTS curriculum. Arts teacher to report on 4, class teachers to report on 1.
 - An A – E summary is provided to the Principal at the end of each semester.

Overview of reporting schedule to be given out at the beginning of the year with class newsletters, school newsletter and Skoolbag app..

DFE requires that a descriptive report be given for each area. It has been suggested that this includes where the child is at, where they need to be, and how they're going to get there. Keeping comments succinct and to the point should eliminate some of the time, effort and load of long commented reports.

Term 3

- By Friday Week 2 an outline of the proposed term's focus and class newsletter are provided to give the parents/caregivers and students a brief description of the learning and expectations for students throughout the term. Information must be given to your line manager before distribution.

Term 4

- By Friday Week 2 an outline of the proposed term's focus and class newsletter are provided to give the parents/caregivers and students a brief description of the learning and expectations for

students throughout the term. Information must be given to your line manager before distribution.

- Student Report – Sent home Wednesday Week 9. To be with Line Managers by Wednesday Week 7(or as negotiated).
- See Term 2, above, for details about student reports.

OPEN NIGHT

Open Night, which provides an opportunity for parents / caregivers to meet teachers, occurs during Term 1 on a day and time to be agreed upon by the majority of staff.

Open Night will run for approximately one hour. It is suggested that interview booking sheets are available at Open Night. Adequate time must be allowed for parents to visit multiple classrooms.

All teachers will have an invitation / written statement for parents / caregivers, to be sent home before the Open Night.

The Written Statement includes:

- A brief explanation of the skills, knowledge and understandings that will be the focus for learning.
- Information about classroom organisation.
- The classroom expectations in line with the school's RITCHR (Respect, Integrity, Trust, Caring, Honesty, Responsibility) values.
- Information on how parents/ caregivers can be involved at school and at home.
- Each teacher to alert parents to Site Improvement Plan (S.I.P.).
- An overview of how the Open Night will function.

Please note that if the above information has already been sent home in Term Overviews and 'Back to School' newsletters then this does not need to be sent out again.

On the Open Night, students will have work in the room to share with their families. Teachers will meet and greet. Please make sure that parents and caregivers understand that this is not an interview night.

STUDENT / PARENT / TEACHER CONFERENCES

(proformas included in this policy) see page 8

Students are encouraged to attend the conference, with teachers and/or parents having the option of requesting student non-attendance for **part** of the conference.

An Action Plan may be formulated at parent/ teacher/student, see attachment Page 10.

Students receiving additional support will have their O.C.O.P.s with SMARTAR targets, which are to be shared with students and parents / caregivers.

Information about the review of targets and the setting of new ones will be provided to students and parents / caregivers as they are developed.

LEARNING PORTFOLIOS – eg Seesaw Blogs (optional)

Suggestions for Portfolios:

- Portfolios may show samples of learning process to arrive at published sample, e.g. draft, editing, product.
- All work samples to include the following -

- the task
- learning outcomes
- success criteria and what the student achieved
- future goals
- Students should be involved in negotiating work to be included.
- Include a 'social' profile with contributions from, teacher, student and peers.
- To reflect continuous assessment, showing the learning journey through the year, **rather than be a place to share 'good work.'**

Seesaw Blogs could

- be a visual and/or aural display of student participation in school learning activities.
- include student reviews of activities throughout the year.
- include samples of power points or other digital mediums produced by the student.

Blogs are great for continual feedback and provide opportunities for parents to comment

OPEN CLASS / STUDENT PRESENTATIONS (optional)

Suggestions

- Involve students in defining the purpose.
- Every student to be involved.
- Needs to be well planned and encompass:
 - Teacher / students talking about their learning including-
 - The task, learning intentions, success criteria
 - samples of work using a range of media (e.g books, computer, videos).
 - a student celebration of their new learning.
 - any assessment data

STUDENT REPORTS

This statement is a personal summary of the student's learning at the time they are written. The 4th term Report should be learning since Term 2.

There should be no surprises because the parents/ caregivers, students will have been kept up-to-date with how the student has been progressing throughout the year.

Parent contact is expected at any time there is an issue / celebration to ensure the learning partnership is enhanced.

GLOSSARY

Deprivatising of Practice

Teachers share the implementation of pedagogical change inclusive of data to demonstrate student learning outcomes. Other staff support teacher learning through the sharing of ideas and the asking of disruptive/probing questions.

Site Improvement Plan

Includes student NAPLAN targets.

Governing Council Reports

Staff provide Governing Council, at each of their meetings, with updates of classroom learning that supports Site Improvement Plan priorities.

One Child, One Plan

Individual Targets for a personalised learning

External School Review

An External School Review was conducted in May 2017, the next review is scheduled for 2021.

Practitioner Inquiry

Involves a deeper exploration of an area that a teacher wants to improve.

Line Manager Meetings

Refer to the EPPS Performance and Development Policy 2019

PARENT SURVEY

Tell us about your child

Dear Parents / Caregivers

Welcome to the 2019 school year.

To help us gain a better understanding of your child and how we can best meet their needs, would you please answer the following questions:

Name: _____ **Room No:** _____

1. Describe your child in 3 words.

2. What do you think are your child's strengths?

3. List several things that interest your child.

4. Areas in which your child has experienced difficulty.

5. What do you want your child to achieve this year?

6. Is there anything else that you feel we should know about your child?

Thank you for your response.

STUDENT / PARENT / TEACHER CONFERENCE



Dear Parents and Caregivers

Parent/Teacher/Student conferences, will take place on _____

Pease tick or number (3) preferred times: Conferences are of minute duration.

It is preferable for your child to attend the conference.

REPLIES NEED TO BE RETURNED BY _____

Student's Name: _____ Teacher's Name: _____

Parent's Name: _____

I have "Blacked out' the times I am not available

DATE										

Student Attendance

Parent would like part of the conference to be without the student

Teacher would like part of the conference to be without the student

To allow us, wherever possible, to align student interviews, we ask you to indicate the classes of other brothers and sisters who attend EPPS.

_____ Teacher: _____

_____ Teacher: _____

If any of the above days / times do not suit your needs, please feel free to contact me and negotiate another more suitable time.

TEACHER'S RECORD

	Monday	Tuesday	Wednesday	Thursday	Friday
DATE					



**CONFIRMATION
STUDENT / PARENT / TEACHER CONFERENCE**

Student's Name: _____ Date _____

Dear _____

Your conference time is on _____ at _____

in _____.

Kind Regards _____

ACTION PLAN



To be filled in at our conference time:

This plan will record any action to be taken as a result of our Student / Parent / Teacher / Conference. This plan will be photocopied, with a duplicate put into the student's file, a copy given to the student and a copy to the parent

Action to be taken:	By Whom	Date to be Reviewed

We acknowledge this Plan and agree to the Action formulated.

Parent/Caregiver's Signature: _____

Teacher's Signature: _____

Student's Signature: _____

Other comments:

Date for next meeting: _____