

Assessment and Reporting Policy and Procedures

DRAFT

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Rationale

Forest Lodge Public School will provide parents/carers, throughout the school year, with several opportunities to receive information about and discuss their child's learning.

The school's procedures for reporting to parents will be:

- based on the Department's policy
- time efficient and manageable
- developed in consultation with parents/carers and teachers

Purpose

Assessment is the process of identifying, gathering and interpreting information about students' learning. Forest Lodge Public School gathers data on student achievement for a range of purposes. These include:

- Assessment for learning (formative) occurs throughout the teaching and learning process to clarify student learning and understanding. It helps identify a student's current understandings and help them attain higher levels of performance.
- Assessment of learning (summative) indicates the standards achieved by students at particular points in their schooling.
- Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Reporting is the process of communicating information about student achievement and progress gained from the assessment process. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. It will:

- Clearly communicate a student's achievement relative to syllabus outcomes.
- Provide recommendations to assist future learning.
- Foster co-operation and encourage communication between parents, teachers and students.

Implementation

Assessment

Forest Lodge Public School teachers will:

- Regularly assess as part of their teaching and learning program
- Use a wide variety of assessments in all KLAs
- Record assessment data as part of their teaching and learning program
- Record appropriate assessment data as part of the school tracking system
- Use assessment data to inform their planning for their individual classes and individual students
- Participate in stage moderation of common assessments

Reporting

Forest Lodge Public School teachers will:

- Provide written feedback to parents twice per year
- Offer parent teacher interviews twice per year

Monitoring and Tracking

Assessment data from PAT-R, PAT Grammar and PAT Maths assessments will be collected by the school. In addition to this the tracking of K-2 students will also be achieved through ongoing Running Records and SENA.

Running Records

The Forest Lodge Public School Running Record spreadsheet stored on the school server must be updated each time a running record is completed (as per assessment schedule below). This can be updated more regularly if a teacher chooses. Kindergarten and Stage 1 Assistant Principals will review this data with team members in a stage meeting every term.

PAT assessments

PAT assessment data will be stored by the PAT online assessment program. Teachers need to ensure that all students have completed the assessment within the assessment timeframes outlined below. Students who enrol at FLPS throughout the year, or who are away for the assessment period, should complete the assessment as soon as practically possible.

SENA

Students K-2 will participate in 1-1 SENA assessments twice per year. These assessments will take place in T2 and T4. This information will be tracked on a spreadsheet stored on the school server and will be updated before reports are sent out.

Forest Lodge Public School Assessment Schedule

Forest Lodge Public School teachers conduct a variety of assessments based on the purpose required. The assessments outlined below are the **minimum** data to be collected by teachers. This will allow the school to collate data and track student progress and growth. This doesn't highlight **Assessment for Learning**.

When	Who	Assessment	Considerations
Term 1			
Term 1 Week 1-2	Kindergarten	Best Start	
Term 1 Week 3-6	Years 2-6	PAT- R PAT Maths PAT Grammar	Assessment levels done previously. Comparison of data to grade level below (i.e. compare Year 4 data to Year 3 as students have not completed Year 4).
Term 1 Ongoing	K-2	Running record	Data to be entered into school spreadsheet
Term 1 Week 4-8	Year 1-2	Phonics Screening	
Term 1 Week 7-9	Year 5-6	Torch– Reading	
Term 1 Week 7-9	Data Review : All stages & Assessment team		
Term 2			
Term 2 Ongoing	K-2	Running record	Data to be entered into school spreadsheet
Term 2 Week 4-8	K-2	SENA	Data to be entered into school spreadsheet
Term 2 Week 3-5	Years K-6	1-1 Assessments	All staff to be timetabled to have 1-1 with all students with a focus on personalised Reading and Numeracy
Term 2 Week 7-9	Year 5-6	Torch – Reading	
Term 3			
Term 3 Week 1	Data Review – All stages, Learning and Support, Executive and Assessment team		
Term 3 Ongoing	K-2	Running Record	Data to be entered into school spreadsheet
Term 3 Week 7-9	Year 5-6	Torch – Reading	
Term 4			
Term 4 Week 1	Data Review – All stages, Learning and Support, Executive and Assessment team		
Term 4 Ongoing	Kindergarten	Running record	Data to be entered into school spreadsheet
Term 4 Week 4-8	K-2	SENA	Data to be entered into school spreadsheet
Term 4	Year 1 & 2	Occupational Therapy screener	
Term 4 Week 4-6	Years 2-6	PAT- R PAT Maths PAT Grammar	Assessment levels done previously. Comparison of data to grade level below (i.e. compare Year 4 data to Year 3 as students have not completed Year 4).
Term 4 Week 3-6	Years K-6	1-1 Assessments	All staff to be timetabled to have 1-1 with all students with a focus on personalised Reading and Numeracy

Evaluation:

This schedule will be evaluated for efficacy each year to ensure that valid data is being collected. Feedback for this process can be provided to an executive member.

Students with Individual Education Plans and the assessment and reporting process

Assessment

Students with special education needs work towards syllabus outcomes identified through the collaborative curriculum planning process and the formation of the students' IEP. Students should be given a range of opportunities to demonstrate achievement of these outcomes.

Forest Lodge Public School will ensure that assessment activities from Kindergarten to Year 6 are accessible to students with special education needs. This is a requirement under the *Disability Standards for Education 2005*. Some students with special education needs require adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed (ACARA).

Reporting

For some students with special education needs, teachers may need to consider the most appropriate method of reporting student achievement. For students whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, teachers should use the A–E grading scale as per the Forest Lodge and NSW DoE reporting processes. Where adjustments are made to assessment activities, this should not restrict the student's access to the full range of grades or marks.

Reports for students, whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including life skills outcomes, will indicate achievement against a personalised learning program, as detailed below.

P – Personalised

In general, 'personalised' reports will be provided for students with moderate or severe levels of intellectual disability. 'Personalised' reports may also be provided for students with other disabilities in KLAs or subjects where a student's learning is based on syllabus outcomes that are different from the age/stage of their peers.

In addition to reporting the student's achievement, schools also may report the student's achievement using the following scale in KLAs or subjects through written comments:

P4 – Independent

The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

P3 – Frequent

The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

P2 – Occasional

The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

P1- Beginning

The student has some existing knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

EAL/D students and the assessment and reporting process

Schools will collect data on the overall EAL/D Learning Progression phase of all students identified as EAL/D. Schools will report on how EAL/D students' English language learning has been supported and their progress in learning English.

For new arrival EAL/D students in Forest Lodge Public School (those who have received less than one year of instruction in English language), students' achievement in English will be reported against the NSW DoE English language Learning Progressions. A copy of the amended report for new arrival students can be found attached with this policy. If appropriate, other KLAs or subjects studied may be reported against the five point achievement scale, otherwise only comments need be provided.

For students who have received more than one year of English language instruction, achievement will be reported against the five point achievement scale for all KLAs.

References and Support Material

Forest Lodge Assessment and Reporting Policy and Procedures prepared with the support of:

- NSW DoE Curriculum, Planning, Programming, Assessing and Reporting to Parents K-12 <https://education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming,-assessing-and-reporting-to-parents-k-12>
- ACARA Assessment and Reporting: Improving Student Performance http://docs.acara.edu.au/resources/Assessment_Reporting_-_Improving_Student_Performance.pdf
- NESAs Assessment and Reporting <http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/assessment-and-reporting>