



## ASSESSMENT AND REPORTING POLICY

### DOCUMENT CONTROL

<b>File Location:</b>	J:\Common\Policies\Approved Policies\Assessment and Reporting Policy.docx
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<b>Approved By:</b> Principal Governing Council	<b>Principal:</b> Jason Munro	<b>Governing Council Chairperson:</b> Jenny Dickson
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<b>Next Review:</b> 12 Months	<b>Policy Scope:</b> School Specific	<b>Date Approved:</b> 6 / 11 /2013
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## STATEMENT

Lockleys Primary School will provide the parent community, a variety of opportunities to learn the progress of their child. Our school will adhere to the policies of DECD in regard to Assessment and Reporting.

## METHODS OF REPORTING

### Written Reports

Written reports on updated student progress and achievement will be provided to parents on the last Wednesday of term 2 and term 4. This gives parents an opportunity to discuss concerns with the class teacher before the holiday break.

A student's progress will be reported in relation to the achievement standards of the Australian Curriculum learning areas and the outcomes and standards of the SACSA learning areas. The reports will be written in plain language that is easy to understand and achievement will be graded on an A-E level for years 1-7. Where necessary a report may be translated for parents with no English.

A student's personal application to a learning area, reported as effort, will be assessed using a word grading of Excellent, Good, Satisfactory, Partial or Minimal. This keeps the reporting in line with the 5 scale achievement grades of A-E.

The reports will have a written section for the areas significant to our Site Improvement Plan. English, Mathematics and an overall general comment will be addressed in the written sections of the reports.

Modified reports may be written for students who have a Negotiated Education Plan where the parents have agreed to such a report. Modified reports may also be written for students who have not been enrolled for a time significant enough to accurately assess their progress. It is suggested that a minimum of 10 weeks is required to assess their progress accurately.

For students in reception, no grades will be allocated however progress will be reported on in an overall general comment.

All written reports will have a final page overviewing the social skills of the student. This will be reported on using a 3 point scale of Always, Sometimes and Not Often. The social skills reported will be based on Play is the Way® and school values.

All written reports are to be kept uniform, with the same formatting throughout.

All reports are to be given to the principal 2 weeks prior to being sent home for checking and endorsement.

### Parent Interviews

All parents will be given the opportunity to have a face to face interview with the classroom and specialist teachers, twice a year. The first will be provided towards the end of term 1 to discuss any areas of concern the parent or teacher might have. Similarly the same will be offered in the first few weeks of term 3. This provides the parents and teacher the opportunity to discuss the mid-year reports.

An acquaintance night will be held in the first 3 weeks of the year to discuss the plans for the classroom for that year. Parents will have the opportunity to ask questions and handouts may be provided by the teacher on the night.

Teachers are encouraged to contact parents at any time throughout the year to discuss a student's progress. Individual teachers will decide how they want to best manage the communication with parents regarding their classroom and the students.

Parents are encouraged to make a time to see the class teacher if concerns or issues arise, or just to see how their child is progressing.

## **STUDENT ACHIEVEMENT**

### **Assessment**

All teachers are required to assess students' learning and collect data about students' achievement throughout the year.

Our school has a data collection schedule for each year level which ensures that authentic and relevant data is being collected. This schedule is mandatory for all teachers in our school.

Teachers are to report all mandatory assessment data to the principal according to the dates on the schedule.

## **TEACHING RESPONSIBILITIES**

### **Pedagogy**

All teachers are required to base their pedagogy on the SA TfEL (Teaching for Effective Learning) Framework. This ensures that the way they teach the curriculum and design the learning improves student engagement, intellectual challenge and achievement. Furthermore, all teachers will provide all students with the opportunity to learn, and be assessed at an A grade level.

## **REVIEW**

### **Monitoring and Evaluation**

All teachers will participate in Performance Development meetings with the principal. The details of this policy will form part of those discussions.

The Assessment and Reporting Policy is to be reviewed and updated on an annual basis.

### **Associated Documents**

Australian Curriculum: [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)  
Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10, DECD  
Teaching for Effective Learning (TfEL) Framework

Signed and endorsed by:

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Principal

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Governing Council Chairperson

Date:     /     /

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