

Our Holy Redeemer School

Assessment and Reporting Procedures



Our Holy Redeemer School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

This section sets out the steps that are taken at Our Holy Redeemer School to adhere to the rules of the policy and achieve the policy purpose.

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment

Formative assessment information is collected from a range of learning contexts using a variety of methods. These methods include but are not limited to checklists/rubrics, observations and anecdotal notes, rich assessment tasks and standardised testing. There are also opportunities for students to reflect on their own learning and to participate in self-assessment and goal setting tasks.

1.2. Summative assessment

As the learning process is a continuous journey, summative assessments serve a dual purpose of also being formative assessments for the ongoing learning process for each student. As such summative assessment information is also collected from a range of learning contexts using a variety of methods. Likewise these methods include but are not limited to checklists/rubrics, observations and anecdotal notes, rich assessment tasks and standardised testing. There are also opportunities for students to reflect on their own learning and to participate in self-assessment and goal setting tasks.

1.3. Students with additional learning needs

The Learning Diversity Leader in dialogue with classroom teachers, parents and other relevant staff coordinates the process of further assessments for students with additional learning needs. This may include but is not limited to further observation and standardised testing as well as external assessments from outside agencies

2. Process for developing assessment tasks

The Learning & Teaching Leader coordinates the process of developing the Assessment Schedule for standardised assessments in consultation with the School Leadership team as well as the teaching staff. Beyond this, teaching staff work collaboratively in developing other assessment tasks and processes. Where possible tasks must be open-ended enough to allow students to show their strengths and weaknesses, in the area being assessed. If a task is too constrained it will not provide the students with an opportunity to demonstrate their varying levels of knowledge and understanding.

3. Cycle of review of assessment practices and processes

Our Holy Redeemer's Data Plan outlines the cycle of review of assessment practices and processes relating to:

- 3.1. Student data
- 3.2. Identification of data
- 3.3. Collection of data – cycle, methods, storage, dissemination
- 3.4. Analysis of data
- 3.5. Interpretation of data
- 3.6. Use of data to inform teaching and assessment practices

4. Reporting practices

4.1. Formative assessment

The reporting of formative assessments to other teachers occurs through student files, Transition Meetings, Data Walls and PLT Meetings. Reporting to students occurs through verbal and written feedback. Written feedback can include but is not limited to rubrics, peer assessment/reflection, reports and self-assessments.

4.2. Summative assessment

The reporting of summative assessments occurs both formally and informally through emails, diaries, meetings, Web-based platforms, Parent-Student-Teacher Conferences, Student Digital Learning Portfolios and written reports. Reporting to students occurs through verbal and written feedback. Reporting to outside agencies and governing bodies occurs through referral to various specialists, communication with feeder secondary schools and participation in Government and MACS testing projects and programs.

Feedback on progress or performance to students also occurs during the learning process. This includes gathering evidence of student learning and progress in a systematic way using Digital Student Learning Portfolios.

4.3. Written reports

The reporting package used at Our Holy Redeemer School is N-Reports. Reports are produced each semester and parents have access to their child's end of semester report in June and December. The content of each semester report includes a curriculum summary of the semester and reports against the Victorian Curriculum, as directed by MACS.

4.4. Student/teacher/parent conferences

Individual Parent, Student and Teacher Conversations are held twice a year.

At the beginning of the school year conferences are held to give parents the opportunity to inform teachers about their child's particular strengths and needs.

Conferences which are held mid-year are to inform parents of their child's progress and to discuss any areas of improvement identified in the report. This meeting also provides an opportunity for the child to take part in the feedback and goal setting of their learning.

4.5. Students with additional learning needs

Informal meetings are encouraged throughout the year if there is an area of concern or as individual needs arise. Parent Support Group Meetings are conducted each term for students who have been referred or are receiving additional intervention/support.

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Planning and documenting meetings, including Program Support Groups and Student Diversity through such systematic procedures as folders, notes, minutes, diaries and personalised learning plans. Original copies of all assessments by outside sources and minutes are located on the School Server and archived when students exit the school.

5. Personalised Learning Plans

5.1. NCCD data

The Learning Diversity Leader supports teaching staff and learning support officers to document student adjustments. They are also responsible for developing Personalised Learning Plans and facilitating Parent Support Group Meetings for all relevant students. The Learning Diversity Leader works within a team to ensure the Moderation & Quality Assurances process is adhered to on an annual basis.

5.2. Participation in national testing programs.

Year 3 and Year 5 students are supervised to sit the annual NAPLAN Online Tests and appropriate adjustments are made in consultation with parents.