



ACHIEVING EXCELLENCE TOGETHER

Chapman Primary School

Preschool to Year 6

ASSESSMENT AND REPORTING POLICY

**2018
Ratified**

CHAPMAN PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY

Related Policy:

This policy complies with ACT Department of Education *Reporting on Student Achievement and Progress to Students and Parents policy* and should be read in conjunction with it.

1. Introduction

At Chapman Preschool and Chapman Primary we strive to provide accurate and comprehensive information on student progress to students, parents and teachers in order to:

- Improve and support student learning
- Determine future directions in learning
- Identify areas of strength and weaknesses
- Identify areas for future development/support
- Establish and maintain open communication and partnerships

The school values a variety of reporting formats to ensure parents receive the complete picture of their child's learning. Each year parents of children from kindergarten to year 6 will be provided with two written reports on student progress and achievement. Information in these reports should be considered in conjunction with other rich sources of information provided throughout the year including parent/teacher interviews, conferences, portfolios, the results of system testing and the summary A-E report.

For students with disabilities, the Special Needs team will work with parents to develop Individual learning Plans (ILP), identifying SMART goals for each student. SMART goals are written to be smart – specific, measureable, attainable, relevant and time bound. Achievements will be assessed and progress towards learning goals reviewed in the context of the ILP.

Each year parents of Preschool children will receive a written report and portfolio of their child's learning during the preschool year.

2. Definitions

Assessment:

Assessment is a continuous process of gathering evidence to determine what each student knows, understands, values and can do. It is used at the beginning, during and end of learning sequences to determine where each student starts, their progress and the extent to which they have met the Australian Curriculum Achievement standards.

For preschool children, *Belonging, Being and Becoming: The Early Years Learning Framework* describes the learning and development of children. Children's learning is assessed using the following indicators:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

Student Reporting:

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

Student Portfolios:

A portfolio is a purposeful collection of student work which indicates the student's capabilities, personal growth and achievements. Portfolios provide evidence of the knowledge skills and understandings as well as the quality of work that students have achieved.

Learning Journey:

Is a way for students to share their learning experiences with and to inform their parents/carers about their learning. The Learning Journey provides an insight into and an overview of the child's classroom experiences, particularly oral language development. It provides an opportunity for children to reflect on their learning.

Interviews

Parent/teacher/student conferences provide an opportunity for students to explain their work to parents using their portfolio as a guide. Teachers act as a facilitator and both teacher and parents may exchange information on the student's progress. Students and teachers reflect on learning and achievements and make commitments to future efforts and expectations. Parents may request a 1:1 parent/teacher interview at any time. Preschool and Kindergarten interviews are conducted 1:1 unless otherwise requested and are an opportunity for parents and teachers to discuss student learning, achievements and future goals.

3-Way Conference (Year 2 – 6)

Parent/student/teacher conferences provide an opportunity for the student to explain their work to parents using their portfolio as a guide. Teachers act as a facilitator and both teachers and parents may exchange information on the student's progress. Students, parents and teachers reflect on learning and achievements and make commitments to future efforts.

Informal Reports

Informal reporting to parents may include: telephone calls, emails, awards, student led conferences, parent/teacher conferences, open days, assemblies, communication books, notes, newsletter, homework books. Informal interviews may be arranged as needed.

Individual Learning Plans

This is based upon screening, initial and diagnostic assessment, and follows agreement with the all stakeholders on goals and targets.

3. Assessment

3.1 In order to make qualitative, valid and reliable judgments about student performance, assessment will be continuous and cumulative but should not dominate the learning program. Assessment is regarded therefore as a continuous process, as well as a summative indicator at the end of a period of study.

3.2 Assessment methods may include:

- Pre and post testing of a particular concept or area of learning.
- Student/teacher consultation
- Class discussion
- Student files and diaries
- Student self-assessment
- Observation
- Individual/group work
- Projects and assignments
- Checklists
- Individual teacher comment including constructive feedback
- Anecdotal records
- Diagnostic testing
- Professional consultation (with other teachers or specialist staff)
- Profiles or folders containing samples of work.

4. Reporting

4.1 Reporting is the process of communicating assessment of student development to students and parents to provide them with constructive feedback which assists understanding and growth. Reports will reflect the assessment procedures outlined in Section 3, and relate to the goals of the learning programs. The emphasis will be on descriptive reporting as this allows the teacher to describe what has been learned in relation to learning opportunities.

4.2 The Chapman Preschool program believes that play is fundamental to children's learning and provides opportunities to engage in exploration, imagination and experimentation to foster an enjoyment of learning and contribute to each child's success as a learner. Preschool reports will be in both oral and written forms and evidence of learning will be supported by the compilation of a portfolio of learning.

Primary School reports will be in both oral and written forms providing rich detail describing the student's learning programs and information on student strengths, areas for further development, strategies to support and/or extend their learning, student's social development, and information about the student's attitude and commitment to learning. Two written entries will be recorded on the student's record file each year. The confidential nature of reports will be respected at all times.

4.3 The A-E System Report is a common, ACT Education and Training generated report designed to meet national A-E reporting requirements. The Australian Curriculum Achievement Standards describe the expected student achievement after being taught the curriculum for the entire year of schooling.

The semester 1 A-E System Report will reflect student progress **towards** the end-of-year Achievement Standard. The semester 1 grade reflects the level to which a student is 'on-track' in achieving their final grade. The semester 1 report is called a "Progress Report".

The semester 2 A-E System Report is summative and the grades allocated indicate the overall achievement the student has made. This judgment is based on evidence gathered by the teacher throughout the year.

4.4 A-E Descriptors

- A** indicates that a student has demonstrated **excellent achievement** of what is expected.
- B** indicates that a student has demonstrated **high achievement** of what is expected.
- C** indicates that a student has demonstrated **satisfactory achievement** of what is expected.
- D** indicates that a student has demonstrated **partial achievement** of what is expected.
- E** indicates that a student has demonstrated **limited achievement** of what is expected.

5. Reporting Timeline

Chapman Primary (K-6)

Assessment is a continuous process of gathering evidence to determine what each student knows, understands, values and can do. It is used at the beginning, during and end of learning sequences to determine where each student is 'at' initially and their subsequent growth. Reporting also provides information about student progress and the extent to which they have reached the Achievement Standards as determined by the Australian Curriculum. Reporting is the process of communicating assessment of student development to students and parents to provide them with constructive feedback which assists understanding and growth. The emphasis will be on descriptive reporting as this allows the teacher to describe what has been learned in relation to learning opportunities.

At Chapman **Primary** School, assessment & reporting will take place in the following forms:

TERM 1	
Week 2	<p>Parent Information Handout (Getting to Know Your Child) - a form parents complete discussing various aspects of their child's development.</p> <p>Parent Information Session and Term Overview – The unit teachers providing an overview of teaching and learning. This will be accompanied by a term overview.</p>
Week 3	<p>PIPS – <i>Performance Indicators in Primary Schools</i> Kindergarten Screening procedure.</p>
Week 8 - 9	<p>3 Way Conferences (Year 2 – 6) Parent/student/teacher conferences provide an opportunity for the student to explain their work to parents using their portfolio as a guide. Teachers act as a facilitator and both teachers and parents may exchange information on the student's progress. Students, parents and teachers reflect on learning and achievements and make commitments to future efforts.</p> <p>Kindergarten/Year 1 Interview – Parent/teacher interview to discuss student learning and progress.</p>
TERM 2	
Week 3	<p>Term Overview</p> <p>NAPLAN Testing - A national standardised testing system for years 3 and 5.</p>
Week 10	<p>Portfolios - Portfolios will provide work samples matched to the reporting criteria. Portfolios will include a selected variety of; student self-assessments and reflections, teacher annotations, assessments and reflections, rubrics, checklists, certificates, photographs, work samples from special programs, extra-curricula participation and goal-setting. These are to be returned at the beginning of Term 3.</p> <p>A – E Reports (Years 1 – 6) - Progress reports showing grade achievements in Literacy, Numeracy, PE, Arts, LOTE and other learning areas covered during the semester.</p>

Week 10 cont.	Student Achievement and Effort Summary (Years K – 6) – Formal reports showing achievements in learning areas.
TERM 3	
Week 3	Term Overview
Week 8-9	Learning Journey (Preschool- Year 6) – A process enabling students to share their learning experiences in the school environment. Each student will invite parents/carers to visit the class on a set day. Parents/carers will be able to see their child in the classroom context and share and celebrate learning experiences and achievements. NAPLAN REPORTS years 3 and 5
TERM 4	
Week 3	Term Overview PIPS – Performance Indicators in Primary Schools Kindergarten Screening procedure.
Week 9	PIPS – Reports
Week 10	Portfolios - Portfolios will provide work samples matched to the reporting criteria. Portfolios will include a selected variety of; student self-assessments and reflections, teacher annotations, assessments and reflections, rubrics, checklists, certificates, photographs, work samples from special programs, extra-curricula participation and goal-setting. A – E Reports (Years 1 – 6) - Summative reports showing grade achievements in Literacy, Numeracy, PE, Arts, LOTE and other learning areas covered during the semester. Student Achievement and Effort Summary (Years K – 6) – Formal reports showing achievements in learning areas.

NB Teachers are available to discuss individual student progress should the need arise. To make an appointment to discuss your child's progress please contact your child's teacher or the front office.

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Chapman Preschool:

Gathering and analysing information about what children know, can do and understand is part of the ongoing cycle that includes planning, documenting and evaluating children's learning.

The Learning Outcomes and other concepts in the Early Years Learning Framework (EYLF)—for example, belonging, being and becoming, agency and dispositions towards learning—are the focus for collaborative conversations through which educators communicate more than 'what the child did' to talk about what each child appears to be learning.

During the preschool year there are opportunities for parents/carers to meet with teachers to discuss individual children's progress. Families will also receive a twice-yearly written report as well as a Digital Portfolio

Preschool Assessment and Reporting Timeline

<i>The year prior to commencement</i>	
Nov/Dec	Welcome to Preschool- meet and greet. 'Getting to Know You' Interviews
	'Getting to Know You' Google form.
<i>TERM 1</i>	
Week 2	Parent Information Session and Term Overviews
<i>TERM 2</i>	
Week 2/3	Parent Teacher Interview to discuss child's learning and progress.
Week 10	Student Achievement Reports - Formal Reports showing achievements, development and participation as determined in the Early Years Learning Framework
<i>TERM 3</i>	
Week 9	Learning Journeys - A process enabling students to share their learning experiences in the school environment. Parents/carers will be able to see their child in the classroom context and share and celebrate learning experiences and achievements.
<i>TERM 4</i>	
Week 10	Student Achievement Report
Throughout the Year	
	Digital Portfolio – provides work samples in-line with the Early Years Learning Framework Term overviews of learning.

NB: Teachers are available to discuss individual student progress should the need arise. To make an appointment to discuss your child's progress please contact your child's teacher

ATTACHMENT A: Example – Parent letter ‘Getting to Know Your Child’



Chapman Primary School

Perry Drive Chapman ACT 2611
Telephone: 6142 2400
e-mail: school.information@chapmanps.act.edu.au
ABN: 48 529 566 431



“Achieving Excellence Together”

Getting to know your child

Student’s Name: _____ **Class:** _____

1. What are your child’s special interests?
2. What are your child’s strengths?
3. Are there areas in which you feel your child needs help?
4. Do you have any major concerns about your child? If so, what are they?
5. Any other relevant information, for example, family arrangements, traumatic experiences, that you think your child’s teachers should know about?
6. Does your child have any significant health issues that need special attention?
7. We encourage parents to become involved in their child’s education. Are there are areas of interest or expertise that you are willing to share with the class?

If you wish to discuss any issues further, please contact the Front Office on 62057300 with your details. Your child’s teacher will then contact you to make an appointment time for a telephone or personal interview.

Signed: _____
(Parent/Guardian)

Date: 13/12/2018

ATTACHMENT B: Example – Parent letter ‘3-Way Conference



Chapman Primary School

Perry Drive Chapman ACT 2611
Telephone: 61422400
e-mail: school.information@chapmanps.act.edu.au
ABN: 48 529 566 431



“Achieving Excellence Together”

Dear Parents/Carers,

Three way conferences will take place during Week 8/9 commencing **Insert Date**. Supported by their teacher, students will talk parents/carers through their learning. These conferences will run for 10 minutes.

Below is a list of times your child’s teacher is available along with a ‘Preferred Sessions Slip’. Please indicate on the slip **three possible session times** that you are able to attend and **return to your child’s teacher**. For example, *Session 1: Monday 20 March between 4.30 and 6.00*. Teachers will then return the bottom slip confirming the date, day and time of your appointment.

3-WAY CONFERENCE SESSION TIMES

Teacher’s name is available for conferences at the following session times

Session 1: e.g Monday 21 March - 8.30am-8:45am, 3:15pm - 5:30pm
Session 2:
Session 3:
Session 4:
Session 5:

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Three Way Conferences

PREFERRED SESSIONS

Child’s Name _____ Class: _____

Dear _____ (teacher). I / We would prefer the following **session times** for a conference.

Name(s) of parent(s)/carer(s) attending 3-Way Conference: _____

1 _____ 2 _____

3 _____

Please note siblings are in the following classes: _____

THREE WAY CONFERENCE TIME

Dear _____

Thank you for your prompt reply. Your appointment time for _____

will be at _____ on _____.

Teacher’s Signature _____

ATTACHMENT C

3-Way Conference Information for Parents & Carers



What to Expect at Student-Led Conferences:

- At a three-way conference, your child does most of the talking.
- Your child will tell you the learning goals he or she is working on in class.
- Your child will discuss with you his or her progress in learning areas.
- In conjunction with you and the teacher, your child will construct goals for the next term.
- After your child has finished, he or she will turn the meeting over to you and the teacher for any further questions that need to be answered.

On Conference Day:

- Make sure your child comes with you to the conference.
- Arrive on time.
- Take notes during the conference.
- Ask for clarification on things you do not understand.
- If you cannot make the scheduled conference time, please call to reschedule.

After the Conference:

- If you still have questions and concerns, set up an appointment to meet with the teacher on another date.