



LAMBERT SCHOOL

Assessment & Reporting Policy

Rationale

At Lambert School we believe that continuous assessment and reporting is an integral part of teaching and learning. It is essential that effective and comprehensive monitoring and feedback takes place in order that all students move toward their potential and are individually supported to progress to their next stages of learning. Thorough assessment enables teachers to reflect on and modify their practice to suit students' individual needs. Effective reporting of student learning informs parents and allows them to be involved in their child's learning process. The monitoring of student achievement data across all year levels allows the school to identify and address areas in need of specific focus and make provision for teachers to strengthen and consolidate all aspects of student learning

Definitions

Assessment- refers to the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

Reporting- refers to the summative assessment of where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. This determination is made available to the student, their parents and teachers.

Summative Feedback- refers to assessment feedback provided to students at the completion of a performance (assessment) task.

Formative Feedback- refers to assessment feedback provided to students during the completion of classwork and performance (assessment) tasks.

Differentiation- refers to alterations made to a teaching and learning sequence to accommodate the needs of individual students.

Learning Management System (LMS)- refers to a web-based system of continuous reporting to allow progressive summative and formative feedback to be provided to students and their parents.

Aim

- To improve student learning by accurately determining students' current knowledge and experiences using a range of assessment strategies and tools
- To ensure a range of assessment strategies and tools are consistently planned for, implemented and the results analysed to direct future teaching and learning across the school. The timeline for all assessment and reporting is outlined in the Lambert School's Assessment & Reporting Timeline
 - To monitor student progress through regular, timely and ongoing feedback in order to support future student learning
 - To provide opportunities to develop student feedback skills via peer and self-reflection and evaluation
 - To enable teachers to reflect on their teaching and improve their practices and strategies to improve student learning, as well as create areas of exemplary teaching
 - To provide parents/carers with meaningful feedback about their child's progress and goals for future learning through Learning Tasks, Student Reports, Online LMS (Learner Management System) and Parent/Teacher Interviews
 - To use assessment and the resulting data to guide school focus and the allocation of resources to support student learning.
 - To empower students to reflect on and improve their learning

Implementation

- All teachers will adhere to the Lambert School's Assessment & Reporting Timeline, which outlines what assessment tools will be used, a description of each tool, when the assessment will be administered and analysed and how the student data will be used and recorded
- Teachers will implement regular formative and summative assessment to accurately determine students' current knowledge and experiences as well as to identify future needs and directions
- Annual Literacy & Numeracy testing conducted and data collated
- Assessment data will be analysed and moderated by teachers and year levels to direct future planning and teaching
- Moderation of Learning Tasks will be formally scheduled in the school's Professional Learning Calendar to ensure teachers develop common assessment and reporting standards
- Administering of NAPLAN testing will occur in May and the analysis of resulting data will take place in October or when received
- Teachers will develop manageable systems of record keeping of data provided by assessment
- Teachers will provide students with regular feedback about their learning
- Students will be given the opportunity to self-evaluate and give assessment feedback to peers
- Students will use assessment feedback to set goals for future learning
- Feedback about student learning will be regularly communicated to parents through:
 - Online LMS (Learning Management System)
 - Written student reports
 - Parent/Teacher Interviews
- Teachers will develop Individual Learning Plans for students who are achieving above or below their expected year level. These will be discussed with parents at least twice a year

Evaluation & Review

This policy will be reviewed every year in collaboration with the LMS & Assessment & Reporting timeline.

Effective From: 12/02/2020



Endorsed by School Board: _____ 13/02/2020