



St Michael's Church School

6:1 POLICY ON ASSESSMENT AND EVALUATION

RATIONALE:

- St. Michael's Church School is a Christian School in the Anglican tradition reflecting the intentions of the St. Michael's Church School Statute.
- Through a range of assessment practices, the school will gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated.

PURPOSES:

- To be an on-going process at all levels of the School
- To meet the requirements of the National Education Guidelines (2004), the National Administration Guideline 2 (c) and the National Standards in Reading, Writing and Mathematics
- To provide essential information to teachers, pupils, parents, the school board, national providers and policy makers, about the achievement of individual students and the school as a whole measured-against National Standards, the needs of individual students, the effectiveness of the programme and materials, the teachers and the school
- To make teaching and learning decisions
 - i providing the learner with feedback
 - ii devising further teaching and learning tasks
 - iii knowing where each student is in relation to national curriculum levels and the National Standards in reading, writing and mathematics
- To monitor curriculum delivery for determining effectiveness of curriculum delivery within the school in order to inform others
 - i reporting to the School Board for the purpose of assurance and decision making
 - ii reporting to parents on the achievement and progress of the children
 - iii reporting to other professionals on a student's achievement

GUIDELINES:

The school will:

- Implement learning programmes based upon underlying principles, stated essential learning areas and skills, and the national achievement objectives
- Monitor student progress against the national achievement objectives
- Analyse barriers to learning and achievement
- Develop and implement strategies which address identified learning needs in order to overcome barriers to student learning
- Assess student achievement, maintain individual records and report on student progress.

Principles of good assessment will be followed, namely that:

- The purpose of the assessment must be explicit
- The best interests and progress of the student should be paramount
- As often as possible assessment should be an integral part of the learning process
- Assessment information (except for standardised achievement/diagnostic assessment), should be shared with the student at the time or as soon as possible afterwards
- Assessment should be ongoing, accurate, and as objective as possible
- Assessment should take many forms, gathering information from several contexts,

and using a variety of methods according to the needs of the student and the nature of what is being assessed

- The forms of assessment should be appropriate for the knowledge, skills, or attitudes to be assessed
- Effective assessment takes into account varied learning styles and cultural expectations, especially for those students whose first language is not English
- Assessment activities should be appropriate to the age and developmental level of the student
- The assessment activity should have credibility with all those involved in it, and the results be capable of being communicated clearly

The School will:

- Develop and use a range of assessment procedures to meet the different purposes of assessment
- Develop and use a range of assessment practices and procedures which recognise the differences in gender, culture, background, and experience that students bring to their learning
- Maintain records which provide cumulative information on each student's school achievement by developing and maintaining profiles of individual student's achievement
- Follow and use assessment procedures which are fair to all pupils
- Ensure that assessment procedures are clearly understood by students and parents
- Record and maintain assessment information in a form which can be easily passed on from year to year and from school to school
- Record and maintain individual student's achievement in a form which provides a clear school profile of the overall levels of student achievement
- Carry out a regular review (at least annually) of the teaching/learning programmes, based on student learning and report to the School Board
- Use a wide variety of methods of data gathering, including:
 - anecdotal records
 - class data sheets
 - individual data sheets
 - work samples/portfolios
 - oral tests/reports
 - examinations
 - displays/exhibitions
 - diagnostic tests (including 1 month checklist NE, and 6 year net)
 - standardised testing (including PAT, STAR, ASTTLE)
 - surveys
 - group data sheets
 - pupils' self evaluation
 - informal pencil & paper tests
 - long term assignments/projects teacher/pupil discussion

RECORDING AND REPORTING:

All teachers will keep full records for every pupil they teach in accordance with the above principles and guidelines in every curriculum area

The 6-year net, and one-month checklist for new entrants, will also be completed by Year 2 and Year 1 teachers.

At the end of the year electronic Cumulative assessment data will be updated in each area, forming the basis of Report comments. Completed teachers' assessments against objectives, in each area will be available for the Principal prior to reports being written.

A clearfile containing cumulative samples is compiled for each pupil

At the end of Term Two, each pupil's portfolio includes a School Report highlighting a pupil's academic, cultural, monitorial and spiritual service, and a general paragraph about each pupil from both the class teacher and the Principal. The Mid-Year (Term Two) and End of Year (Term Four) portfolio also contain major tests - both internal and nationally norm referenced, and teachers' comments about each test indicating the learning intentions, the pupil's level of achievement and a comment summary.

Pupils will be assessed against the National Standards in Reading, Writing and Mathematics. Included in the Mid-Year Report will be statements describing the likelihood of the pupil achieving the standard for the year level by the end of the current year and also describing the pupil's next steps.

Classroom meetings for parents will be held early in Term One, at which teachers will explain programmes, routines, expectations, and parents can ask questions or offer helpful information.

Parent/ teacher interviews will be conducted later in Term One, when parents and staff may discuss the child, the parents' expectation for him/her, any perceived difficulties or requirements, areas for extension or remedial work, home circumstances which may have a bearing on the child's schooling; and again in Term Three, when parents may discuss any concerns about the mid-year Reports and comments.

Effort assessments will be issued every term (four items per year). These will give an indication of a pupil's level of effort throughout the term.

Staff will be available when necessary to meet with individual parents to discuss any concerns or questions about the progress of pupils in their class.

Information about each student will be handled strictly in accordance with the requirements of the Privacy Act with respect to collection, storage, access, and later

SUMMARY:

Teachers will use the National Standards framework and a range of assessments throughout each year in order to gather relevant and comprehensive data from which each pupil's progress and achievement may be evaluated.