



Primary School Assessment and Reporting to Parents Policy

The Federal Government requires that schools provide parents with written reports of their child's progress, including grades. The legislation also permits parents to ask that this information not be given.

We report to parents and carers in a meaningful and detailed manner on every student from Kindergarten onwards.

This reporting comprises formal interviews and written reports about the educational and social progress of each student.

Interviews are seen as a two-way process where teachers learn from parents and vice versa.

Throughout the year communication between parents and teachers is encouraged. Teachers contact parents about any concerns that they may have and encourage parents to raise their concerns.

Korowal School abides by the policies for disability provisions in accordance with the *ACE website*.

Assessment and Evaluation Procedures

General Statement

The development of the whole child in a creative, nurturing and positive environment is central to Korowal's teaching practice. Importance is placed upon progress for the individual over an extended period of time. Children are taught from Kindergarten that every individual is essential to the well-being of the group; that each one of us has something special to offer, whether that be a talent with numbers or a special gift in inter-personal relationships. They are taught that no one particular talent is more worthy than another; they are encouraged to recognise each other's strengths and to celebrate them; they are taught to accept each other's weaknesses and offer support where possible. Students are helped to strive for quality, to take pride in the work that is produced and to develop the will to continue with a piece of work until it is complete. We aim to develop within the child intrinsic motivation.

We have consciously developed our assessment and evaluation procedures in such a way that they align with our philosophy and ensure that the outcomes of our teaching program and praxis are met.

Summative Assessment

All work produced is checked by the class teacher. This ensures that the teacher is aware of each child's performance output. The teacher is able to provide extra support for those children who appear to be having difficulties, either with a particular concept or with the amount of work expected. These procedures can be used to identify children who require extension. Support can be provided from the class teacher, the Support Teacher, a teacher's aide, a parent helper or the child's parent. In some cases the school counsellor may become involved.

All Focus Study books are displayed in the classrooms on a regular basis. This encourages children to produce their best work and helps the children to know that their work is valued. Praise is given where possible in front of the whole class and books are shown to act as examples of the standard of work expected.

The School's Support Teacher screens all children. Kindergarten children are given a preliminary screening once they have had time to settle into the school routine. All new students taken in during the school year are screened after a few weeks of being here. All students are screened in the fourth term of every year. Screening enables the Support teacher to ensure that children are progressing through the primary school years at the level of their individual ability and to identify children who may have learning difficulties. Those children identified as having learning difficulties will be closely monitored and have modified programs put in place with close co-operation between all their teachers and parents.

Children participate in a variety of assessment tasks throughout the year which cater to different learning styles.

Children in years 3 and 5 may take the NAPLAN Basic Skills test. We do not drill our children for these tests.

Accountability to parents is provided in a variety of ways.

At the beginning of the school year each class teacher holds a meeting for all of the parents of the students of the class. At this meeting an overview of the year is given and discussion takes place as to the general expectations of the teacher and parents. Parents are encouraged to contact the class teacher to arrange an interview if there are any concerns that they may have; similarly teachers commit to contacting parents if they feel that a child is not performing according to expectations either academically, socially or emotionally. Parents are also invited to help in the classroom or to join Morning Circle.

At the end of Term 2 class teachers hold interviews with the parents of each child; these interviews are scheduled to last for a minimum of 15 minutes each. During this time the child's work is shown to the parents and his/her progress is discussed. Parents and teacher are able to exchange any other information pertinent to the child's school work, social and emotional development. The interview is a useful vehicle for the development of a meaningful relationship between the teacher and the parents.

Towards the end of Term 4 written reports are provided for all parents, which focus upon the achievements that the child has made over the course of the year.

Formative Assessment

Our structure, which provides an extended period over which teachers, students and parents are able to develop meaningful relationships, is an integral part of the school's philosophy. It puts responsibility upon class teachers to work in a positive, holistic way with all students: to work consciously with love.

A natural consequence of this structure is that class teachers know their students very well, through close work and observation. There is a discussion each week at the Primary Teachers' Cluster meeting about students. Teachers take it in turns to discuss each student in their class, with priority given to those children who are of particular concern. As well as discussing individual students, Cluster meetings are also used to talk about what is actually being taught in each class. Ideas are shared, insights are given, challenges are shared and support offered. What we teach, why and how are topics reviewed regularly.

Children K – 6 are encouraged to reflect upon and take responsibility for their their own learning and personal development.

Many parents collect their children from school or help in the classroom, providing further opportunities for the exchange of information.

Programs such as Focus Studies, which have been created using Program Builder, include their own assessment overview.

Formal Evaluation

At the end of each Focus Study students from classes 3 – 6 are asked to write an evaluation. What do they know now that they didn't previously know? What would they like to know more about? Teachers write an end of unit evaluation as well.

Children from K,1,2 participate in an oral evaluation guided by the teachers who ensure that every child speaks. Their teachers complete a written evaluation.

Focus Study evaluations as well as evaluations of other teaching areas are discussed at Cluster meetings.

Informal Evaluation

The informal evaluation of all work occurs during discussions between teachers, teachers and students, students and students and teachers and parents.

Policy Reviewed	October 2016
Next review	October 2017
Signature: <i>B. Fitzgerald</i>	