

Version	Approval Date	Details	Approved By	New Review
1	01/02/2022	New	School Board	

Assessment and Reporting Policy

Philosophy

At IQRA College, we believe assessment is one of the most important tools we use to inform planning and practice, guide instruction and lead to improved student learning. Assessment is the key component that allows us to effectively differentiate the curriculum, personalise learning and deliver the curriculum to a student's zone of proximal development. We believe that the best assessment is ongoing, relevant and authentic and should include all stakeholders.

Purposes of Assessment

Parents/carers have the right to expect comprehensive, accessible, and accurate information on the achievements of their child. Staff at IQRA College actively facilitate timely communication with parents throughout the school year through a range of appropriate assessment and reporting mechanisms. Our communication with parents is professional, honest, accurate and timely.

IQRA College staff value the relationship between themselves and parents of students and believe that effective partnerships between parents and staff enhance the opportunities to improve student outcomes. The purpose of assessment is to be able to make judgements regarding student progress and the effectiveness of teaching and learning programs and whole school initiatives. Schools are expected to seek continuous improvement of student achievement and are accountable for their effectiveness in doing so. We employ a range of strategies to gather information to determine the standard of student achievement.

Guiding Principles of Assessment

Assessment should be an integral part of Teaching and Learning

Assessment opportunities should arise naturally out of the teaching and intended learning of the curriculum. Assessments should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

Assessment should be educative

Assessment practices should be educationally sound and contribute to learning. Assessment activities should:

- *Encourage in-depth and long-term learning;*
- *Provide feedback that assists students in learning and informs teachers' planning; and,*
- *Make explicit to students the assessment criteria to focus their attention on what they have to achieve and provide students with feedback about their progress.*

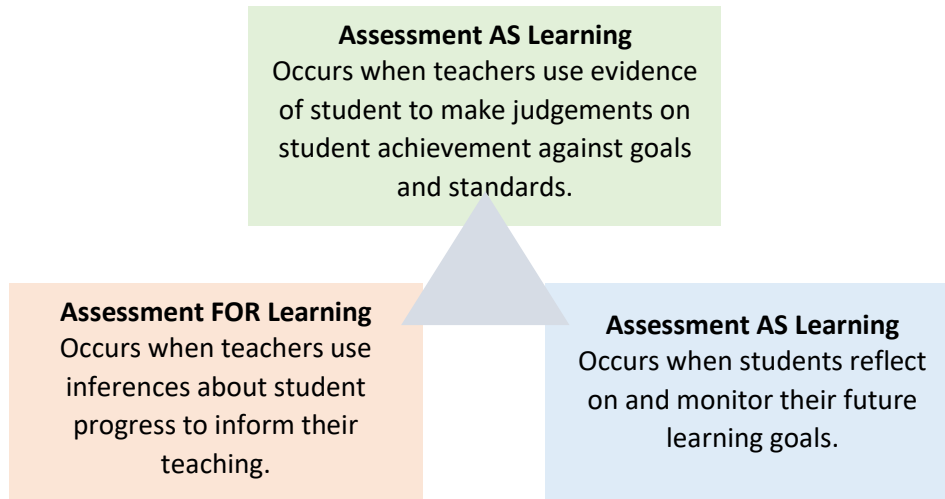
Assessment needs to be comprehensive and balanced across various domains of learning. With support, students can learn to assess and evaluate their own learning in a way that further extends that learning.

Assessment should be fair

Assessment needs to take account of the diverse needs of students. They should provide valid information on the actual ideas, processes, products and values expected of students. A valid assessment is one that assesses what it is supposed to assess.

Assessments should be designed to meet their specific purposes

There are two purposes of assessment: summative assessment (assessment *of* learning) and formative assessment (assessment *for* and *as* learning). It is expected that teachers use a balance of summative and formative assessments to gather evidence of student achievement.



Summative assessment (Assessment of learning) aims to give students and teachers a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. It measures understanding of the central idea and promotes students towards action.

Formative assessment (Assessment for and Assessment as learning) provides information that is used to plan the next stage of learning. It is interwoven with learning, and helps teachers and students find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. It also aims to promote learning by giving regular and frequent feedback.

What is assessed?

The knowledge, skills and understandings outlined in the Australian Curriculum, Assessment and Reporting Authority (ACARA) in the following areas are assessed.

Physical, Personal and Social Learning

- Health and physical education
- Interpersonal development
- Personal learning
- Civics and citizenship

Discipline – based learning

- The Arts (Visual and Performing)
- English
- Mathematics
- Humanities (Economics, Geography and History)
- Science

Interdisciplinary Learning

- Communication
- Design, Creativity and Technology
- Information and Communications Technology
- STREAM (Science, Technology, Religion, Arts and Maths)
- Thinking Processes

Transdisciplinary skills (may overlap with some domains above)

- Thinking skills
- Research skills



- Communication skills
- Self-management skills
- Social skills

Assessment Strategies

The following strategies enable teachers to find out where students are in their learning:

- Observations
- Student work samples
- One-to-one conferencing
- Interviews
- Open-ended tasks
- Demonstrations by students
- Teacher-devised tests
- Standardised assessments e.g. NAPLAN

All the information teachers collect about their students should become an integral part of the planning of instructional activities. Teachers meet regularly in year level team meetings to discuss student achievement to ensure consistency in judgements and that students are attaining expected standards.

Assessment tools

The assessment strategies are put into place using the following tools:

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums/Progression points
- Interviews

Procedures for Assessment and Reporting

- Staff will use the Australian Curriculum, Assessment and Reporting (ACARA), Early Years Learning Framework (ACECQA), School Strategic Plan, Staff Key Performance Index (KPI), Intervention Plans and overviews to guide teaching, assessment and reporting in line with Education Standards Board SA.
- Staff will have evidence/work samples and student performance data to support on balance judgements which are consistent with the school's assessment policy.
- Teachers will use the Student Learning Portal (Daymap) to report on student achievement in all learning areas as prescribed by IQRA College 'Reporting to Parents Schedule'.
- Teachers will use the National Assessment Program Literacy and Numeracy (NAPLAN) which is completed in Year 3, 5, 7 and 9 in Term 2, school focused assessment tools: ACER and teacher judgement to plan for improved learning, inclusive of all students.
- Year level common assessment tasks are administered, and teachers meet as a team to analyse and evaluate work samples. This ensures consistency in judging achievement and ensuring expected standards are maintained across the school.
- Judgements regarding achievement of the expected standards are made through reference to ACARA Achievement Standards and exemplars.
- Teachers will engage in school-based data collection and moderation processes to ensure consistent judgements relating to student achievement. Teachers make comparisons of student work samples to the A-E exemplars across the various learning areas.

In addition to termly reports, there will be a range of other formal and informal reporting that may include:

- Teacher contact early in Term 1 with families as an introduction and to gather valuable information about a child's strengths, interests, learning needs and anything else that will support their planning
- Parent/Carer – Teacher meetings
- Formal interviews throughout the year as needed
- Communication books and diaries as needed
- Phone calls and/or email communications as needed
- Case conferences for students with learning difficulties
- Tests and Assessment Tasks
- English as an Additional Language or Dialect (EAL/D) Program: Students may receive specific EAL/D grades and comments
- Informal reporting in the form of everyday evidence of student progress, which may include work samples, parent/teacher discussions, telephone calls or emails
- Parent Forums/Workshops to support Curriculum direction and implemented programs
- NAPLAN reports in Years 3, 5, 7 and 9
- Staff will report to parents where it is identified that students are at risk and provide timely information regarding their learning program and progress. This will be attended to through the formal reporting process, Individual Learning Plans (ILP) if required, and by teacher or parent request.
- A database of families that require two separate reports issued will be maintained at the school. The front office staff will facilitate emailing of the second report.
- Reports will not be issued prior to the due date of distribution.

Student feedback

Students are provided with feedback on their performance in a variety of ways:

- Individual conferencing with students during learning activities
- Written feedback on work samples
- Three-way interviews with parents when needed
- Test results in various learning areas with comments from the teacher highlighting gaps and strengths
- End of term reports
- NAPLAN reports
- Merit Certificates

Responsibilities

Teachers:

- Develop valid and reliable assessment practices that inform future planning.
- Mark/assess all student learning activities / tasks.
- Ensure that students understand and are involved in the assessment process.
- Provide specific and timely feedback to students to enhance future learning.
- Participate in professional collaboration to ensure consistency of judgement.
- Maintain accurate and up-to-date student assessment records.
- Reflect on and evaluate their teaching practices.
- Ensure that duplicate copies of reports are distributed.

Students:

- Contribute to discussions about assessments at appropriate developmental levels.
- Make constructive and honest assessments of their own and other's learning using criteria.
- Develop goals to support ongoing improvement.
- Seek and act upon feedback.



Parents:

- Communicate relevant information and feedback that may affect their child's ongoing learning.
- Work with their children to set goals for improvement.

Relevant Policy and Documents

Homework Policy (Junior and Primary School)

Academic Integrity

Middle School Assessment Provisions Policy

Senior School Assessment Provisions Policy