



St Mary's Primary School is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS), where formation and education are based on the principles of Catholic doctrine, and where the teachers are outstanding in true doctrine and uprightness of life.

**This section sets out the steps that are taken at St Mary's Primary School to adhere to the rules of the policy and achieve the policy purpose.**

## **1. Methods used to assess student learning progress and achievement**

### 1.1. Formative assessment

Pre and post assessments are used to inform teaching at commencement and end of each unit of work. These may take the form of rich assessment tasks, online assessments, one-on-one interviews and observations. (see St Mary's Assessment Schedule for specific assessments, purpose and timing.

### 1.2. Summative assessment

Post testing is also used to measure growth and progress. Summative assessment takes place at the end of units of work as well as at scheduled times throughout the year (see St Mary's Assessment Schedule). Summative assessment is used for whole-school tracking and by Professional learning Teams and Level teams to track cohort and individual progress. Individual, Level Cohort and whole school targets are set and tracked based on summative assessment data.

### 1.3. Students with additional learning needs

A range of Tier Two assessments are utilised for students with additional learning needs (See St Mary's Intervention Framework). Assessment tasks and/or the setting in which the assessment takes place are also modified for students requiring learning adjustments, according to the needs of the individual student.

## **2. Process for developing assessment tasks**

St Mary's uses a range of online assessment tools, standardised tests and teacher-prepared rich assessment tasks based on learning intentions and success criteria. Assessment tasks are developed collaboratively in professional learning teams and level planning to ensure consistency.

## **3. Cycle of review of assessment practices and processes**

### 3.1. Student data

Student data is reviewed as part of ongoing teaching and learning cycles in Professional Learning Teams and Level Planning, using digital data walls to track students against targets. Students at risk, students not making expected growth, and students requiring extension are

identified. The Leadership Team and whole staff analyse whole school data throughout the year and reviews and sets targets. The assessment schedule is reviewed twice a year (end of Semester One and Semester Two) in staff meetings/professional learning teams.

### 3.2. Identification of data

The St Mary's Assessment Schedule is developed and reviewed by the Learning Diversity team consultation with staff. Assessments are administered by teachers, learning support officers or members of the learning diversity team (as identified on the Assessment Schedule). Staff are trained regularly in the administering of assessments. The St Mary's Intervention Framework provides guidance around the process for identifying the need for and implementing Tier 2 and Tier 3 assessments for students.

### 3.3. Collection of data – cycle, methods, storage, dissemination

The St Mary's Assessment Schedule outlines the assessment cycle, identifying 'what; who; why; when' for each form of assessment. All assessment data is stored digitally utilising a number of platforms and is accessible by all staff: Nforma, SPA, Google Drive, Essential Assessment, PAT.

### 3.4. Analysis and interpretation of data

Data is analysed collectively in teams through whole staff meetings and by Professional learning teams, Leadership Team and the learning diversity team. Data driven decision making practices occur as part of ongoing teaching and learning cycles, as part of a shared responsibility amongst staff. Individual and cohort data is used to identify where now and what next in a student's learning trajectory and "next step" teaching. Cohort data is used to identify students at risk and requiring additional support and students requiring extension. Timely formative assessment is used to consider:

- What can we see/notice?
- What groups of students are not making the levels of growth or progress that we would expect?
- Which students need extending
- Which students require learning adjustments?
- What small targets could we set?
- What could be addressed in Rehearsal/Whole Class time and what is more specific to Explicit Teaching Groups?

### 3.5. Use of data to inform teaching and assessment practices

The use of data is central to ongoing teaching and learning cycles. Data-driven decision-making processes guide the design of learning that is inclusive of all students, with learning adjustments made for students with additional learning needs, support for students at risk and extension for students when required. Evidence based practices.

Timely data is used in teaching and learning cycles to consider:

- Why hasn't this student/these students achieved as expected?
- Why are they at risk?
- What is currently in place? What might these students need more of? What might these students need less of?
- Where are the opportunities to make quick, but high-impact changes to practice? (HITS)

- What research-based or practice-based evidence supports these suggested changes?
- What high-impact changes can we make to the design of learning in order to see an improvement in student engagement and progression?
- How is the environment set up so that everyone is successful?
- What evidence based strategy/HITS can we use to improve growth and progress?
- What will the classroom look like? When will it be happening? Who will be involved?
- What evidence will you collect? How will you collect it? How will you be able to demonstrate whether growth has occurred? (Evidence of student learning growth;
- Evidence about student engagement and experience of learning)

#### 4. Reporting practices

##### 4.1 Formative assessment

Formative assessment is used to give feedback to students on how they have performed against success criteria in working towards the achievement of Learning Intentions, at the commencement of a unit of work. Students use formative assessments to set learning goals, which they feed back to parents through Seesaw.

##### 4.2 Summative assessment

Summative Assessment is used to give feedback to students on how they have performed against success criteria in working towards the achievement of Learning Intentions, at the end of a unit of work. Summative assessments are used by teachers in developing written reports in Semester One and Semester Two and for Parent Teacher Interviews.

##### 4.3 Written reports

Written reports are provided twice yearly to parents (June and December). Semester Written Reports provide a summary to parents on their child's learning progression and achievement over the semester consisting of objective, on-balance, evidence-based judgements.

##### 4.4 Student/teacher/parent conferences

Parent teacher interviews take place twice early (February and July). The February interviews are parent teacher conversations focusing on parents sharing information about their child, as teachers begin the year with the students. The Semester One Written Report goes hand in hand with the mid year (July) Parent Teacher Interview, which is an opportunity for parents to ask questions about the report and for the teacher to discuss where to next in the child's learning, what the school will do and what parents can do at home.

##### 4.5 Students with additional learning needs

Program Support Meetings are held for students requiring substantial or extensive learning adjustments. PSGs may also be held periodically for students requiring supplementary learning adjustments, particularly following Tier 2 assessments and during and after the implementation of Tier 2 interventions. The Program Support Group brings together key stakeholders who have relevant knowledge of, and responsibility for, the student. The PSG will:

- collaboratively establish shared goals for the student's social, emotional and educational development
- ensure that SMART goals are measurable and achievable, ongoing and future-focused
- plan reasonable adjustments to enable the student to access and participate as outlined in their Personalised Learning Plan (PLP) and/or Behaviour Support Plan (BSP)
- provide the opportunity for the student and student's parents to work collaboratively with school personnel and allied health professionals in goal setting and planning

- monitor student progress at PSG meetings at least once per term and adapt goals and make adjustments accordingly.

## 5. **Personalised Learning Plans (PLPs)**

Personalised Learning Plans (PLPs) support the learning and teaching of students with disabilities and additional learning needs. PLPs are designed for students who require substantial or extensive learning adjustments and, where appropriate, for students requiring supplementary learning adjustments. PLPs include an evaluation of student progress towards specific long term and short-term goals.

## 6. **NCCD data**

The Nationally Consistent Collection of Data on School Students with Disability (the national data collection) is an annual collection that counts the number of school students with disability and the level of reasonable educational adjustment they are provided with. The NCCD counts students who have been identified as receiving an adjustment to address a disability. Students are recorded as receiving learning adjustments that are QDTP (quality differentiated teaching practices), supplementary, substantial or extensive.

### **6.1. Participation in NAPLAN**

Students in Year 3 and year 5 participate in NAPLAN in May of each year.