

# Corpus Christi Primary School

## Assessment and Reporting Procedures



Corpus Christi 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 Corpus Christi 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

Corpus Christi engages students in a variety of assessments that allow teachers to plan for their needs and future goals. These can include pre and post assessments, anecdotal records, reference and performance to 'WALTS' and 'success criteria' informally in lessons and workshops. Asking questions and giving feedback and correction of student work and adjustment of lessons as needed.

Moderation of Writing and Numeracy also allow teachers to view samples of work across the school and place these samples against the Curriculum standards.

#### 1.2. Summative assessment

Corpus Christi uses a variety of summative tests which are outlined in our *Assessment Schedule*.

Some of these include:

- PAT Reading and Maths delivered online
- NAPLAN
- Fountas and Pinnell Benchmark Assessment System: Reading F -6
- Essential Assessment: Maths
- MACS required assessment: Record of Oral Language F-2 February  
Text Level: Alpha Assess F-2 November
- Marie Clay Observation Survey: some elements as required F-2

#### 1.3. Students with additional learning needs

Corpus Christi uses a variety of intervention assessments to understand and plan for student needs. Some of these are outsourced to specialist consultants and specialist staff from MACS.

Referrals for assessments outside school can be:

- Hearing and eye testing
- Cognitive and Psychological assessments
- Behavioural Management
- Diagnosis of medical disability from Paediatricians / Hospitals

Assessment in school include

- Yark- York: Reading comprehension
- Southern Phonological Awareness Test
- SINE Maths
- LFIN

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## 2. Process for developing assessment tasks

Corpus Christi uses different strategies for developing assessment tasks.

- We understand that Assessment is the ongoing process of gathering, analysing and interpreting evidence, reflecting on findings, making informed and consistent judgements to improve student learning.
- Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes: **Assessment for learning** occurs when teachers use inferences about student progress to inform their teaching; **Assessment as learning** occurs when students reflect on and monitor their progress to inform their future learning goals; **Assessment of learning** occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- Digital tools such as *Essential Assessment: Maths*, are designed to assess students and find where they sit and assist teachers to create suitable assessments. Assessment tasks are also based on the Progressions of Learning Literacy and Maths and the Victorian Curriculum standards allowing teachers to create authentic assessments based on the age appropriate curriculum.

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

### 3.1, 3.2, 3.3 Student data, Identification of data, Collection of data – cycle, methods, storage, dissemination

- Corpus Christi's collection of student data is ongoing and specific and in line with the Assessment Schedule which identifies the collection of data that is required for all students.
- Collection and storage of this data is guided by the *Expectations for Data Collection Spreadsheet* document which lists what data and how to record it using a spreadsheet. The spreadsheet has specific characteristics that all teachers must use. It is expected that all staff use and record digitally on the CC Shared Google Drive platform.
- Learning Support Officers (LSOs) are also expected to record notes for specific students they work with and place them on the CC Shared Google Drive.
- The CC Shared Google Drive allows all staff at Corpus Christi to access all assessment records, programming, planning and related documents.
- Personal Learning Plans are completed and stored on a limited shared Google drive for security and privacy reasons.

### 3.4, 3.5, 3.6 Analysis of data, Interpretation of data, Use of data to inform teaching and assessment practices

Corpus Christi understands the importance of teachers working together to make sense of data and other forms of assessment evidence to see what this reveals about student progress and development.

Analysis and interpretation of data and evidence has several components, including teachers working individually and collaboratively to understand what has been collected, make sense of it in light of the intended learning and associated curriculum achievement standards. It also helps to clarify what the evidence clearly indicates students know, understand and can do, what can be inferred from the evidence, and what needs further investigation in order to make a confident judgement based on a mix of data and evidence.

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We achieve this through:

- collating and recording all assessments in a common place and a consistent manner
- using the data in planning to create new targeted learning opportunities for all students
- moderating work samples in Literacy and Numeracy PLT Meetings allowing whole school views of sample placement against the curriculum Progressions of Learning and the standards
- using whole school data collected from F-6: PAT R and PATM, BAS Reading Assessments, to allow for big picture F-6 needs
- viewing NAPLAN data as a whole school and in teams
- creating a *Handover document* at the end of each year for each student and discuss with the future teacher the needs of that student.

#### 4. Reporting practices

##### 4.1. Formative assessment

Corpus Christi uses a digital platform called *Evidence For Learning* to upload student work samples that show their achievements in learning each term. Families and Carers are emailed these at the end of each term and know these as a Learning Journey.

- In Terms One and Three they contain samples of Literacy, Numeracy, Inquiry and Religious Education and a teacher comment.
- In Terms Two and Four, to coincide with formal reports, they contain samples of Literacy, Numeracy, Inquiry and Religious Education, a student selected piece with reflection, a Specialist piece, all with a curriculum framework statements and a teacher comment.

##### 4.2. Summative assessment

Families and Carers receive a formal Report twice a year. These detail the appropriate curriculum areas and the students' achievement according to the ***MACS Reporting Student Achievement Guidelines***.

- Term Two and Term Four reports on student achievement are emailed to each family before the end of those terms to allow them to read, understand and form any questions needed to be asked during the *Parent, Teacher, Child Learning Conversations (PTCLCs)*
- Families are able to book a PTCLC meeting time using the Parent Portal on the school website.

##### 4.3. Written reports

See 4.2 above.

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

At Corpus Christi, *Parent, Teacher, Child Learning Conversations (PTCLCs)* are scheduled meetings that allow facilitation of a learning conversation about a student's academic progress. This focuses on learning achievements, areas for growth and future goals, social emotional wellbeing and physical health.

- **First PTCLC** - A *Family Conversation* at the beginning of each year is scheduled as the first Parent Teacher Child Learning Conversation, to allow families to meet their child's teacher. The focus is on beginning to build a three-way relationship between the child, family and teacher that will continue to develop throughout the year. As such, these conversations are based on getting to know each other and setting initial goals for the year.

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- **Second PTCLC** – A second PTCLC meeting is scheduled in June as part of our regulatory requirements for two official meetings a year to discuss student learning as part of reporting requirements.
- **Additional PTCLCs** – Families can book in for optional PTCLCs offered in November/ December at the end of the school year. Parents are encouraged to contact their teacher throughout the year to arrange additional meetings if required.
- These meetings are documented by all staff using a *PTCLC proforma* that is completed during each meeting and signed by parents if possible. The proformas are stored digitally on the CC Shared Google Drive.

#### 4.5. Students with additional learning needs

Corpus Christi provides individual *Personal Learning Plans (PLPs)* that are developed in consultation with a student’s parents, teachers and external agencies for children with specific, identified needs. The achievements of students with disabilities, impairments and learning difficulties are assessed in the context of modified outcomes.

- PLPs are created using the *MACS PLP template*. These are generated by teachers and shared with parents during PSG meetings.
- Program Support Groups (PSG) meetings, held once per term, help develop learning goals in specific key learning areas for students with specific, identified learning needs.
- Students for whom English is an Additional Language (EAL) have their progress in English monitored and assessed through the learning and teaching opportunities in the classroom.
- EAL students are plotted using the *Rainbow diagram* on arrival and are assessed using the EAL continuum P – 10.
- The Learning Diversity Leader assists the process of referring and monitoring students with special learning needs to MACS.
- The Learning Diversity Leader is responsible for scheduling, leading and minuting each PSG meeting with parents and outside agencies.

#### 4.6. Students with additional needs

Students with other additional needs may also be provided with a PLP in consultation with the family, teacher and Learning Diversity Leader (see 4.5 above). These needs may include medical needs, Culturally and Linguistically diverse students, Aboriginal and Torres Strait Islanders, students in Out of Home Care and other additional needs as outlined in the school’s Student Diversity and Learning Diversity policies. These students will be monitored by home-group teachers and the Learning Diversity Leader, and appropriate programs and reporting mechanisms put in place.

### 5. Personalised Learning Plans

#### 5.1. NCCD data

- Corpus Christi documents adjustments for students through PLPs and written adjustments on work programs. These adjustments are documented by home-group teachers and Learning Support Officers (LSOs) when working with these students. These documents are saved on the CC Shared Google Drive.
- Moderation of students is completed by the NCCD team using the *NCCD Moderation Table* and in accordance with the Education Council Guidelines and the Moderation Resource for Schools.

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- It is the Learning Diversity Leader's role to oversee the intervention process, lodge MACS referrals and oversee NCCD submissions to meet government requirements.

## **5.2. Participation in national testing programs such as NAPLAN, PISA**

Corpus Christi encourages and supports all Year Three and Year Five students to participate in the NAPLAN assessments each year.

- a NAPLAN coordinator and Technical coordinator are specified each year to oversee and run the NAPLAN online testing program during the specified weeks
- NAPLAN online testing is governed and run according to the VCAA guidelines
- Corpus Christi creates a timetable for the testing period and advertises this to staff and parents.

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