ASSESSMENT POLICY
St. Augustine's Primary School

RATIONALE:

At St Augustine's School, assessment is the evidence gathered by teachers and is intended to be used for a variety of purposes including informing students, parents, teachers, and school authorities about students' demonstration of learning outcomes. It assists in making decisions about student needs, learning and teaching purposes and resource requirements. Assessment aids in the discussion of future pathways with students and guides planning of class and school curriculum programs.

SCRIPTURAL CONTEXT:

"Some seed fell on good soil, and when it grew, it produced fruit a hundred fold." Luke 8: 8.

POLICY STATEMENT:

At St Augustine's assessment is the purposeful, systematic and ongoing collection of information about students' knowledge and understanding of skills, values and essential learnings. Assessment provides feedback to students and valid information to parents and teachers.

POLICY GUIDELINES: **GUIDELINE INDICATORS:**

For assessment to be effective, it should:	
● Be an integral part of the learning and teaching process.	Teachers will plan common formative assessment tasks (CFATs) as part of the planning of a unit of work.
● Be valid and reliable.	Validity will be assured by conducting assessment in a timely and accurate manner.
● Take account of individual learners.	Assessment will be appropriate to, and sensitive of, the needs of the students including cultural background, disability, geographical location and gender.
● Reflect current knowledge of child and adolescent development.	
● Reflect social justice principles.	A variety of assessment strategies will be utilized to assist in reviewing students' progress, thereby providing multiple sources of information about student learning needs and achievement.
● Be varied and comprehensive.	Self and peer assessment strategies will be utilised to encourage students to reflect upon own learning.

● Provide opportunities for students to take responsibility for their own learning.
 	
● Provide opportunities for students to monitor and reflect upon, their own progress.
 	
● Reflect current educational practice.
	Examples of assessment strategies and recording instruments which could be utilized:
	    ● Observation
	    ● Consultation
	    ● Annotated work samples
	    ● Self and peer assessment
	    ● Open ended questioning
	    ● Groups discussions
	    ● Checklists
	    ● Learning journals
	    ● Conferencing
	    ● Portfolios
	    ● Progress charts
	    ● Projects
	    ● Tests
	    ● Interviews
	    ● Bar graphs
	    ● Electronic presentations
	    ● Performance
	    ● Running records
	    ● Graphic organisers
	    ● Formal testing for System and Government purposes.
	
	Cumulative records will be maintained in a manageable system for each student in all learning areas.

● Teachers will use evidence from assessment tasks to inform reporting to parents and students.	Teachers will conduct and analyse diagnostic and summative assessments as mandated by CECV, CEO and those agreed by staff in St Augustine's School Assessment schedule.

REFLECTIVE MATERIALS:

School Vision and Mission Statements
School Teaching and Learning Policy
Current approved Curriculum Guidelines

Reviewed:	May 2016
Ratification:	June 2016
Date of next review:	2020