

St Leo the Great 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).

This section sets out the steps that are taken at St Leo the Great 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

Formative assessment is used to inform the cycle of teaching and feedback in the classroom. This means that we assess our students to gauge:

*What is to be learned?*

*How is learning progressing?*

*What will be learned next?*

Teachers collaborate, adopt evidence-based teaching strategies, have professional conversations about how to improve their teaching, and use evidence to moderate assessment

### 1.2. Summative assessment

Summative assessment is assessment that occurs at the end of a unit of work and indicates a student's achievement level against learning outcomes. It gives teachers the information they need to make accurate, consistent judgements about a student's learning progress. We do this in a number of ways including using school based assessments, Progressive Achievement Tests in Reading/Maths and Wellbeing from ACER (Australian Council for Educational Research) and Benchmark Assessment System (Fountas and Pinnel) for Reading. Data from standardised assessments as NAPLAN is also used both formatively and summatively

### 1.3. Students with additional learning needs

Procedures for assessment and reporting for students with additional learning needs are aligned with the planning of class program adjustments. There is ongoing communication between stakeholders so that learning is monitored and adjustments made accordingly. The provision of appropriate staff and resources and ongoing professional development is part of our commitment to ensuring students' individual needs are catered for and addressed.

## 2. Process for developing assessment tasks

Assessment is the ongoing process of:

- gathering, analysing and interpreting evidence.
- reflecting on findings
- making informed and consistent judgements to improve student learning

At St Leo's assessment tasks are collaboratively developed, taking into account the Victorian Curriculum, learning progressions, teacher observation, moderation and shared clarity about the learning.

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

#### **3.1. Student data**

Student data is collected both formally and informally as part of the assessment process. Data is collected via formative and summative assessments, teacher observation and what we know about the student - going beyond the data, collected by teachers as part of their regular practice through questioning, observation, discussion, tests, and projects. Student data is collected prior to, during and after a unit of work.

#### **3.2. Identification of data**

A range of assessments are used to provide more reliable evidence of learning from which teachers can make an on-balance judgement about learner achievement .

Pre and post assessments in Maths and Literacy as well as standardised testing are helpful in identifying misunderstandings or knowledge gaps experienced by individual learners and cohorts.

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

#### **3.4. Analysis of data**

#### **3.5. Interpretation of data**

#### **3.6. Use of data to inform teaching and assessment practices**

We follow a school based Assessment Plan which outlines the timing of assessments, particularly in Maths and Literacy. The timing of the assessments align with their purpose:

- Develop effective learning programs for the whole group and individual learners.
- Analysis of responses for each item in a pre assessment task, Pat testing and in standardised assessments such as NAPLAN are helpful for identifying misconceptions and or knowledge gaps
- Patterns of misunderstandings and misconceptions across a class inform planning of the next step in the learning process for the class.
- Patterns of misunderstanding and misconceptions by individual learners inform the next steps in developing an individual learning plan.
- Typically summative assessments are completed at the end of a teaching cycle and enable analysis of learning gains and identify learning needs. They also provide the evidence for providing feedback to learners and parents.

Data is collected and stored on Google Drive as well as SPA (Student Performance Analyser) and is used at Professional Learning Team and planning meetings to guide our discussion, planning and practice.

### **4. Reporting practices**

#### **4.1. Formative assessment**

#### **4.2. Summative assessment**

#### **4.3. Written reports**

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

- Reporting to parents will include a written report and interviews twice yearly.
- Students will be assessed against the Victorian Curriculum standards.
- Reporting to parents will be in line with Government regulations.
- Teachers use a variety of formative and summative assessment strategies and evaluate the results for future planning.

- Samples of students' work will be collected regularly as a record of progress and collated in the form of portfolios, either digital or paper format. We use the **SeeSaw** app as a way of communicating students' learning to families in real time.
- Students will be taught to evaluate and assess their work, recognising strengths and identifying areas for improvement.

#### **4.5. Students with additional learning needs**

#### **4.6. Students with additional needs**

Program Support Meetings (PSGs) are held on a regular basis between stakeholders to communicate progress and feedback on Personalised Learning Plans (PLPs).

### **5. Personalised Learning Plans**

#### **5.1. NCCD Data**

Through the NCCD, the school makes evidence-based decisions about students who are receiving reasonable adjustments to access education because of disability. These adjustments draw on teachers' professional judgement and practices throughout the year supporting students with disability to access and participate in education on the same basis as other students. These adjustments are recorded on students' PLPS and other documents including daily programs.

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

Adjustments are made to support students' participation in NAPLAN.