

# Leda Education Support Centre Assessment & Reporting Policy

## **RATIONALE**

Leda Education Support Centre (ESC) is committed to providing the highest quality programs for students. Assessment is an integral part of teaching and learning and we believe that it should enable judgements to be made about student progress while contributing to ongoing learning. Reporting to parents is a key component in building and maintaining relationships between the school and parents/caregivers. Leda ESC provides clear, comprehensive and accurate information communicated through formal and informal reporting processes.

## **OUR BELIEFS ABOUT ASSESSMENT AND REPORTING**

We believe that a shared understanding of assessment enhances the validity and consistency of judgements about student learning, which translates to improved student learning and teaching. Our beliefs about assessment are based on the Guiding Principles for Western Australian Schools:

- Assessment should be an integral part of teaching and learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school wide evaluation processes

## **ASSESSMENT AND REPORTING**

In line with the School Curriculum and Standards Authority Leda ESC will:

- Provide individual students with feedback on their learning;
- Use student achievement information to plan future learning programs;
- Make judgements of student achievement in relation to expected standards;
- Communicate with parents and carers about student achievement and progress;
- Report to parents and carers for each students at the end of each semester; and
- Distribute to parents and carers assessment reports.

## **REPORTING ON STUDENT ATTRIBUTES**

Leda ESC chooses to include the following information in our school reports:

- A teacher assessment of student attitude, behaviour and effort;
- An overall teacher comment; and
- Any additional information the school considers relevant.

## **DEFINITIONS:**

### **ASSESSMENT**

Assessment is the process of gathering, analysing and interpreting quality information about student learning. It is based on clearly stated standards and criteria appropriate to the age and development of the student.

**Formative Assessment:** Used to monitor progress during a learning sequence and provide continuous feedback to teachers and students, enabling them to monitor progress and identify errors in learning.

**Summative Assessment:** Used to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence. It is also used for judging the effectiveness of teaching programs.

### **REPORTING**

Reporting is the process of communicating the outcomes of assessments to parent, carers and students.

## **MEASURING STUDENT ACHIEVEMENT**

Teachers will use a variety of assessment tools to determine student progress and plan for future teaching and learning experiences. They will develop skills and understanding of assessment practises to ensure that assessment remains relevant to individual student needs.

### **Recording Student Achievement**

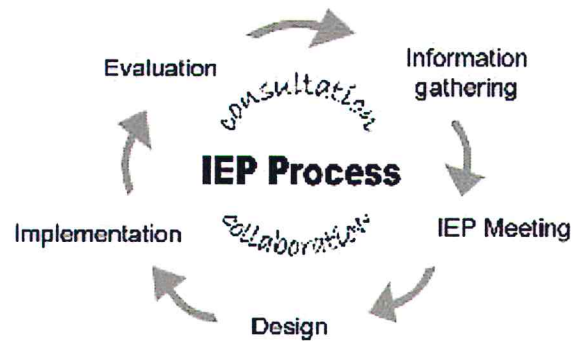
It is a requirement of teacher accountability that teachers maintain ongoing classroom based records detailing individual student achievement and that evidence is kept.

### **Moderation**

To support consistency of teacher judgement and develop a common language of Assessment and Reporting, teachers will engage in school based moderation as well as shared Network moderation opportunities addressing the Australian Curriculum and SENAT.

## INDIVIDUAL EDUCATION PLANS (IEP's)

Every student at Leda ESC will have an IEP. The IEP **process** is a valuable means of collaboratively planning for the educational needs of our students. It brings together parents/carers, educators, specialist support staff and the student (where appropriate) as a team to consider the student's current level of performance and to determine the student's academic, social, emotional and physical needs and future learning priorities.



The development of IEP's is a collaborative and ongoing process consisting of the following stages:

- Information gathering
- IEP meeting
- Design
- Implementation
- Evaluation

## BEHAVIOUR MANAGEMENT PLANS (BMP's)

The compilation of an Individual BMP brings together parents/carers, educators, specialist support staff and the student (where appropriate) as a team to consider the student's current level of inappropriate behaviours. The process is the same as for IEP's. The plans seek to:

- Prevent identified behaviours;
- Promote pro-social behaviour, student wellbeing and the development of self discipline;
- Focus on early intervention; and
- Outline procedures for the management of ongoing or serious misbehaviour.

## ANNUAL SCHEDULE OF REPORTING

It is a requirement of the National Education Agreement (NEA) that schools report to parents using plain language twice a year. The reports must be readily understandable and provide an accurate and objective assessment of student progress. Leda ESC formal written reports will include teacher comments and an assessment of the student against a core set of attributes including attitude, behaviour and effort.

SEMESTER ONE	SEMESTER TWO
<ul style="list-style-type: none"><li>• Class meeting with parents outlining programs and philosophy for term.</li><li>• IEP meeting.</li><li>• Informal, ongoing reporting to parents via email, letters, communication book, telephone, face to face.</li><li>• Formal meetings on request.</li><li>• Assemblies – merit certificates.</li><li>• Work samples for moderation purposes.</li><li>• Parent Interviews.</li><li>• Formal summative report.</li><li>• Centre morning teas.</li></ul>	<ul style="list-style-type: none"><li>• Class meeting with parents outlining programs and philosophy for term.</li><li>• IEP meeting.</li><li>• Informal, ongoing reporting to parents via email, letters, communication book, telephone, face to face.</li><li>• Formal meetings on request.</li><li>• Assemblies – merit certificates.</li><li>• Work samples for moderation purposes.</li><li>• Parent Interviews.</li><li>• Formal summative report.</li><li>• Centre morning teas.</li><li>• DVD</li></ul>