

# Silver Fern International School Policy

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<b>Policy Name</b>	Assessment and Reporting
<b>Policy Number</b>	AP008.01
<b>Effective Date</b>	01/10/2016
<b>Review Date</b>	01/10/2018
<b>Purpose</b>	Assessment and Reporting is an integral part of teaching and learning. Silver Fern conducts assessment and reporting that is timely, evidence based and taken from multiple sources.
<b>Policy and Procedures</b>	<p><b>Formative assessment</b></p> <p>Formative assessment is 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. The feedback from this is a crucial component as it informs teachers and students about their progress with the specific purpose of helping them to improve. At Silver Fern we will facilitate formative assessment through use of anecdotal records, work samples, teacher made tests, peer and self-assessment.</p> <p><b>Summative assessment</b></p> <p>Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs</p> <p><b>1. Guidelines</b></p> <ol style="list-style-type: none"><li>1.1. Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.</li><li>1.2. Formal written reports are provided to students and their families on a whole-school three times a year. This comprises two <b>Progress Reports</b> and a <b>Year End Report</b>.</li><li>1.3. Reporting on student progress shall be constructive, positive and informative with an emphasis on the student building upon developing their skills, abilities and attitude to learning.</li><li>1.4. Students will receive frequent, constructive feedback that supports further learning.</li><li>1.5. Assessment practices of the school encourage reflection and facilitate opportunities for self-reflection.</li><li>1.6. The teacher uses evidence from assessment to inform planning, teaching and further learning.</li></ol>

## 2. Implementation

- 2.1. Each student has a 'Student File' in which relevant assessment and reporting documentation is placed. This file contains (hard Copies as well as on the Goggle Drive) documented evidence of the student's learning.
- 2.2. The Assessment Process Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used.
- 2.3. Parent Teacher Interviews and End of Term Reports.

In addition to documented 'Progress reports, families are offered two formal opportunities to meet with their child's teacher:

- a. 'Getting to Know You' meeting early in Term One; at which the child's preferred learning styles, areas of strengths and scope for improvement are discussed and documented.
- b. The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's 'End of Year Report'.

In addition to the above-mentioned formal meetings, teachers are available to meet with families as required throughout the year.

