



# Richmond Primary School

## Assessment and Reporting Policy

### Planned Reporting Schedule

#### Term 1

##### **Acquaintance Meetings/ Information Evening Week 3**

Information about expectations, curriculum, teaching and learning activities is provided to parents including class newsletters.

Parents have the opportunity to give the classroom teacher information about their child's learning needs.

##### **Parent/Teacher Interviews mid / late term 1**

Parents are given the opportunity to meet with the classroom teacher and discuss their child's progress, identify areas of concern and plan for improvements-late in term 1.

#### Term 2

##### **Class newsletters**

##### **National Literacy and Numeracy Testing**

In term 2 all year 3, 5 and 7 students participate in the National Testing Programme in Literacy and Numeracy.

##### **Written Report**

At the end of term 2 a written report which includes comments and comparative statements will be provided for every student. (These reports meet the Common Reporting Guidelines) Teachers comment on each area of learning.

Interviews by request.

#### Term 3

##### **Class newsletters**

##### **National Literacy and Numeracy Test Report**

National Literacy and Numeracy Test results are sent home and parents are provided with the opportunity to make an appointment to discuss these.

##### **State assessments**

Phonics Screening check and Instructional Text Levels are reported to DfE for cohorts of Junior Primary students.

#### Term 4

##### **Class newsletters**

##### **Written Report**

Summative Report that indicates achievement against a standard and improvements made. These reports meet the Common Reporting Guidelines.

##### **Acquaintance Evenings**

The format of these meetings can be negotiated by individual teachers. They can take the form of whole group presentations or individual interviews.

The meetings should involve teachers sharing information about their plans for the year, class routines and expectations, as well as the teacher listening to families' concerns or perspectives about learning. The important issue is providing the opportunity for two-way information sharing.

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# Richmond Primary School

## Assessment and Reporting Policy (cont'd)

### Interviews

There will be at least one opportunity for a formal oral report to parents/caregivers each year. This is planned for Term One. If an interview cannot be arranged, teachers should attempt to contact the parents/caregivers by telephone.

An evening is identified by staff and appointment times offered to parents. Staff may negotiate other before and after school times to accommodate the needs of parents.

Students may be given the opportunity to participate in these formal interviews. This can be negotiated between teachers and parents.

Informal meetings can also be negotiated between teachers and parents at any time throughout the year, initiated by either parents or teachers.

### National Literacy and Numeracy Testing

All year 3, year 5 and year 7 students are expected to participate in the National Testing Process. The nature and timing of these are externally controlled. The school will maximise the opportunity for students to be successful in these tests.

### Written Reports

Written Reports meet Reporting Requirements set by DfE.

A *descriptive reporting* comment reports student progress in relation to the Australian Curriculum Achievement Standard, as appropriate to the age and year level of the student. Reception students and students who have just arrived in Australia do not require comparative statements.

A teacher comment about progress and effort is also included.

The format for the reports is now set through Accelerus.

### Variations to Reporting Procedures

Students who transfer from other sites, IELP and students commencing school for the first time during the school year may have a varied report which reflects the teacher's knowledge of the student's learning to date.

### Standardised Testing

Standardised testing is undertaken by all teachers to identify student progress and students at risk in literacy and numeracy testing. These results are used to inform planning for teaching and intervention. The results are not sent home but can be discussed with parents if appropriate.

Parents are encouraged to contact the school at anytime to request an interview to discuss their child's learning and/or social progress. This includes grade summary for comparative information.