



Assessment and Reporting Statement

St. James Primary School exists to promote the growth of Christian faith and lifelong learning, social development, and active and informed citizenship in our students (Horizons of Hope). Assessment in a Catholic school focuses on growth across religious, physical, cognitive, social and emotional domains. Education is a partnership between school and home and therefore communication about children's learning to students and parents is imperative.

Our Beliefs about Assessment and Reporting

At St James we are committed to the following beliefs about assessment and reporting.

The school community believes that:

- **It is crucial to communicate about children's learning to students and parents.**
- **Rigorous assessment practices are part of the teaching and learning cycle.**

***Learning Statement:* It is crucial to communicate about children's learning to students and parents.**

At St James we....

- Outline to parents the range of communication, both formal and informal at the start of each year.
- Provide two formal written reports each year, in June and December.
- Conduct Student/Parent /Teacher Learning conferences in February, September and by request, at a mutually convenient time.
- Send regular newsletters home outlining current curriculum content in levels.
- Provide student's work samples through a Digital Communication Portfolio

- Encourage parents to communicate regularly with classroom teachers, and to make appointments to discuss their child's progress at any time.
- Involve students in their learning using a range of tools, strategies and approaches.
- Encourage students to set learning goals and support students to monitor, direct and regulate actions towards the learning goal.
- Provide timely, effective feedback to students in relation to their learning.

Learning Statement: Rigorous assessment practices are part of the teaching and learning cycle

At St James we....

- Ensure that assessment reflects the curriculum taught according to mandated standards
- Ensure that assessment is focussed on growth
- Provide feedback that is constructive and practical leading to further learning
- Design appropriate assessment tasks and provide timely feedback
- Engage in reflective teacher practice to improve student learning outcomes
- Assess for learning (Prior knowledge), as the students are learning, and of the learning (Summative)
- Closely monitor students' learning progression
- Ensure that assessment is transparent, inclusive and responsive to our learners' needs
- Gather evidence that will inform and drive teaching and learning (formative)
- Use an ongoing process that is both summative and informative.
- Use a number of tools, strategies and approaches infused across all learning areas and capabilities.
- Use a variety of assessment practices to gather detailed knowledge about students to be used in focused teaching
- Include a number of contexts into units of work and use a criteria for process, product and performance.

EVALUATION

This statement was developed in 2017 by the staff.

This statement will be reviewed as part of the school's four-year School Development Plan.

