



LUMEN CHRISTI
PRIMARY SCHOOL

ASSESSMENT POLICY

RATIONALE

At Lumen Christi School, assessment is both formative and summative, informing for the ongoing learning needs of the student. Assessment in its many forms drives our ongoing teaching and planned learning experiences and informs the student, the parent and the school about the student's demonstration of learning outcomes.

SCRIPTURAL CONTEXT

"Some seed fell on good soil, and when it grew, it produced fruit a hundred fold."
Luke 8: 8.

POLICY STATEMENT

At Lumen Christi Assessment is the purposeful, systematic and ongoing collection of information about students' knowledge and understanding of skills, values and essential learning. Assessment provides feedback to students and valid information to parents and teachers.

GUIDELINES

POLICY GUIDELINES	GUIDELINE INDICATORS
<p>For Assessment to be effective, it should:</p> <ul style="list-style-type: none">• Be an integral part of the learning and teaching process.• Be valid and reliable.• Take account of individual learners.• Reflect current knowledge of child and adolescent development.• Reflect social justice principles.• Be varied and comprehensive.	<p>Assessment for improved student learning and deep understanding will take the form of:</p> <ul style="list-style-type: none">• Assessment FOR learning – when teachers assess current student learning and plan experiences that build on these• Assessment AS learning – when when students reflect on and monitor their progress to inform their future learning goals. Will incorporate feedback from peers and teachers.• Assessment OF learning - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.• Teachers will plan assessment tasks as part of the planning of a unit of work.

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<ul style="list-style-type: none"> • Provide opportunities for students to take responsibility for their own learning. • Provide opportunities for students to monitor and reflect upon, their own progress. • Reflect current educational practice. • Teachers will use evidence from assessment tasks to inform reporting to parents and students. 	<ul style="list-style-type: none"> • Validity will be assured by assessment protocols, such as moderating being utilised at the appropriate time to ensure accuracy of results; • Assessment will be appropriate to, and sensitive of, the needs of the student including cultural background, disability, geographical location and gender. • A variety of assessment strategies will be utilized to assist in reviewing students' progress, thereby providing multiple sources of information about student learning needs and achievement. • The National Assessment Program will form part of the school assessment at appropriate year levels. • Self and peer assessment strategies will be utilised to encourage students to reflect upon their own learning. • Cumulative records will be maintained in a manageable system for each student in all learning areas.

REFERENCE MATERIALS:

School Vision and Mission Statements
 School Teaching and Learning Policy
 Australian Curriculum in Victoria (AusVels) (2014)

Reviewed and Ratified: July 2014

Next review Year: 2019