



# ST. PATRICK'S PRIMARY SCHOOL

## MATHEMATICS ASSESSMENT POLICY

### **Rationale**

Most Mathematics lessons are made up of a tools session, a whole class focus, small group work (generally based on ability), student share time and finally a teacher summary. Assessment practices and tools used by teachers are used as a vehicle for Mathematics teaching and learning by showing evidence as, of and for the learning. Monitoring and assessment should connect naturally with what has been taught and what will be taught. This is achieved through the use of a range of assessment strategies and classroom experiences.

### **Assessment**

At St Patrick's, it is recommended that assessment strategies be built into an assessment schedule to facilitate continuous monitoring and assessment of student's mathematical skills and understandings.

### **Definitions**

#### ASSESSMENT "AS" LEARNING

Students are independent, reflective learners and show evidence of their learning by:

- Setting Learning Goals
- Using both individual and class Reflective Journals
- Understandings are displayed on Mathematics Walls

#### ASSESSMENT "OF" LEARNING

Professional judgments about student achievement are formed by:

- Evidence collected that demonstrates an acquisition of skills and understanding that have been set by the teacher when planning units of work in accordance with curriculum documents.
- NAPLAN data received
- PATM Data collected
- Mathematics Interview data collected
- Writing formal reports to parents biannually
- Pre and post term testing in line with the term planners

## ASSESSMENT “FOR” LEARNING

Teachers to use data to drive their teaching by:

- Administering pre-assessment task to ascertain the point of need in individual’s learning and differentiating instruction accordingly.
- Keeping observational records of student achievement to be used when planning for future sessions.