

## Assessment and Reporting Policy

### Background

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students. Quality assessment forms a foundation upon which:

- Teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning.
- informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen.

Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

At Huntingdale Primary School we undertake a range of student assessment and reporting activities to support student learning. We document how we will assess student learning including:

- **Formative assessment** is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?
- **Summative assessments** usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively, since they can inform future planning for student learning.

Comprehensive **reporting** covers three major areas:

- Reporting to parents (e.g. Student reports)
- Reporting to the local community (e.g. Annual reports)
- Reporting systemic improvement (e.g. National reports).

### Purpose

To ensure:

- Huntingdale Primary School's Assessment and Reporting practices are compliant with Department of Education and Training (DET) policies and procedures.
- Teachers use a range of assessment strategies to support and assess student learning.
- Parents have an understanding of their role in the assessment and reporting process.
- Students have a voice in the assessment and reporting process.
- Maintain the DET values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.



## **Implementation**

- The Principal has the overall responsibility of implementing the Assessment and Reporting policy at the school.
- The Principal will delegate the role of Assessment and Reporting to a member of staff as part of their role statement.

## **Assessment**

- The school will assess students using the Victorian Curriculum F-10.
- The school will keep an up-to-date Assessment Schedule focusing on literacy and numeracy. It will be updated and reviewed. It will include a mixture of:
  - Mandated DET assessments (e.g. NAPLAN, Foundation School Entry Assessments)
  - Standardised tests/assessments (e.g. Fountas and Pinnell, Essential Assessments, PAT Test)
  - Other assessment tasks deemed important by teachers.
- Assessment results will be kept in a range of forms in the school. (e.g. hard copy, recorded on Grade Xpert)
- Assessment will include moderation between teachers of common student assessment tasks to ensure consistency and fairness.

## **Reporting**

### ***See Saw***

- The school will use the See Saw app as a platform to share student work samples to show parents a progression of learning throughout the term. This will support the assessment and reporting process.
- Students should post at least one work sample per week. They can choose more work samples if they wish.

## ***Student Reports***

- Student report will meet the requirements made by DET.
- A staff member will coordinate building the report template.
- Student report for parents are produced twice yearly to:
  - Provide parents with a clear picture of their child's progress.
  - Report student achievement against the Victorian Curriculum in Foundation to Year 10.
  - Report student progress against an individual education plan for students on the PSD Program.
  - Report student progress in the Japanese Immersion Program
  - Report student progress in English as an Additional Language (EAL)

## ***EAL Students***

- The English language proficiency of EAL students will be assessed using the Victorian Curriculum F-10 EAL.
- The length of time during which a student will be assessed against the EAL standards depends on many factors, such as the existing English language proficiency of the student, the number of years of schooling completed, level of literacy in their first language and background experiences.
- If a teacher's assessment of an EAL student against the English achievement standards places the student well below their peers, and the student still requires substantial support in learning English as an additional language, then teachers should continue to use the EAL standards.



- It is not appropriate for an EAL student to be assessed against the English standards in one mode, such as Speaking and Listening, and the EAL standards in other modes. While the oral language proficiency of an EAL student may appear to correspond to that of their peers, the demands of the curriculum become more complex as students progress through the year levels, and these students can struggle to cope with the academic requirements of the English curriculum.
- Once an EAL student has reached the end of their respective A, B or C pathway and achieved the standard in all three language modes of Speaking and Listening, Reading and Viewing and Writing, they can be transferred to the Victorian Curriculum F-10 English for assessment and reporting purposes

**IEP's**

- Individual Education Plans (IEP's) will be developed for students who are achieving 6 months below or 1 year above the expected level. These will include school and home activities to support the student's learning. They will be discussed each term with parents and a copy sent home.
- Individual Education Plans will be developed for all students on the PSD Program and reviewed each term. This meeting will include the teacher, parent and PSD Assistant. These can replace other interviews.
- See the Student Support Policy for more detailed information.

**Parent Teacher Meetings**

- Parent Teacher Communication Meetings will be offered at least twice yearly so that parents, teachers and students can discuss learning and collaboratively set goals for future learning. These will take a variety of forms (e.g. Parent information nights, formal parent/teacher interviews, student led sharing, Go public displays of inquiry work)
- The school will ensure that parents are notified about Parent Teacher Meetings (e.g. Operoo) offering a range of options for interviews (e.g. times, telephone interviews, interpreters if needed). Reminders of interview days will be placed in the school newsletter and on Operoo.

**Other**

- Student files will be kept and maintained by classroom teachers. They will include a copy of student reports and assessment information which will be passed to the next teacher throughout a student's education at the school.
- Assessment information must be formally recorded for every student on CASES21 in June and December. The school IT technician and office staff will ensure this is completed.
- The school will produce an Annual Report for the school community using the DET template. It will be available on the school website as well as the school's Annual Implementation Plan (AIP) and Strategic Plan.

**Evaluation**

A range of data and reports will be used to evaluate this policy including:

- Victorian Curriculum student achievement data
- NAPLAN achievement data
- Annual Report
- Victorian Government Schools Performance Summary and Panorama Reports

**Document Status**

Reviewed	School Council Ratification	Next Review
July 2018	14 <sup>th</sup> August 2018	14 <sup>th</sup> August 2021
June 2021 Principal & Staff	N/A	June 2024

