

Assessment and Reporting Policy



HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact the school office.

PURPOSE

To:

- Explain to parents Huntingdale Primary School's policy and processes in relation to assessment and reporting including parent participation and student voice.
- Ensure Huntingdale Primary School's Assessment and Reporting practices are compliant with Department of Education policy
- Maintain the DET values of leadership, respect, responsiveness, human rights, integrity, impartiality and accountability.

SCOPE

This policy applies to all students F-6.

POLICY

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).

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 DE assessments (e.g. NAPLAN, Foundation School Entry Assessments-English Online Interview and Mathematics Online Interview)
 - Standardised tests/assessments (e.g. Essential Assessment, 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, Google Drive and 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 reports will meet the requirements made by DE.
- A staff member will coordinate creating the report template.
- Student reports 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 English as an Additional Language (EAL)
 - Report student progress in bilingual Japanese Literacy.



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 Tier 1 and 2 students requiring support via the Disability Inclusion Program and reviewed each term. This meeting will include the teachers, parents, student (as required) and other professional involved with the student (as required)
- Some Tier 1 students who cannot fully access the Victorian Curriculum at their level will be reported against the goals in the Individual Education Plan every 6 months.
- 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, video conferencing, telephone interviews, interpreters if needed). Reminders of interview days will be placed in the school newsletter and on Operoo.

Other

- 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 DE template. It will be available on the school website as well as the school's Annual Implementation Plan (AIP) and Strategic Plan.



COMMUNICATION

This policy will be communicated to our school community in the following ways:

- Available publicly on school website
- Included in staff induction processes
- Included in our staff handbook/Key Documents Folder
- Hard copy available from school administration upon request

RELATED POLICIES AND RESOURCES

- the Department's Policy and Advisory Library (PAL):
- <https://www2.education.vic.gov.au/pal/assessment-student-achievement/policy>

POLICY REVIEW AND APPROVAL

Policy last reviewed	June 2024 August 2021 July 2018
Approved by	Principal
Next scheduled review date	June 2027