

ASSESSMENT & REPORTING POLICY

RATIONALE:

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

AIM:

To outline Findon Primary School's assessment and reporting of student achievement across Foundation to Year 6.

IMPLEMENTATION:

- Findon Primary School is guided by a Cycle of Assessment to ensure there is ongoing assessment of each student's performance, which includes a combination of formative and summative assessment
- **Formative assessment** is any assessment that is used to improve teaching and learning. It is timely and ongoing. 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 can also be used formatively, since they can inform future planning for student learning
- Types of assessments students engage with include multiple sources of data that form a rich and robust illustration of student learning, including formal assessment tasks, common assessment tasks, teacher checklists, student work samples and pre/post assessments and observations. Data collected is evidence informed
- Assessment practices are embedded into the school curriculum program and evident in term and weekly planning documents
- Student performance is assessed against the Victorian Curriculum F-10 achievement standards. Students may be assessed against the English as an Additional Language (EAL) continuum
- Assessment information is formally recorded for students using the COMPASS online learning management system. COMPASS and other programs such as the Student Performance Analyser (SPA) may be used to analyse data further. Student performance is monitored by the Team Data Manager, and used in Professional Learning Communities (PLCs), to reflect on teaching practice, where teaching staff work through the improvement cycle of evaluating the current situation, setting goals, developing a plan of action and implementing and monitoring this plan, with a focus on improving student outcomes.

- Teacher judgements on learning and those included in student reports are based on professional learning and sound evidence, and teachers' shared understanding of the standards that apply. Triangulation of data through moderation, Common Assessment Tasks, and other diagnostic testing are taken into consideration to determine an accurate Victorian Curriculum achievement standard
- Teachers, parents/caregivers and students have access to accurate information about student performance through COMPASS learning tasks, ongoing feedback, rubrics, student reports and family/teacher discussions. Student samples of work form an online portfolio and evidence of learning
- Each year parents/caregivers are provided with two opportunities to meet to discuss their child's learning and two written reports on student achievement, indicating progress against appropriate Victorian Curriculum achievement statements in all key learning areas. There are also a number of additional opportunities to discuss student learning throughout the year at parent and/or teacher request for all children. Students where English is an additional language may be assessed against the EAL Continuum and interpreters are made available to support families to meet to discuss student learning. Opportunities are provided for ongoing communication between student, parents/caregivers and teachers throughout the year including structured interviews and informal processes
- All Foundation students participate in the English Online Interview (EOI), Maths Online Interview (MOI) and Concepts about Print (CAP) at the commencement of the Foundation year, as per mandated Department of Education (DET) guidelines, and this is completed within the DET specified timeline. This is a one to one interview between the teacher and student, which assesses students against the three modes of English (Reading and Viewing, Writing, and Speaking and Listening) and the domain of Mathematics. Year One and Two classes may use this interview on an optional basis
- Students in Year 3 and Year 5 participate in the National Assessment Program for Literacy and Numeracy (NAPLAN) and parents/caregivers receive a written report
- The school provides all required performance data to DET and the community by means of an annual report
- The formal assessment and reporting process follows a timeline for each semester

EVALUATION:

This policy shall be reviewed as part of the three year policy and process review.

REFERENCES:

Victorian Curriculum F-10

<https://victoriancurriculum.vcaa.vic.edu.au/>

EAL Companion

<https://www.education.vic.gov.au/school/teachers/support/diversity/eal/continuum/Pages/default.aspx>

Cycle of Assessment

English Online Interview (EOI)

Math Online Interview (MOI)

Concepts about Print (CAP)

NAPLAN

Findon PS Semester One Reporting Timeline

Findon PS Semester Two Reporting Timeline

COMPASS

Victorian Curriculum F-10 Revised Curriculum Planning and Reporting Guidelines