

ASSESSMENT POLICY



PURPOSE

Assessment and reporting is an integral part of teaching and learning. Romsey Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

The 'Practice Principles for excellence in teaching and learning' developed by the Department of Education and Early Childhood Development (DEECD) outline effective assessment as:

"Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning."

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/principlespolt.aspx#link7>

GUIDELINES

- Assessment and reporting practices of the school are transparent, fair and valid and take account of an individual's right to privacy and confidentiality.
- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.
- Reporting on student progress shall be constructive, positive and informative with an emphasis on the student building upon developing their skills, abilities and attitudes to learning.
- Pre and post testing is supported by ongoing assessment throughout a unit of teaching and learning; both *summative* (evidence gathered at the conclusion of a unit) and *formative assessment* (evidence gathered throughout the unit).
- Students will receive frequent, constructive feedback that supports further learning.
- The teacher will make assessment criteria explicit, and where possible provide input from the students.
- Assessment practices of the school encourage reflection and facilitate opportunities for self-reflection.
- The teacher uses evidence from assessment to inform planning, teaching and further learning.
- All students are assessed against the Victorian Curriculum set out by the Victorian Curriculum and Assessment Authority.
- The Victorian Curriculum F–10 sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.
- The Victorian Curriculum F–10 incorporates the Australian Curriculum and reflects Victorian priorities and standards.

- Students with additional learning needs, such as those funded under the Program for Students with Disabilities (PSD) or DI (Disability Inclusion) will receive assessment and reporting judged against their Individualised Learning Plan (ILP) using the ABLES assessment.
- The families of students on the PSD or DI will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term. A handover meeting will also be held at the conclusion of each year.
- Students who are performing at least 18 months below the expected standard will be provided with an ILP. Communication will be made with parents in regards to this ILP to determine personalised learning goals and appropriate levels of learning support required for the particular student.
- The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5.

IMPLEMENTATION

STUDENT FILES AND RECORDS

- Each child has a 'Student File' on Sentral in which relevant assessment and reporting documentation is placed. The file contains documented evidence of the student's learning whilst a member of the school community. All 'Student Files' are to be archived in accordance with DEECD guidelines and the Public Record Office of Victoria (PROV). These guidelines surrounding these records are based upon the life-spans that are determined by standards issued under the 'Public records Act 1973.'

REFERENCE:

DEECD Records and Information Management

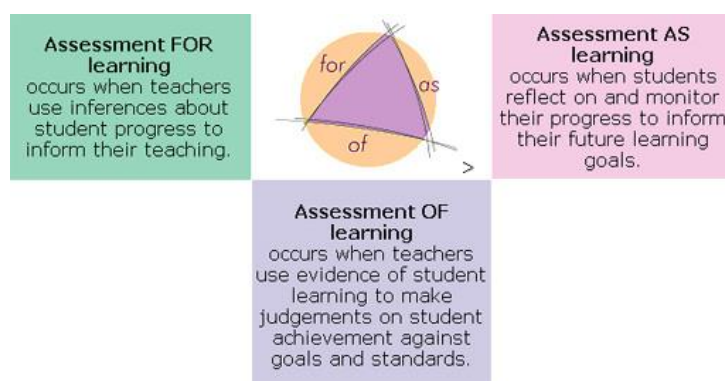
<https://www.education.vic.gov.au/school/teachers/management/pages/records.aspx>

DEECD Records and Archives Management

<https://www.education.vic.gov.au/school/principals/spag/governance/pages/archives.aspx>

THE ASSESSMENT PROCESS

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning. Assessment for improve student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes, being:



1. Assessment **FOR** learning – occurs when teachers use evidence and inferences about student progress to guide and inform planning and teaching.
2. Assessment **AS** learning – occurs when students reflect on and monitor their progress to inform their future learning goals.
3. Assessment **OF** learning- occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

PARENT TEACHER INTERVIEWS AND END OF SEMESTER REPORTS

- In addition to documented 'End of Semester' reports, families are offered two formal opportunities to meet with their child's teacher:
 1. A "Getting to Know You' meeting in Term One; at which the child's preferred learning styles, areas of strength and scope for improvement are discussed and documented.
 2. A *mid-year 'Student Led Conference'* in Term Three; at which the student presents their work and reflects upon their learning in an open discussion with their family and the teacher. The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's '*End of Semester Report.*'

In addition to the above- mentioned formal meetings, teachers are available to meet with families as required throughout the year.

At the end of the year, an '*End of Semester*' written report is provided to the family.

STUDENT TRACKING DATA BASE

The school utilises an electronic student assessment tracking, analysis and reporting tool known as Compass which is used to track all student growth and has the capacity to produce detailed reports which can be broken down into domains, standards, student cohorts and individualised growth.

In addition to tracking student assessment and reporting, Compass is utilised to track student's welfare and wellbeing.

ASSESSMENT AND REPORTING TIMELINE

Each year staff will be consulted to assure that the 'Assessment and Reporting Schedule' is relevant, up to date and meets the current teaching and learning needs of the school.

As part of the Assessment and Reporting Schedule, at least two sessions of whole-school moderation will occur each year in the domains of English and Mathematics.

REALTED POLICIES

Curriculum policy.

REVIEW CYCLE

This policy was last updated on June 2024 and is scheduled for review in June 2027