

## KEW PRIMARY SCHOOL 1075

### ASSESSMENT AND REPORTING POLICY

#### RATIONALE

Accurate and comprehensive assessment and reporting of school and student performance aids communication, helps to improve student learning, enhances the link between teacher, student and parent, and provides guidance in establishing directions. Schools are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.

#### AIMS

- To assess and report school and student performance accurately and comprehensively.
- To improve student learning by determining areas of need.

#### IMPLEMENTATION

- Assessments will be used to identify teaching directions.
- Teachers are to include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes such as Achievement Improvement Monitor (AIM) and school entry assessment tests.
- Teachers will develop a system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in relation to VELs and other school programs.
- Teachers will participate in moderation to ensure consistent judgements are made.
- Teachers will assess and report on the achievements of students with disabilities and impairments in the context of VELs. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Individual learning plans will be written for targeted students in consultation with parents and, where appropriate, with others with specific expertise.
- A learning portfolio will be completed by each student every semester. A learning portfolio is a compilation of evidence used for the purpose of evaluating students knowledge, skills and accomplishments. A portfolio may contain hard copy samples of student work, as well as digitally recorded evidence. Student work samples are selected to provide evidence of student participation and progression across all areas of the curriculum.
- The learning portfolio will be sent home with the written report at the end of semester 1 and 2. At the end of the year students will keep the learning portfolio.
- The school will provide parents with at least two written reports on student achievement, consistent with departmental guidelines.
- Written reports will include a summary of the curriculum program for the student's class, achievement in relation to VELs standards in relevant domains and dimensions, as well as including attitude, participation, extra-curricular activities, social skills and additional assistance where appropriate.
- Teachers will provide parent/teacher meetings throughout the year. Parents will be provided an opportunity for an introductory interview early in term one, and an interview after the mid-year. Where necessary, interpreters will be provided. Interviews will be conducted on a needs basis.

- The school will provide information for parents on VELs, AIM, the school's report format, and the Learning Portfolio.
- The school will provide all required performance data to DEECD and the community by means of the annual report.

#### **EVALUATION**

- This policy will be reviewed as part of the school's three year review cycle.

Reference: <http://www.education.vic.gov.au/studentlearning/assessment/default.htm>

*This policy was last ratified by School Council on November 2007*