



## ASSESSMENT AND REPORTING POLICY

### Rationale

- Schools undertake a range of student assessment and reporting activities to inform and support student learning.
- Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.
- Assessment is the ongoing process of gathering, analyzing and interpreting, using and reflecting on data to make informed and consistent judgements about student learning.
- Assessment is used to measure growth in relation to the Victorian Curriculum and the five essential elements of the International Baccalaureate-Primary Years Program (IB-PYP).
- The [Insight Assessment Platform \(Insight\)](#), an Education State initiative, is aimed at helping teachers assess the progress of all learners and support more targeted teaching practices.
- Insight aims to enable high quality assessment and feedback that will inform teacher planning for the next steps in a student's learning as they continue to make progress along the learning continuum.
- Insight is the new home for the Department's collection of quality online assessment tools, all aligned to the Victorian Curriculum F–10.
- Schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

### Purpose

- To ensure Kew Primary School is aware of the policies and procedures for the preparation of reports on student progress and achievement for parents/carers or the community.

### Definitions

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress.
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

The essential elements of the IB-PYP:

- **knowledge**, which is both disciplinary, represented by traditional subject areas (language, maths, science, social studies, arts, PSPE) and transdisciplinary
- **concepts**, which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas

- **skills**, which are the broad capabilities students develop and apply during learning and in life beyond the classroom.
- **attitudes**, which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB Learner Profile.
- **action**, which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

## Implementation

- The school recognises the profound influence assessment has on the motivation and self-esteem of students and are crucial influences on learning.
- Assessment is based upon an understanding of how students learn.
- The school has developed a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum and the essential elements of the IB-PYP.
- The Leadership team ensures that all IB-PYP and DET requirements are met for assessment and reporting across the school.
- Record keeping guidelines and student file information will be consistent across the school and regularly updated.
- Throughout the school, student reflection and self-assessment strategies will be implemented to involve students in their own goal setting and learning. Student self- assessment and peer-assessment is an integral part of authentic assessment across the curriculum.
- Assessment will be incorporated into all aspects of planning and daily classroom practices. In addition to the Assessment and Reporting Schedule, teachers conduct ongoing assessment, as well as informal assessment, such as anecdotal notes, in consultation with team members.
- Assessment of student prior knowledge and understandings occurs prior to any new learning to ensure all students' needs are met.
- Teams of teachers are expected to develop and utilise a range of tools for use in different contexts that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt.
- The assessment program may include assessment tools such as:
  - Online English Interview
  - NAPLAN
  - PAT Maths and PAT Vocabulary and PAT Comprehension
  - Essential Assessment
  - Self-reflections and Peer-reflections
  - Annotated writing samples
  - Co-constructed Rubrics
  - Goal setting and conferences
- The school may also select from the range of assessment tools available on Insight.
- Students are provided with regular and timely feedback to inform and improve their learning.
- To ensure consistent teacher judgements, the process of moderation occurs throughout the school at designated staff meetings and at collaborative team planning meetings.
- Parents will receive a formal written report at least twice yearly.
- Parent Teacher Conversations are held at the beginning of Term 1, as well as Student- led Learning Conferences occurring in Term 3. Interviews at other times may be arranged at a mutually convenient time, as required.
- Ongoing feedback to parents and carers, as well as students, is provided through Learning Tasks which are distributed regularly throughout the semester via Compass.
- Professional Learning Team meetings are used to discuss individual student and cohort data across year level teams and the school. Strategies to improve student outcomes are discussed and individual Learning Plans may be written for students identified at risk.
- Individual Learning Plans will be developed for students requiring additional support in accordance with DET guidelines. These documents will establish achievable goals – Abilities Based Learning and Educations Support (ABLES) goals – stating the student's strengths and targets for their future learning as well as home and school activities that will complement this. This plan will be negotiated (where appropriate) between student, teacher and parents/carers prior to and during including the course of

the year.

- Individual Learning Plans may also be written for students requiring extension programs.

## Evaluation

- This policy, first developed in this format in April 2019, will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update late June 2018).

This policy was ratified by School Council October 2019

Reference:

[www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx](http://www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx)

<https://www.ibo.org/programmes/primary-years-programme/curriculum/written-curriculum/>