

Rationale

Assessment and Reporting arrangements the school makes supports consistent assessment practices and highlights consistent method for reporting student learning. Assessment practices provide valuable information in regards to student learning and informs planning of curriculum. It aims to guide the reporting process in which student reporting data can be used to inform learning to students, parents, teachers and the wider school community including the Department of Education (DET).

Definitions

Assessment:

Assessment includes any assessment completed within the class- it can include tests and classroom work. Assessments should reflect the curriculum standards or student individual learning goals. Assessment is considered an ongoing process used in order to evaluate and provide feedback on student learning.

Reporting:

Reporting communicates information about student learning and achievement. Reporting processes aim to provide information to relevant members of the community including students, parents, teachers, local community members and DET.

Implementation

Assessment:

1. An assessment schedule and an implementation guide is designed and reviewed yearly detailing relevant assessment that needs to be completed by teachers over the course of a school year.
2. Teams of teachers will collaborate to design appropriate assessment practices aimed at gaining ongoing information about student progression. This should inform future teaching.
3. An emphasis on formative and ongoing assessment practices will guide curriculum planning and ensure students are able to show growth against curriculum standards or Individual Learning Goals.
4. Students in Year 3 and 5 will undertake NAPLAN tests
5. Students in Prep- Year 6 will undertake Math online and Prep – Year 2 English online assessments.
6. Students in Years Prep-6 will undertake regular PAT testing across Math and English
7. Students will be assessed against the Fountas and Pinnell benchmarks to determine their reading skills and inform teacher planning of reading curriculum on an ongoing manner. This will accompany reading conferences and the setting of reading goals.
8. Teams of teachers will also design formative assessments throughout the teaching of units of work.

Reporting:

1. Wedge Park Primary School will comply with all DET guidelines about student reporting in specific subject areas.
2. A Semester report with student achievement data reported against curriculum standards and a student portfolio of work will be shared at the end of each semester. This will include samples each from the English and Math Curriculum and 1 from every other curriculum area undertaken that Semester.
3. Accompanying the first semester report, parents will be involved in a parent/teacher interviews to discuss students learning progression.
4. Students with additional learning needs will have individual learning goals that will guide reporting practices.
5. Students on the Program for Students with Disabilities (PSD) will have individual learning goals.
6. English as Additional Language students will also be assessed and reported against the EAL continuum as set by Victorian Curriculum and Assessment Authority.
7. Ongoing assessment practices and regular moderation informs teachers reporting practices.

Further Information and Resources

Links which are connected with this policy are:

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

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reportsparents.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reportsreqs.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/reports.aspx>