

**Victoria Road Primary School**

**Assessment and Reporting Policy**

**Basic Beliefs:**

Schools undertake a range of student assessment and reporting activities to support student learning. Ongoing assessment including the monitoring and recording of students’ performance is an integral part of teaching and learning.

**Aims:**

* To regularly inform parents/carers about their child’s progress at school
* To improve student learning by accurately determining current performance as well as areas of future need and development and/or additional assistance
* To identify students who require greater challenges or additional support
* To allow students to confirm what they have learned where improvement may be needed
* To provide a basis for program evaluation and continuing curriculum improvement
* To develop a sense of partnership in learning among parents/carers, teachers and students
* To regularly provide appropriate reports to the community.

**Guidelines for Actions:**

* Student reports for parents/carers are confidential documents that the school will produce at least twice a year
* In addition to producing student reports the school will offer a parent teacher conference to discuss the student’s progress

# All assessment and reporting will be undertaken within DET guidelines

* The assessment of a student will begin at enrolment and be ongoing with cumulative records of individual student achievement maintained
* Assessment will include a variety of informal and formal tasks
* The school will have an annual assessment and reporting schedule.

**Implementation:**

* The school will design curriculum, assess and report student progress based upon informed on-balance judgements against Victorian Curriculum achievement standards
* A whole-school assessment schedule will provide teachers with a framework for assessment
* The summary statements provided by pre-schools each year will be used to assist teachers to plan for the incoming students in the Foundation year
* At the start of each year all Prep students will be assessed using the English Online interview
* The school will provide parents/carers with information about the Victorian Curriculum, Student Reporting, NAPLAN and other external assessment
* The school will provide parents/carers of students in Years Prep to 6 confidential Student Reports (a minimum of twice a year) to show student progress and achievement at the time of reporting, give clear individualised information about progress against the achievement standards and identify the student’s areas of strength and areas for improvement
* Reports will include information about the age-related expected level of achievement except in specific instances for individual students where this has been determined unnecessary by the school in partnership with parents/carers
* There may be specific instances where a school decides in partnership with an individual student’s parents/carers that is unnecessary to provide a report for that student
* The school will provide an Annual Report to the school community as well as provide information for National Reports
* Any international students enrolled at the school will be effectively monitored for student performance (including any academic progress issues, accommodation and welfare issues or absences from school and homestay accommodation) with a documented intervention

 strategy implemented where academic progress is at risk of failing to meet

 minimum Student Visa requirements.

**Assessment**

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

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

* Assessment **for** learning – occurs when teachers use inferences about student progress to inform their teaching.
* Assessment **as** learning – occurs when students reflect on and monitor their progress to inform their teaching.
* Assessment **of** learning – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards
* Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. This will be a mix of summative, formative and ongoing assessments
* Assessment will be ongoing and include a wide variety of assessment tools. These may include assignments, tests, projects, portfolios, observations, discussions, self and peer assessment, online interviews and standardised testing processes
* Students in years 3 and 5 will undertake the National Assessment Program – Literacy and Numeracy (NAPLAN).
* Consistency of teacher judgements will be strengthened by the school’s teams who will plan specific tasks for review, evaluation and moderation to meet the ongoing and changing needs of students.
* Using a sequential system of maintaining comprehensive student’s records, teachers shall maintain a variety of written records on each student to guide them in the assessment process. This information will be passed on to the student’s next teacher/school
* Individual files will be maintained on children with special needs and will include relevant medical and student services assessments, written reports, profiles and minutes of relevant meetings (e.g. Student Support Group meetings)
* Students who have English as their second language may where appropriate, have their progress in English reported against the EAL (English as an Additional Language) Companion to the Victorian Curriculum
* Individual Education Plans will be developed for students performing above and below the expected Victorian Curriculum levels including PSD students (Program for Students with Disabilities) Aboriginal and Torres Strait Island students and students living out of home.
* The school will collect, collate and analyse whole school data to identify future teaching and learning directions.

**Reporting**

Comprehensive reporting will cover three major areas:

* Reporting to parents (student reports)
* Reporting to the local community (annual reports)
* Reporting systemic improvement (national reports)

Formal and informal reporting to parents will take place on a regular basis and include:

* Parent Information sessions in February each year.
* Parent and teacher discussions early in Term 1 and at the conclusion of semester one or as deemed necessary by either party.
* Parents of PSD students (Program for Students with Disabilities) will meet with teachers and where appropriate, other support staff once per term.
* Formal Student Reports will be provided at the end of semester one and semester two.
* Parents/carers of students who have participated in NAPLAN will receive a written report from DET.
* The school’s Annual Report will include a School Performance Summary.

**Date ratified by School Council: 13/11/18**

**Review date: November 2021**