



GLENROY WEST PRIMARY SCHOOL 4809 ASSESSMENT & REPORTING POLICY

INSPIRE GROW ACHIEVE

Introduction

Assessment is integral to all teaching and learning at Glenroy West Primary School and is central to our goal of thoughtfully and effectively guiding students through the key elements of the learning process. It requires teachers to identify, gather and interpret information about student achievement to provide feedback on the learning process.

Aims

- Teachers use information gathered through assessment for, of and as learning to understand student learning and to support students' progress towards achieving expected goals by providing regular, constructive feedback.
- Assessment information is used to develop appropriate curriculum and pedagogy to meet students' learning needs. This practice is completed collaboratively enabling teachers to share their knowledge and understanding of assessment and of student learning requirements.
- The primary purpose of reporting is to improve student learning. In order to do this the reporting process is an integral part of the teaching and learning process. It should enable students to develop their capacity to reflect on their learning, their successes and areas for further learning and hence assist their development as independent, life-long learners.

Policy Statement

The aim of assessment at the school is to enable students to develop and demonstrate their potential. Assessment can be used for a number of key purposes, including to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a program
- provide evidence of satisfactory completion of a program
- report on the achievement of each students at the end of a program
- report on the achievement of each student

All students across the school are assessed for learning using a variety of assessment strategies and tools that include both summative and formative approaches. It is good teaching practice to gauge what it is that students have grasped – and what else they should know or be able to do.

All students are expected to adhere to the highest standards of personal honesty and integrity in their work. Submissions to teachers must be original or correctly referenced and any violations of this policy will have serious consequences.

Implementation

Assessment:

1. The Whole School Assessment Schedule provides the basis for school wide assessments. In February nominated assessment tools provide strong diagnostic information, which will inform initial teaching for the year.
2. On entry to school all Prep students will be assessed on the School Entry Assessment as required by DET. A Literacy and Numeracy Interview is also conducted to pinpoint strength areas and levels of entry behaviour.
3. All year one students are assessed using the Literacy Interview as required by DEECD
4. National Assessment Program - Literacy and Numeracy (NAPLAN) is used to assess all year 3 and year 5 students, as required by DET.
5. Class diagnostic assessment results are forwarded to the Principal or Assistant Principal for discussion at regular welfare meetings in order to ascertain students who may require additional support or extension outside the classroom.
6. A range of assessment processes are incorporated into the learning program in order to inform teaching and monitor the progress of individual students.
7. A selection of assessment pieces.

Reporting:

8. Three Way 'Get to Know You Interviews' will be held in first term - (parents, teachers, students)
9. Level 3 and Level 4 students will be involved in Student Led Conferences (parents, teachers, students) mid year. (See essential agreement on Student Led Conferences and Three Way Interviews)
10. Written reports to parents occur twice yearly and include information on student's achievement in relation to Australian Curriculum / Victorian Essential Learnings and The Primary Years Program standards.
11. Reports communicate information in relation to current student achievement, future learning for the student and how their parents can assist them in the learning process.
12. Reports are completed electronically using GradeXpert.
13. The ICT Co-ordinator in consultation with the management team, organises the reporting timeline and maintains relevant databases and report templates.
14. In addition to formal reporting processes, teachers are available to meet with parents to discuss their child's progress on request.

General principles of assessment

The general **principles** on which all assessment is based are made explicit in this section of the policy; the **expectations** in relation to each principle are described briefly.

Assessment will be reliable

Reliability refers to the need for assessment to be accurate and repeatable. This requires clear and consistent processes for the setting, marking, grading and moderation of assignments.

Assessment will be valid

Validity ensures that assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes.

Information about assessment will be explicit and accessible

Clear, accurate, consistent and timely information on assessment tasks and procedures will be made available to students, staff and other external assessors or examiners.

Assessment will be inclusive and equitable

Inclusive and equitable assessment will ensure that tasks and procedures do not disadvantage any group or individual.

Assessment will be relevant to the program aims and outcomes

Assessment tasks will primarily reflect the nature of the discipline or subject but will also ensure that students have the opportunity to develop a range of generic skills and capabilities.

The amount of assessed work required will be manageable

The scheduling of assignments and the amount of assessed work required will provide a reliable and valid profile of achievement without overloading staff or students.

Formative and summative assessment will be included in each program

Formative and summative assessment will be incorporated into programs to ensure that the purposes of assessment are adequately addressed. Many programs will also wish to include diagnostic assessment (see glossary for definition of terms).

Feedback will be an integral part of the assessment process

Students are entitled to feedback on all (submitted) formative and summative assessment tasks. The nature, extent and timing of feedback for each assessment task should be clear to students in advance.

Each program will include a variety of assessment types

Variety in assessment allows a range of learning outcomes to be appropriately assessed. In addition varied assessment tasks support a range of approaches to learning and ensure that accessibility is planned for and addressed.

Procedures for implementing the assessment principles

The School has adopted **Guidelines for Assessment and Reporting** in each sub-school to support this policy. It describes procedures that will ensure that the policy is implemented effectively. Teaching Teams will be expected to reflect the policy's purposes, principles and procedures in their own strategies.

Beyond this expectation, teaching teams are encouraged to adopt distinctive assessment approaches that reflect the nature of the discipline or program and the requirements of external reference points (including subject benchmarks). Within the framework described by the policy and implementation strategy, diversity and innovation are encouraged.

Responsibility for assessment

The day to day responsibility for assessment lies collectively with teachers and teaching teams.

Principal Class, Leading Teachers, Curriculum Teams, External Examiners and Teachers have significant responsibilities for the security of assessment processes and for maintaining standards on particular programs.

Responsibility for the School's assessment policy, procedures and regulations lies with the Teaching and Learning Team and its sub-committees.

Review and compliance

This policy forms one element of the School's strategic plan and is subject to annual processes of review.

The policy is monitored by the appropriate sub-committees of the Teaching and Learning Team to ensure that it is responsive to external and internal requirements.

Definitions

Formative assessment is designed to provide learners with feedback on progress and inform development.

Summative assessment provides a measure of achievement made in respect of a learner's performance in relation to the intended learning outcomes of a program of study.

Diagnostic assessment provides an indicator of a learner's aptitude and preparedness for a program of study and identifies possible learning problems.

References

Making The PYP Happen (p. 25-27)

MYP Area of Interaction Guide

Evaluation

1. Teacher Performance Review Program, Welfare Meetings
2. Parent surveys used to gauge satisfaction levels with the reporting procedures and information.
3. Staff Survey data.
4. Annual report, NAPLAN data.

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

This policy was ratified by School Council 22 June 2015

The policy will be next reviewed in 2018
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