



Wales Street Primary School

ASSESSMENT AND REPORTING POLICY

Policy No.1.09 (Review 2019)

Definitions

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

DEECD- Department of Education and Early Childhood Development

VC – Victorian Curriculum

IB-PYP- International Baccalaureate- Primary Years Program

NAPLAN- National Assessment Program Literacy and Numeracy

EAL- English as an Additional Language

Student Led Conference- (SLC) a student delivered presentation to parent/s to highlight the year's journey of learning, personal growth, challenges and achievements

Exhibition- is a culminating project by grade 6 students which is formally presented to parents

Rationale

Wales Street Primary School recognizes the need for accurate and comprehensive assessment of student performance.

Assessment provides data for program evaluation and continuing curriculum improvement. It also helps to identify the achievements and needs of all students.

We believe:

- Assessment is integral to all teaching and learning.
- Assessment is the ongoing process of gathering, analysing and reflecting of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process.

- Assessment identifies a learner's next point of need, diagnostically targeting their individual needs to improve student performance through informed and consistent judgement.
- Assessment is an essential part of the instructional cycle as it provides information about student learning and development, as well as a framework for planning, self-reflection, and collaboration
- .Assessment is central to the Primary Years Program [PYP] goal of thoughtfully and effectively guiding students through the five essential elements of learning:
 - The acquisition, of knowledge
 - Conceptual understanding
 - Transdisciplinary skills
 - Learner profile and attitudes
 - Action component
- The ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments, enables differentiation and collaborative planning for the varying needs of all students.
- Effective assessment practices enable staff to make balanced judgments and accurately communicate student learning and growth.

The purpose of assessment and reporting is:

- To act as a guide for planning an effective Teaching & Learning Program
 - *Assessment AS* learning occurs when students reflect on and monitor their progress to inform their future goals
 - *Assessment FOR* learning occurs when teachers use inferences about student progress to inform their teaching
 - *Assessment OF* learning occurs when teachers use evidence of student learning to make judgements on student achievements against goals and standards

- To provide meaningful and relevant feedback to students and parents on student learning achievements, strengths, weaknesses and future goals.
- To involve students in self-assessment so become increasingly responsible for their learning goals setting
- To measure the development of each child against the Victorian Curriculum
- To help plan and develop skills, attitudes, programs and resources that cater for student diversity.
- To develop a sense of partnership in Inquiry Learning among parents, teachers and students.
- To prepare an Annual Report to the school community on overall achievement of goals as set out in the School Strategic Plan and against Department of Education and Early Childhood Development expectations.

Implementation

Teachers will use a variety of assessment strategies to provide multiple sources of information about progress and achievement in relation to student learning. Data is collected according to the Assessment schedule and shared on Google Drive for discussion in teams, to inform teaching and to measure growth.

Assessment:

1. Assessment strategies will be designed to accommodate a variety of intelligences and ways of knowing.
2. Teachers will use moderation (to assess collaboratively to make an on balance judgement) processes to establish a common interpretation of the VC domains and dimensions.
3. Assessment will incorporate the five essential elements of the Primary Years Program: Knowledge, Concepts, Skills, Attitudes and Action.
4. The Learner Profile will be used as a guide for self-assessment and in assessment of social and emotional development throughout the Units of Inquiry,

5. Teachers will develop with students an individual student portfolio as an integral part of the Student Led Conference. It provides a body of evidence that reflects student achievements and progress, student self-assessments and the development of skills. Student-led conferences will be held midyear and a portfolio evening is held at the end of the year as a time for celebration of learning and reflection.
6. Portfolios are developed over time and are a visual body of evidence that supports student learning and are a tool for assessment and evaluation by student and teachers
7. Data and assessment information will be collected in Individual Student Files to track student progress over time.

Reporting:

1. The student school report will reflect achievements assessed against the standards of VC as mandated by Department of Education and Training (DET) guidelines and use language that is easily understood by parents.
2. An Information night will be organised to share information with parents in Term 1 and interpreters will be provided when necessary.
3. Parent teacher interviews will be conducted at the end of term one to provide progress feedback and future learning goals
4. Other opportunities for informal or formal discussion on student progress will be available as requested by the parent or teacher.
5. A Student Support Group (SSG) meeting is held regularly to share information and report progress related to students who participate in the Students With Disabilities program
6. Students are provided with an EAL continuum report where appropriate.
7. Students will have the opportunity to demonstrate consolidation of their learning through the participation in the PYP Exhibition in grade 6.
8. Wales Street Primary School aligns our written curriculum and assessment and reporting strategies with the philosophy of the Primary Years Program.

9. Teachers will use a reporting package approved by the DET to report twice a year to parents in term 2 and term 4
10. The Wales Street P. S. Annual Report which publishes the data from teacher judgements and state run testing each year is available to all parents in Term 2 and a summary will be posted in the newsletter.
11. As per DET guidelines:-
 - Maths online interview (prep to Grade 2) is conducted
 - English online interview (Prep) is conducted at the beginning of each school year
 - NAPLAN grade 3 and Grade 5 students is conducted annually in May. Report for Naplan is distributed to parents in October.

Resources

Compass - computer software for generating reports.

VC documents

Student Portfolios

Making the PYP Happen – IBO document

Learner Profile-IBO

Evaluation

- Parent and Staff Surveys will be conducted each year.
- Assessment and reporting processes and timelines will be reviewed annually.

Version	Edited by/Comments	Next review
2013	Ratified by School Council	2016
2016	Ratified by school council	2019
2019	Draft and to be ratified	2022

Appendix:

1. Reporting to the Community 2019

	Event	PURPOSE	How this will look	Implications
Term 1	Information Night	<ul style="list-style-type: none"> Share information about expectations of the students for the year- e.g. homework, organisation etc. To explain to parents how we operate our classrooms Slide show pro forma available 	<ul style="list-style-type: none"> 30 min presentation by class teachers in own classes/ or in small teams and 30 minutes for questions Held early- week 3 or 4 to coincide with school picnic 	<ul style="list-style-type: none"> Meeting free week Staff to conduct presentation after school Times staggered to accommodate families with 2 or more children
	Parent teacher interviews	<ul style="list-style-type: none"> Share student progress with data and forward planning Goal setting and sharing ILIP discussion if applicable Share information about the students work habits and approach to learning important information sharing between the class teacher and parents about their child 	<ul style="list-style-type: none"> Week 10 term 1 Student not present 15 minute interviews to include 5-10min teacher sharing child's progress so far and future learning. 5 min for parent to ask questions and share information about their child and their learning. 	<ul style="list-style-type: none"> no students attend teachers released for half day to conduct interviews teams scheduled interviews spread over the week not all on the one day. Meeting free week
Term 2	Reports	<ul style="list-style-type: none"> DET requirement Formal report/ Compass 	<ul style="list-style-type: none"> Last week of term End of term Sent via Compass 	All teachers to complete semester reports during term 2
Term 3	Three way conferences/ portfolios	<ul style="list-style-type: none"> Three way conference to share the learning with student/teacher and parent 	<ul style="list-style-type: none"> Week 2 of term 3 Variation of attendance day 	<ul style="list-style-type: none"> Approval from SC required

		<ul style="list-style-type: none"> • Consolidates the report judgements and evidence on progress • Goal sharing 		<ul style="list-style-type: none"> • Whole day to conduct conferences
Term 4	Portfolio night to share/ celebrate student learning	<ul style="list-style-type: none"> • Celebration of the year's learning • Informal open classroom to share the current learning journey and the Portfolio 	After school December / Christmas market night	<ul style="list-style-type: none"> • Teachers expected to attend after school open classroom 4.30-5.30 in place of meeting time.
	Reports	<ul style="list-style-type: none"> • DET requirement • Formal report to parents on student progress for the year 	<ul style="list-style-type: none"> • Sent online in last week of term • End of year final summary report of student progress • Sent online through parent portal on Compass 	All teachers to complete semester reports during term 4 and uploaded by beginning of December