



## Hughesdale Primary School Assessment & Reporting Policy

<b>Last Review Date;</b> June 2021	<b>Due for Next Review; May 2023</b>
<b>Included on Website;</b> ✓ <b>Yes</b>	<b>Authorised (Principal);</b>

### PURPOSE

This policy outlines how Hughesdale Primary meets its obligations relating to assessment of student achievement and reporting to parents across Foundation to Level 6, including English as an additional Language (EAL) students.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Quality assessment forms a foundation upon which:

- Teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning;
- Informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen.

Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

### GUIDELINES

Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.

**Formative assessment** will be used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Formative assessment is carefully considered as part of teachers' units of work/learning sequences. Formative assessment information is used by teachers and students to answer questions like: How is learning progressing? What will be learned next?

**Summative assessments** will occur at the end of a unit of work/learning sequence. They are formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments can also be used formatively, since they can inform future planning for student learning.

A whole school assessment schedule will be maintained and reviewed which identifies the what, when, how and who of assessments.

Students will receive frequent, constructive feedback that supports further learning.

The teacher will make learning intentions explicit, and where possible include student voice and input.

All students are assessed against the set of achievement standards set out in the eight learning areas and four capabilities of the [Victorian Curriculum F-10](#).

Students with additional learning needs, such as those students funded under the Program for Students with Disabilities (PSD) can receive assessment and reporting which is judged against their Individualised Education Plan (IEP).

The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) Meeting each term. A handover meeting will also be held at the conclusion of each year.

Students who are performing 6 months or more below the expected level or 18 months above the expected level (in English or Mathematics) will be provided with an IEP which outlines personalised learning goals and appropriate levels of learning support required to achieve these goals.

In accordance with DET Guidelines, The National Assessment Program- Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and Year 5.

Formal written reports will be provided to students and their families on a whole-school basis at the conclusion of each semester. In accordance with the [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines](#);

“Schools will be expected to report student achievement to parents every year in English, Mathematics and Science (from Year 3 onwards) against the achievement standards set out in the Victorian Curriculum F–10, including an indication of student progress against the age- related expected level of achievement. For the other learning areas and capabilities, schools should report against the Victorian Curriculum F–10 achievement standards and in relation to what has been taught in a particular semester or year and to individual learning targets.”

Reporting on student progress will be constructive, positive and informative with an emphasis on student growth as they develop their skills, abilities and attitude to learning.

## **IMPLEMENTATION**

### **Student Files and Records**

Each student has a ‘Student File’ in which relevant assessment and reporting documentation is placed. This file contains documented evidence of the student’s learning. All ‘Student Files’ are to be archived in accordance with DET Guidelines and the Public Record Office of Victoria (PROV). These guidelines surrounding these records are based upon the life-spans that are determined by standards issued under the [Public Records Act 1973](#).

Reference:

[DET Records Management- School Records](#)

### **The Assessment Process**

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, being:

1. **Assessment *FOR* learning** - occurs when teachers use inferences about student progress to inform their teaching (formative assessment).
2. **Assessment *AS* learning** - occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment).
3. **Assessment *OF* learning** - occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).

Reference: [DET Assessment](#)

### **Three Way Conferences**

Three-Way Conferences, held for all Year Levels mid-year, provide an important forum for students, parents/carers and teachers to come together to acknowledge and discuss learning. The 3 Way Conference purpose is:

- To build a whole school approach to the mid-year meeting that fosters collaboration and partnership amongst students, parents and teachers;
- To utilise the conference as an authentic Speaking and Listening task with scaffolded learning expectations and outcomes;
- To ensure the mid-year meeting with parents, students and teachers, is utilised to share prior achievement, future challenges and student self-reflection.

The family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's 'End of Semester Report'.

In addition to the above-mentioned formal meeting, teachers are available to meet with families as required throughout the year.

### **Ongoing Reporting**

Learning Tasks, moderated by teams, are completed by students throughout the year. Student performance is reported on to parents in real time via our digital learning management system, [Compass](#). This includes the task summary, assessment against a 5 point scale, a written comment and goal for future learning.

### **Digital Learning Management System (Compass)**

This tool is used to track student results, communicate learning task assessments, communicate IEPs, communicate Reading Goals and publish end of semester reports.

In addition to tracking student assessment and reporting, Compass is utilised to track student wellbeing and first aid support.

### **FURTHER INFORMATION AND RESOURCES**

- DET Policy and Advisory Library
  - [Assessment of Student Achievement and Progress Foundation to 10 including EAL students](#)
  - [Reporting Student Achievement and Progress Foundation to 10](#)
  - [Records Management](#)

- Victorian Curriculum Assessment Authority (VCAA)
  - [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines](#)
- Victorian Registration & Qualifications Authority (VRQA)
  - [Minimum standards and other requirements for schools](#)
- Australian Curriculum and Assessment and Reporting Authority (ACARA)
  - [NAPLAN](#)

**RELATED POLICIES** [see website](#)

- Curriculum Framework Policy
- English Policy
- Mathematics Policy
- Inclusion & Diversity Policy

**REVIEW CYCLE**

This policy is to be reviewed every 2 years.