

Altona Green Primary School No.5287

Assessment and Reporting Policy

ASSESSMENT

Rationale:

Altona Green Primary School is committed to providing the highest quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high-quality learning outcomes and form part of the interacting processes of teaching and learning.

Accurate and comprehensive assessment and reporting of school and student performance helps to maintain open communications, improve student learning outcomes and identify future direction.

Definition of Assessment

Assessment is the process of analysing and interpreting quality information about student learning.

Assessment is based on clearly stated standards and criteria appropriate to the development of the child.

There are 3 types of Assessment:

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

Aims:

- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

Implementation:

<i>Teachers will be responsible to:</i>	<i>Students will be responsible to:</i>	<i>Parents will be responsible to:</i>
<ul style="list-style-type: none"> • Implement the Altona Green Primary School Assessment Schedule (see Appendix 1). • Include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. This will include a mix of summative, formative and ongoing assessments. • Collect and analyse data in PLT teams to determine future teaching and learning directions. • Engage in various forms of moderation, to support consistency of teacher judgements. • Assist and provide suitable appropriate support when identifying students at education risk • Provide an age-appropriate process which will allow students to set goals for their learning. • Maintain individual files for all students and include medical and student service assessments, written reports, profiles and minutes of relevant meeting minutes e.g. Student Support Group meetings (SSG meetings). • Implement individual learning plans based on data, where appropriate. • Access Student Support Services support/assessments if appropriate. 	<ul style="list-style-type: none"> • Contribute to discussions about assessment processes. • Assess their learning and that of their peers. • Participate in processes that allow them to reflect on their learning that of their peers. • Respond to feedback made by peers, teachers and others. • Participate in annual 3-Way Conferences, discussing their learning and future goals. 	<ul style="list-style-type: none"> • Communicate relevant information that may affect their child's learning. • Take advantage of opportunities to be informed or to learn about assessment and reporting procedures and teaching and learning programs. • Provide feedback about assessment and reporting practices in relation to their impact on their child • Participate in annual 3-Way Conferences discussing their child's learning progress and future goals.

GLOSSARY:

School Support Group (SSG) Schools are encouraged to establish a Student Support Group (SSG) for any student with additional learning needs. An SSG is a cooperative partnership involving parents, school representatives and professionals that ensures coordinated support for each student's educational needs through the development of specific educational goals and a tailored educational program.

Individual Learning Plan (ILP) Individual Learning Plans may be developed to assist in profiling and supporting individual students. An ILP identifies specific learning needs and goals of individual students over a specific time. ILPs may be developed for students who have been identified as working well below expected benchmark or similarly well above a benchmark.

Student Support Service Officers (SSSO) Student Support Services assist children and young people by providing strategies and specialised support at individual, group, school and network levels. Student Support Service Officers comprise a broad range of professionals including psychologists, guidance officers, speech pathologists, social workers and visiting teachers.

REPORTING

Rationale:

Reporting is the regular open communication of relevant information to parents/caregivers on student progress and achievement. Altona Green Primary School is committed to providing the highest quality educational program for its students. Reporting and Assessment is integral to the achievement of high quality learning outcomes and identifies future learning.

Aims:

- To assess and report school and student performance accurately and comprehensively
- To identify areas of future need and development
- To provide opportunities for involving children in the reporting processes
- To provide clear communication, and be expressed in gender inclusive language which is user friendly for parents, student and teacher
- To provide informal and formal processes for reporting

Implementation

Annual Reporting Schedule

Semester One	Semester Two
<ul style="list-style-type: none"> • Term Curriculum Planners to inform parents • Informal reporting eg phone calls, emails, communication book • Formal meetings requested by either parent or teacher • Assemblies • Work Samples shared with parents • DEECD formal report, written summative report • Parent Teacher Contact Term 1 • Information evenings • 3 way conferences in Term 2 • School Support Group meetings where <i>Individual Learning Plans</i> are discussed 	<ul style="list-style-type: none"> • Term Curriculum Planners to inform parents • Informal reporting • Formal meetings requested by either parent or teacher • Assemblies • Work Samples shared with parents • DEECD formal report, written summative report • Year 3 & 5 Naplan reports • School Support Group meetings where <i>Individual Learning Plans</i> are discussed

<p><u>Review:</u> This policy will be reviewed as part of the school review cycle or as required. Endorsed by School Council 28 October 2013</p>
