Marlborough Primary School
School Policies Manual

ASSESSMENT AND REPORTING

PURPOSE

Assessment and Reporting is an integral part of teaching and learning. As a high-performing school, Marlborough Primary School conducts assessment and reporting that is timely, evidence based and taken from multiple sources.

The 'Principles of Learning and Teaching (PoLT)' developed by the Department of Education and Early Childhood Development (DET) outlines effective assessment as:

"Assessment contributes to planning at a number of levels. Monitoring of student learning is continuous and encompasses a variety of aspects of understanding and practice. Assessment criteria are explicit and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning."
(http://www.education.vic.gov.au/school/teachers/support/Pages/unpacked12.aspx#anchor_five)

POLICY

- Assessment and Reporting practices of the School are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.
- Formal written reports are provided to students and their families on a whole-school basis at the conclusion of each semester.
- Reporting on student progress shall be constructive, positive and informative with an emphasis on student growth as they develop their skills, abilities and attitude to learning.
- Formative and Summative testing is supported by ongoing qualitative and quantitative assessment throughout a unit of teaching and learning.
- Students will receive frequent, constructive feedback that supports further learning.
- The teacher will make learning intentions and success criteria explicit, and where possible include student voice and input.
- Assessment practices of the school encourage self-reflection and facilitate individual goal setting when examining "Where to next?".

- The teacher uses evidence from assessment to inform planning, teaching and further learning.
- 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, consistent with the whole school scope and sequence documentation.
- Students with additional learning needs, such as those students funded under the Program for Students with Disabilities (PSD) will receive assessment and reporting which is judged against their Individualised Education Plan (IEP). At the conclusion of each semester these students may receive a Narrative Report.
- 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.
- 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.

3. 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:
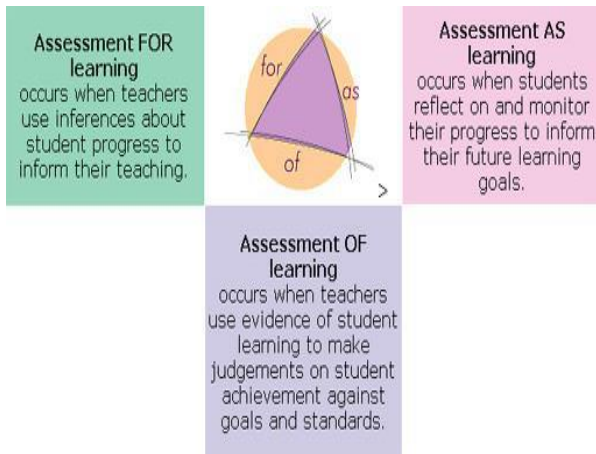DET Records and Information Management:
http://www.education.vic.gov.au/school/principals/management/Pages/records.aspx
DET Records and Archives Management
http://www.education.vic.gov.au/school/principals/spag/governance/pages/archives.aspx

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.

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.

http://www.education.vic.gov.au/school/teachers/support/pages/advice.aspx

Parent Teacher Interviews and End of Semester Reports

In addition to documented 'End of Semester' reports, families are offered two formal opportunities to meet with their child's teacher:

Parent/Teachers Interviews at the end of Terms One and Three; at which the student, parent/s and teacher reflect on the students' progress and set goals. 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 meetings, teachers are available to meet with families as required throughout the year.

At the end of the year, an 'End of Semester' written report and a 'Student Portfolio' are provided to the family. A copy of this report is retained on Compass along and selected pieces of assessment may be placed in the Student File. The Student File is then passed on to the teacher for the following year.

Assessment and Reporting Timeline

Each year the School Improvement Team will consult with staff to assure that the 'Assessment and Reporting Timeline' is relevant, up to date and meets the current teaching and learning needs of the School.

As part of the Assessment and Reporting Timeline, at least two sessions of whole-school moderation will occur each year in the domains of English and Mathematics.

RELATED LEGISLATION:

'Public Records Act 1973'.

http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt3.nsf/DDE300B846EED9C7CA257616000A3571/BD40624FF1104271CA257761002AAA5C/$FILE/73-8418a035.pdf

DET PoLT and Assessment Advice
http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx?Redirect=1

DET Records and Information Management:
http://www.education.vic.gov.au/school/teachers/management/Pages/records.aspx

DET Records and Archives Management
http://www.education.vic.gov.au/school/principals/spag/governance/pages/archives.aspx

General Retention & Disposal Authority for School Records
http://www.education.vic.gov.au/school/teachers/management/Pages/records.aspx

Victorian Curriculum
http://victoriancurriculum.vcaa.vic.edu.au/

Victorian Curriculum and assessment Authority (VCAA)
http://www.vcaa.vic.edu.au/Pages/index.aspx

Australian Curriculum and Assessment and Reporting Authority (ACARA)
https://www.acara.edu.au/

RELATED POLICIES:
Curriculum Framework Policy

POLICY EVALUATION:
Evaluation will be conducted every two years.

DUE DATE FOR REVIEW:
Due for review in April 2021.