



ASSESSMENT AND REPORTING POLICY

Rationale:

- Accurate and comprehensive assessment and reporting of school and student performance against state-wide standards aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

Aims:

- To assess and report school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance, areas of future need and development, and areas of current exemplary performance.
- To ensure the Geelong East Primary School Assessment practices cover the three forms of assessment (Assessment OF, FOR & AS learning).

Definitions:

- Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.
- Learning is defined as not only increasing knowledge or acquiring information, but as making sense or abstracting meaning by relating parts of the subject matter to each other and the real world and re-interpreting and integrating knowledge to understand reality in a different way.

Beliefs:

- Geelong East Primary School recognises that strong assessment practices play a vital role in improving student outcomes, and in particular, in measuring the success of teaching practices and whole school approaches. We recognise that the assessment cycle encompasses: a) pre-assessment, b) formative assessment and c) summative assessment.
- Pre-assessment practices play an important role in determining what students know and can do, and therefore, what they are ready to learn next. Pre-assessment is critical for ensuring that students are given tasks that are at their Zone of Proximal Development (Vygotsky); in other words, ensuring that teaching is neither repeating well established skills and knowledge, nor at a level far beyond what students can cope with. Teaching should build on what students know and can do, and should introduce new ideas and skills at a level that students are ready to learn.
- Formative assessment practices occur mainly within the classroom and are a form of monitoring student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessment helps students to identify strengths and weaknesses and target areas that need work. It helps teachers to recognise where students are struggling and address problems immediately.
- Summative assessment is for evaluating student learning at the end of an instructional unit or period by comparing it against standards such as The Victorian Curriculum. In addition, it contributes to the next cycle's pre-assessment data. It helps to determine whole school targets and future planning, to identify at-risk students, and to inform parents of their student's achievements.
- Geelong East Primary School recognises that consistent and fair assessment relies on teachers having a strong knowledge of the curriculum and its progressions.

Implementation:

Reporting

- Each teacher is responsible for accurately assessing student achievement in a variety of areas.
- As a school we are responsible for accurately reporting student achievement against the standards outlined in the Victorian Curriculum to the students themselves, to parents, other teachers/schools, and to the Department of Education.
- Each year our school will provide parents with two written reports indicating their child's academic progress against Victorian Curriculum standards, and each year two parent/teacher interviews will be provided.
- The written report will include assessments against state-wide academic standards, an indication of strengths and areas requiring additional assistance, areas beyond the Victorian Curriculum (including effort, behaviour, extra-curricular activities), and a student self-assessment.
- The school will assess the achievements of students with disabilities and impairments in the context of ABLEs or Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Relevant results of any testing/information gathered will be supplied to teachers in written format.
- Students for whom English is a second language will have their progress in English assessed in relation to the stages of the EAL program to the English Victorian Curriculum.
- The school will provide all required performance data to DET and the community by means of the School Council's annual report.

Assessment

- The Learning Specialist will monitor assessment procedures across the school.
- Assessments will be used to identify future lessons and directions, rather than simply a prelude to reporting achievement.
- The GEPS Assessment Schedule will set out assessment tools to be used at each year level. The school will continue to develop and review this document yearly to ensure a variety of assessment strategies, including online and on demand assessment tools and multiple sources of information about student achievement are being utilised.
- The Assessment Schedule will be reviewed on an annual basis.
- At the conclusion of each semester staff will add student assessment results to an assessment database. (Traffic Light Data).
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes such as NAPLAN and on-demand testing using internet access, as well as school entry assessment tests.
- Teachers will utilise an assessment folder as a system of keeping records that can provide a rich mixture of observations of student learning. They will use the data they collect to inform teaching and planning, make judgements about, and report on, student achievement in relation to the Victorian Curriculum.
- Teachers will discuss a consistent and efficient method to collect student data during PLCs. This data could then be used to inform a Data Moderation Cycle (DMC), advise daily teaching practice and inform student reports
- Teachers will use the Learning Progressions materials, to ensure a common interpretation of both the Victorian Curriculum and student achievement
- Individual Learning Improvement Plans will be progressively developed for all students in consultation with students parents and where appropriate, with others with specific expertise. These will be reviewed at least once per term.
- Self-assessments & Peer assessments by students against individual goals will be a feature of our assessment regime.

Evaluation:

This policy will be reviewed annually and can be located on the school website or ask for a copy at the front office.

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This policy was last ratified by the school Council in

August 2019