

# Assessment and Reporting

## PURPOSE

Teachers assess students' learning to plan teaching and learning programs and to provide accurate information to students and parents. Teachers base academic assessment on the Victorian Essential Learning Standards (VELS). Parents require information from the school about their child's achievements along with recommendations to assist their learning.

## GUIDELINES

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve student learning.

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- assessment **for** learning - occurs when teachers use inferences about student progress to inform their teaching
- assessment **as** learning - occurs when students reflect on and monitor their progress to inform their future learning goals
- assessment **of** learning - occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

Reports provide parents with a clear picture of their child's progress against the Victorian Essential Learning Standards (VELS)

## IMPLEMENTATION

Students, teachers and parents are provided with a range of student achievement data and reports that indicate the progress students have made, referenced against the VELS.

Teachers support students to develop the knowledge, skills and behaviours to reflect on their own learning.

Parents and students are provided with opportunities to communicate with the school throughout the year including structured and informal parent/teacher meetings.

Teachers plan learning and teaching programs that are inclusive of students' learning goals.

The principal has the responsibility of advising School Council of reporting requirements and liaising with parents on the form and content of the reporting process. School Council and staff use the assessment information to monitor the achievement of the School Strategic Plan and the Annual Implementation Targets.

The Leadership Team is responsible for the comprehensive assessment programs, interpreting student achievement data and supporting staff in their use of this information.

Professional Learning Team (PLT) leaders have the responsibility of ongoing monitoring of student progress and ensuring assessments are moderated within each year level.

Teachers have the responsibility for testing and assessment, using the whole school assessment schedule, preparing and issuing reports and student portfolios, and liaising with the parents of students in their class. Classroom teachers will continually clarify behavioural goals, which are both challenging and achievable. Teachers, over time, will assist students to articulate their personal learning goals and achievements and engage in self-assessment.

Over their school life, students have an increasing capacity to understand assessment criteria and to record their understandings in a variety of ways.

Where possible, students will play a role in Parent/Teacher meetings.

Staff will facilitate parent, teacher and student consultations and discussions on learning goals and achievements.

The school will issue a midyear and end of year report to parents that contain judgements of student progress referenced against the VELS. Assessments will be made by synthesising information from the National Assessment Plan in Literacy and Numeracy, class and tests, observations, standardised tests and interviews, on demand testing and where appropriate involvement in external assessment

programs. These assessments enable the school to use relevant benchmark information to monitor school standards and student progress.

The format of reports will provide opportunities for parent opinion regarding student achievement and student self assessment.

The School Council will monitor parent satisfaction with reports and overall school achievement in relation to the School Strategic Plan.

#### **EVALUATION**

This policy will be reviewed as part of Pender's Grove three year review cycle.

Ratified by School Council 21 November 2011