



## ASSESSMENT and REPORTING POLICY



### RATIONALE:

Assessment and Reporting is an integral part of teaching and learning. As a high-performing school, Templestowe Valley 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 DEECD, notes that monitoring, assessing and reporting 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](http://www.education.vic.gov.au/school/teachers/support/Pages/unpacked12.aspx#anchor_five))

### AIMS:

**The purpose of assessment and reporting at TVPS is -**

- to inform teachers, parents and students about student learning.
- to highlight student progress through regular and ongoing feedback, in order to provide direction for their future learning.
- to provide parents with information about a student's strengths and areas for improvement in their future learning goals.
- to inform parents about how they can support student learning initiatives at home.
- to provide students with appropriate and effective feedback to enable achievable and challenging individualised learning goals to be set.

### 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.
- 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 the student building upon developing their skills, abilities and attitude towards learning.
- Pre- and post- testing is supported by ongoing assessment throughout a unit of teaching and learning using both *summative assessment* (evidence gathered at the conclusion of a unit) and *formative assessment* (evidence gathered throughout the unit).
- Students will receive frequent, constructive feedback that supports further individual learning and development.
- The teacher will make assessment criteria explicit, and where applicable, provide input from the student in *self-assessment* and from peers in *peer assessment*.
- Assessment practices of the school encourage reflection and facilitate opportunities for self-reflection.
- The teacher uses evidence from assessment to inform planning, teaching and further learning.
- All students are assessed against a combination of the Australian Curriculum and the Victorian Essential Learning Standards, referred to collectively as **AusVELS**.

- 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 AusVELS where applicable and, more significantly, against the goals in their Individualised Learning Plan (ILP).
- 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 below the expected standard (mandated as 12 months below) will be provided with a *Learning Improvement Plan* (LIP). This will be presented at a meeting with the student's family to determine personalised learning goals and appropriate levels of learning support, including what can be done at home to support the student's learning. Such Plans will be reviewed at an agreed time and modified to set the next stage of supported learning.
- 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.

## **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 during their time at TVPS.
- All 'Student Files' are to be archived in accordance with DET Guidelines and the Public Record Office of Victoria (PROV). Ref: 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** – when teachers use inferences about student progress to inform their teaching.
  2. **Assessment AS learning** – when students reflect on and monitor their progress to inform their future learning goals.
  3. **Assessment OF learning** – when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

(Ref: <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 (June and December), families are offered two formal opportunities to meet with their child's teacher:
  1. A '**Getting to Know You**' meeting early in Term 1 – an opportunity for parents to share information about their child's learning – their strengths and scope for improvement
  2. A **mid-year 'Student Led Conference'** at the end of Term 2 - at which the student presents a portfolio or samples of their work and reflects upon their learning in a discussion with their family and the teacher. The parents/guardians are then 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 – phone call, email or meeting.
- At the end of the year, an ‘End of Semester’ written report is provided to the family. A copy of this report is then filed in the ‘Student File’ along with selected pieces of assessment. The Student File is then passed on to the teacher for the following year.

### ***Assessment and Reporting Timeline***

- The Leadership Team – in consultation with teaching staff – will ensure that the ‘Assessment and Reporting Timeline’ meets the current teaching and learning needs of the School.
- As part of the Timeline, sessions of moderation *within* and *between* Levels will occur each year in the domains of English and Mathematics.

### **RELATED POLICIES:**

- Curriculum Framework

### **POLICY EVALUATION:**

This policy will be reviewed in the three-year cycle OR when Department Guidelines change.