

Assessment & Reporting Policy

Brighton Primary School

1542

Assessment

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs,
- School reporting: schools report to the School Council/local community via their annual report, providing a concise summary of the school's achievements and progress,
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Implementation

- At Brighton Primary School we assess and report against The Victorian Curriculum.
- Teachers will make themselves aware of the assessment schedule and adhere to dates and deadlines.
- Reporting to parents will include a written report twice yearly, an information session and a minimum of one formal interview.
- Pastoral care interviews will be conducted in Term One each year.
- Teachers will employ a variety of formative and summative assessment practices in all areas and evaluate the results for future planning.
- Prep interviews and entry assessments will be held during the first month of schooling.
- Students will evaluate their past work, look at their present work and reflect on their progress.
- Samples of student assessment will be collected regularly as indicators of progress and be placed in the student's file at the end of the year.
- The school has a system in place for collecting and managing electronic data and hard copy student assessments and reports.
- Parent teacher interviews will be held in June and an optional one in December. In addition, parents can request an interview with a teacher at a mutually convenient time throughout the year.
- Students on the Program for Students with Disabilities (PSD) will have a Student Support Group meeting (SSG) each term where their Individual Learning Plan (ILP) will be reviewed and updated.
- Student portfolios will provide information on student progress.
- All students in Grades 3 and 5 will participate in National Assessment Program – Literacy and Numeracy (NAPLAN). Students with disabilities will have special consideration consistent with the NAPLAN guidelines.
- Students who are working 6 months below or 18 months above the expected level will have an ILP which will be reviewed regularly by the teacher.
- The Principal will report assessment data to the School Council and the community in the annual report.

Helpful resources

[Abilities Based Learning and Education Support \(ABLES\) assessment tools](#) – enables teachers of students with disabilities and additional learning needs to compile a comprehensive profile of their student's strengths and abilities in the Victorian Curriculum F-10 curriculum areas of English and Personal and Social Capability. The tools assist teachers as they develop their classroom programs.

[EAL Assessment and Reporting](#) - provides a framework for assessing student achievement and developing effective learning programs for the many students in Victorian schools who are learning English as an additional language.

The information in this policy has been taken from the Department guidelines. For additional information please refer to:

<http://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>

This policy was last ratified by School Council 2017

To be reviewed 2021