Assessment and Reporting Policy

PURPOSE

At Brighton Primary School, we believe that assessment and reporting are ongoing processes that are vital for monitoring student progress and informing teaching and learning. Assessment is most effective when teachers, students and parents/carers work in collaboration to foster a culture of growth and transparency to support student learning.

AIMS

- To inform teachers, parents and students about student learning against the Victorian Curriculum and elements of the International Baccalaureate Primary Years Programme (IB PYP).
- To provide direction for future learning
- To enable the school to reflect on the effectiveness of its approach and programs in order to improve practice
- To empower students to have agency in their learning

POLICY

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 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.

A comprehensive reporting system
At Brighton Primary School we assess and report against The Victorian Curriculum and elements of the IB PYP. This comprehensive system is underpinned by the following key elements:
- Teaching teams working in Professional Learning Communities (PLC) and use regular 'cycles of inquiry' to target specific learning goals across cohorts
- A clearly articulated planning process and associated documentation
- A guaranteed and viable curriculum in key learning areas
- Common assessment and reporting tools
- An assessment schedule
- Key reporting events during the school year

Assessment

Teachers will employ a variety of formative and summative assessment practices in all learning areas and evaluate the results for future planning.

Assessment for Learning – Formative Assessment/Responsive Teaching

This data is used by teachers to inform their teaching and to support student to design personal learning goals.

Formative Assessments can include:
- Teacher generated assessments/tests
- Standardised assessments including those in the assessment schedule
- Prior knowledge assessments (e.g. mind maps, thinking routines etc.)
- Teacher observations/anecdotal records
- Teacher checklists
- Feedback from students

Assessment as Learning

Assessment as learning informs daily planning for instruction and promotes learning by giving regular and frequent feedback to students. Students are involved in the process of monitoring and reflecting on their ongoing progress towards their achievement of learning goals.

Examples of Assessment as Learning include:
- Rubrics
- Student self-assessments
- Conferences
- Students will evaluate their past and present learning activities and reflect on their progress.
- Student portfolios will provide information on student progress.

Assessment of Learning – Summative Assessment

Teachers and students use evidence of learning to make judgements on achievement against goals and standards. The process of learning and the resulting product are assessed.

Examples of Summative Assessment include:
- PYP Unit of Inquiry summative assessment task
- PYP Exhibition
- Post assessments
- Assessments from the assessment schedule
- Student work samples

Assessment Schedule and Recording keeping
- Teachers will make themselves aware of the assessment schedule and adhere to dates and deadlines.
- 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.
- Prep interviews and entry assessments will be held during the first month of schooling.
- All students in Grades 3 and 5 will participate in National Assessment Program – Literacy and Numeracy (NAPLAN).

Written Reporting
- Formal written reports are prepared twice throughout the year in Term 2 and Term 4
- Written reports will be accompanied by a student self-assessment
- Written reports reflect student progress against the Victorian Curriculum Continuum P-10, the Victorian EAL Continuum (for students with English as an Additional Language) and the IB PYP
- Students who are working 12 months below or 18 months above the expected level will have an IEP which will be reviewed regularly by the teacher.
- Students with a diagnosis that impacts their learning may also require/be place on an IEP
- The Principal will report assessment data to the School Council and the community in the Annual Report.

Face-to-face Reporting
- An information session for parents/ is to be held in Term 1
- Parent - teacher conferences are held in Term 1 and Term 3
- Student/teacher/parent 3-way conferences are held during Education Week (May) in the form of classroom learning shares and during the Grade 6 PYP Exhibition
- Students on the Program for Students with Disabilities (PSD) will have a Student Support Group meeting (SSG) each term where their Individual Education Plan (IEP) will be reviewed and updated.

Expectations for Parents/Carers
Brighton Primary School encourages parents/carers to be actively involved in their child's learning growth and progress. Parents should attend information session, conferences and read relevant reporting documents to ensure they are up-to-date with how their child is progressing. In addition, parents are always welcome to reach out to the relevant teachers at any point to discuss their child's learning growth and progress.

FURTHER INFORMATION AND RESOURCES

- This policy should be read in conjunction with the following Department polices and guidelines: 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 assessment and reporting

The following school policies are also relevant to this Assessment and Reporting Policy:
- Learning and Teaching Policy

REVIEW CYCLE

This policy was last ratified by School Council	September, 2021
To be reviewed	2024