



WESTGROVE PRIMARY SCHOOL NO. 5365.

ASSESSMENT and REPORTING POLICY

PURPOSE:

Westgrove Primary School is committed to providing high quality educational programs that enable students to develop the necessary knowledge, skills understandings and values to lead productive and fulfilling lives. Assessment and Reporting are integral to the achievement of high-quality learning outcomes for our students, are essential components of the teaching and learning process at Westgrove Primary School and are vital to the way students think about themselves and the school's values and beliefs about teaching and learning. We believe that a continuous reporting process provides students, parents/carers with continuous access to academic progress and provides timely and targeted feedback.

This policy provides direction relating to assessment and reporting at Westgrove PS. It recognises that to improve student learning outcomes, it is essential that assessment and reporting practices are consistently integrated into teaching and learning processes in every year of schooling. Also through this policy, accountability requirements can be met at student, school and government levels.

DEFINITIONS

Assessment is the ongoing and systematic process of identifying, gathering, analysing and reflecting on evidence of learning to make informed judgements and decisions about how well students are progressing and to improve future learning. Important elements of assessment include;

- **Assessment for learning** which occurs when teachers use inferences about student progress to inform their teaching. Professional judgements are made in order to:
 - inform students, parents, caregivers, teachers, schools and government about student progress.
 - make decisions about students' needs, the learning and teaching process and resources requirements.
 - set learning goals with students, parents and teachers.
 - guide the planning of school and team curriculum programs.
- **Assessment as learning** which occurs when students reflect on and monitor their progress to inform their future learning goals.
- **Assessment of learning** which occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards, the information gained from this type of assessment is often used in reporting.

Reporting is the process by which assessment information is communicated in ways that assist students, parents, teachers, the school and the community in making decisions by providing information about what learners know and can do, along with recommendations for their future learning.

Reporting to parents is a key component in building and maintaining relationships between the school and parents/carers. Westgrove Primary School fosters open relationships with parents/carers based on clear, comprehensive, accurate and ongoing information communicated through informal, formal and a continuous reporting processes.

RESPONSIBILITY:

Principal

The Principal has a responsibility to:

- manage the implementation of this policy.
- allocate responsibility for developing and implementing the policy.
- ensure the information about the policy and school action is accessible to and enacted upon by all members of the school community.
- support transition of students between levels of schooling and different schools.
- communicate aggregated data to the school community and DET.

Assessment and Reporting Coach

The Assessment and Reporting Leader has a responsibility to:

- ensure that teachers are supported to implement this policy effectively.
- show leadership in identifying and developing good practice.
- facilitate the development of the 'student report'.
- facilitate the development of learning tasks.
- ensure that school assessment and reporting practices are regularly monitored, reviewed and evaluated.
- manage and preserve accurate records of assessment practices and student assessments.

Teachers

Teachers have a responsibility to:

- work with colleagues to contribute to a coordinated whole school approach to assessment and reporting.
- ensure that their assessment practices are valid and reliable.
- monitor student learning as well as the effectiveness of their own programs, teaching methods, record keeping and assessment tasks.
- maintain and share relevant records of student progress.
- plan tasks and activities which provide evidence that particular learning outcomes have been achieved.
- report student progress and achievement to parents and/or caregivers as outlined in this policy.

Students

Students have a responsibility to:

- contribute to discussions about assessment processes.
- assess their own learning and that of their peers.
- respond to assessments made by peers, teachers and others.
- complete designated learning tasks in a timely manner.

Parents

Parents have the responsibility to:

- communicate relevant information that may affect their child's learning.
- take advantage of the opportunities to be informed or to learn about assessment procedures.
- provide feedback about assessment practices in relation to their impact on their child.
- recognize and acknowledge their child's academic achievements and progress through continuous reporting

GUIDELINES:

The following guidelines underpin all assessment and reporting practices at Westgrove Primary School.

1. All learners have the right to be participants in the processes of assessment and reporting.
This means that learners:
 - monitor and evaluate their learning.
 - negotiate goal setting and self-assessment.
 - influence the processes of teaching and learning.
 - understand the place of assessment and reporting in their own learning.
 - participate in selecting explicit criteria for assessment and reporting processes.
 - analyse their own student learning data.

2. Effective teaching and learning practices rely on assessing and reporting strategically.

This means that teachers:

- use their professional judgement to make decisions about student learning progress.
- develop assessment and reporting plans as part of the teaching and learning program.
- monitor the range of assessment and reporting methods used.
- include formative, summative and on-going assessment.
- describe students' progress towards the achievement of personal learning goals and curriculum objectives.
- are responsive to students' learning needs.
- include selected assessment tasks as identified in the school assessment schedule e.g. NAPLAN, Online On Demand, EOI.
- monitor development and record student progress and maintain individual student files.
- use all information gained from assessing, triangulation of data, as a basis for reporting.
- use the information for future programming and teaching.

3. Effective assessment and reporting of student achievement requires a coordinated whole school approach.

This means that at Westgrove we:

- address all areas of development.
- use assessment consistently within the school.
- assess in a time efficient and manageable way.
- plan for assessment at all stages of curriculum planning and implementation.
- provide clear information to students, parents and/or carers about how assessment and reporting occur at Westgrove.
- encourage a partnership between students, parents and/or carers and teachers to improve learning and support growth.
- develop a range of reporting procedures consistent with our assessment practices and the teaching and learning program.
- review and reform assessment and reporting practices regularly.
- adhere to DEECD guidelines.
- use the Victorian Curriculum, to form the basis for developing assessment criteria and making judgments of student achievement.

4. Effective assessment and reporting practices are equitable.

This means that:

- students have the opportunity to demonstrate what they know, understand and can do in a variety of ways including student led conferences, portfolios and learning tasks.
- assessment practices are inclusive of culture, gender, language, disability and age.
- assessment practices are sensitive to student self-esteem.
- learning goals are explicit, clearly stated and developed collaboratively.
- students are engaged in authentic assessment tasks.
- students are taught the skills and develop the knowledge to participate fully in the processes of assessment and reporting.
- written reports are provided to parents twice yearly
- progress reports are provided to parents throughout each term – as outlined in the assessment and reporting guidelines.
- parent teacher interviews and/or student led conferences will take place after students receive their semester 1 report.

5. Effective assessment and reporting requires the use of a comprehensive range of methods and strategies.

This means that:

- assessment strategies are part of well-structured activities.
- teachers use valid and reliable assessment tasks or activities.
- teachers formally teach students the skills to be successful in a range of assessment methods.
- teachers use a range of assessment activities which promote productive relationships in the learning environment.

- teachers adopt assessment methods and strategies appropriate to the age and stage of development of their students.

Appendices

- Assessment and Reporting Guidelines - WHAT DOES ASSESSMENT and REPORTING LOOK LIKE AT WESTGROVE PRIMARY SCHOOL?
- Continuous Reporting Guidelines and Expectations.

Ratified by School Council on 12th June 2018

To be reviewed in 2021