

PRINCES HILL PRIMARY SCHOOL

Assessment and Reporting Policy



RATIONALE

Assessment and reporting are integral to planned approaches to teaching and learning. Assessment is the ongoing process of gathering, analysing and reflecting on evidence. Assessment allows teachers to make informed and consistent judgements to improve future student learning. Reporting on assessment helps students, parents, teachers, and others to make informed decisions about future learning by providing information about what students know and can do.

PURPOSE

Assessment is designed to:

- improve student learning by using a range of assessment practices with three overarching purposes:
 - Assessment FOR learning, which occurs when teachers use inferences about student progress to inform their teaching.
 - 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.
- gather information for reporting to students and parents.
- assist with transitions within and between schools.
- comply with Department of Education and Training (DET) accountability.

GUIDING PRINCIPLES

Role of assessment:

1. Assessment is an integral component of the learning program. The primary purpose of assessment is to improve student performance.
2. Assessment involves feedback and reflection. Students will receive feedback on their learning and performance. Self, peer, and teacher assessment aims to provide students and staff with opportunities to reflect on students' practice and learning.
3. Assessment provides important information for parents to assess their child's progress; to compare their child's progress to relevant standards; and to identify opportunities for students, parents and teachers to help improve the child's performance.

Structure of assessment:

1. Assessment is ongoing rather than episodic. Student learning is best fostered when assessment involves a linked series of activities undertaken over time, so that progress is monitored towards the intended goals.
2. Assessment criteria are understandable and explicit so students know what is expected of them from each assessment they encounter. Staff, students, parents and the community should all be able to see why assessment is being used, and the reasons for choosing each individual form of assessment in its particular context.
3. A variety of assessment tools are used, matched to the type of information being sought.
4. Assessment methods are valid, reliable and consistent. Moderation between teachers enhances objectivity and contributes to a shared understanding of the judgments that are made.

Reporting:

1. Teachers will use the data they collect to make judgements about and report on student achievement in relation to the Victorian Curriculum achievement standards.
2. Students from a language background other than English may have their progress in English reported against the Victorian Curriculum F-10 EAL Standards.
3. Parents will be provided with a written report twice a year, as well as feedback through parent/student/teacher interview after the mid-year report.

REVIEW

This policy is to be reviewed in 2019