



Ascot Vale West Primary School

The school strives to ensure that our students will become responsible, motivated, life-long learners who can confidently face future challenges.

Assessment & Reporting Policy

PURPOSE

Ascot vale West Primary School is committed through the implementation of this policy to:

- Assess school and student performance accurately and comprehensively against State- wide standards.
- Improve student learning by accurately determining current performance as well as areas of future need and development.
- Assist teachers in planning to the point of need and differentiating the curriculum for student learning.

SCOPE

Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Victorian Curriculum.

Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used to guide future lessons and learning, rather than simply as a prelude to reporting achievement.

POLICY

Ascot vale West Primary School is committed to undertaking accurate and comprehensive assessment of student performance against State-wide standards, knowing this assists in establishing targeted teaching, open communication, guides student learning, assists in establishing future directions, and helps to identify student achievements.

IMPLEMENTATION

- The school will provide a whole-school assessment schedule for teachers which will includes a variety of assessment strategies, including online and On Demand assessment tools, providing multiple sources of information about student achievement. These include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national standardised testing processes such as NAPLAN and school entry assessment tests such as EOI.
- Teachers will adhere to whole school assessment schedule expectations.
- The school will use a tracking tool that provides a rich mixture of observations, results and reflections.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum, and to plan their teaching to students' point of need.

- Staff will participate in moderation professional learning involving analysis of formalised assessment, assessment maps and annotated work samples so staff can apply consistent judgements of student progress against achievement standards across the school.
- The school will develop individual education plans for all students 12 months below the expected standards in consultation with students, parents and where appropriate, and with others with specific expertise.
- Self-assessments/reflections by students against individual learning goals will be a feature of our assessment regime.
- The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Program support groups will help develop individual student profiles containing learning goals for each student supported by ABLES. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Victorian Curriculum.
- The school will report student achievement and progress to parents. Opportunities will be provided for two Parent/Teacher/Student meetings each year and two written student reports.
- Additional meetings to discuss progress will be arranged as teacher or parent request.

EVALUATION

This policy was last ratified by School Council on September 2020 and will be reviewed as part of the school's three-year review cycle.