

School Council Approved: 2021

Review: 2024

### PURPOSE

The Assessment and Reporting policy will:

- Improve student learning by accurately determining current performance as well as areas of future need and development and or additional assistance;
- Provide clear directions for teachers to plan for future learning for individual students;
- Allow students to confirm what they have learned and find out where improvement may be needed;
- To provide students and teachers with information to allow student goal setting and monitoring and student agency in learning;
- Provide a basis for program evaluation and continuing curriculum improvement.
- Regularly inform parents/carers about their child's progress at school.
- Develop a partnership in learning among parents/carers, teachers and students.

### SCOPE

This policy applies to all students at Stratford Primary School.

This policy should be read in conjunction with the [Department of Education and Training's Reporting Student Achievement and Progress Foundation to 10](#) and [Assessment of Student Achievement and Progress Foundation to 10](#)

### POLICY

#### Reporting

- Schools are required to formally report student achievement and progress to parents/carers at least twice per school year for each student enrolled at the school.
- The report must be a written report (print or digital), be in an accessible form and be easy for parents/carers to understand.
- Schools must report directly against the Victorian [Curriculum F-10 achievement standards](#).
- Both student achievement and progress must be included in the report.
- Opportunities must be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- The Department does not prescribe a reporting format.
- Schools must upload their student achievement data via CASES21 twice yearly — by 30 June and 31 December each year.
- Student reports must be kept for identified time periods. In some cases, student reports are considered permanent records, which prohibits their disposal.

#### Assessment

- Schools must ensure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.
- Schools must assess student performance against the [Victorian Curriculum F-10 achievement standards](#).
- Assessment information must be formally recorded for every student.

- Student performance must be monitored.
- Schools must have policies and procedures that outline expectations for the assessment, recording and monitoring of student performance.
- Schools must ensure that teachers, parent/carer(s) and students have access to accurate information about student performance.
- Schools must document how they will assess student learning as part of their school-based curriculum program, including formative and summative assessment.
- The [English Online Interview \(EOI\)](#) is mandated for all Foundation students in Victorian government schools.

## IMPLEMENTATION

### Assessment

1. The school will base curriculum on the Victorian Curriculum and teachers will accurately assess student achievement against progression points in each of the domains.
2. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:
  - Assessment for learning (formative)– occurs when teachers use inferences about student progress to inform their teaching.
  - Assessment as learning (goal setting and monitoring) – occurs when students reflect on and monitor their progress to inform their teaching.
  - Assessment of learning (summative) – occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.
3. The school will establish a yearly whole-school sequential and on-going Assessment Schedule which outlines the formal, summative assessment tasks for each year level to provide items to assist teachers in the triangulation of data sources to formulate next step learning and progression point placement.
4. Summary statements provided by kindergarten teachers to plan for the incoming students in the Foundation year.
5. Individual Learning Plans (ILP) will be developed for students operating well above or below expected Victorian Curriculum levels including, PSD students and other identified students, in consultation with colleagues, parents and where appropriate, the students.
6. Teachers are required to maintain ongoing formative assessment data for all students. This may be in the form of checklists, anecdotal notes, conference notes, pre and post assessment task results, student surveys or comments, video or audio recordings of student learning tasks. Ideas for, and example of formative assessment can be found in the Staff Shared drive and Google Drive – Shared Drives – Assessment Ideas. A copy of the Department of Education’s *Formative Assessment Strategies* is to be included in all Red Folders.
7. All students will participate in personal goal setting. Student goals will be recorded by the teacher and monitored by the student and the teacher. Student goals should be linked to any Individual Learning Plans (if appropriate), class focus and/or goals determined, negotiated or requested by students or teacher.
8. Goals should closely align with the school’s I Can statements and are to be recorded in student’s I CAN booklet. The I Can booklets will be maintained throughout the student’s time at Stratford Primary School. On transferring to another school the book will form part of the data that be forwarded to the new school. The book will be archived when students transfer to year 7 from Stratford Primary School
9. In addition to the recording of ongoing assessment teachers will record mid and end of year summative data from items recorded on the Whole School Assessment Schedule. The results for each student are to be recorded on the class excel Class Database which is found in

- Google Drive-Shared Drives-year (e.g. 2021)-class (e.g. 3/4). Information needs to be updated to the class data base by the end of term 2 and term 4, unless otherwise stated.
10. Team meetings will include time to discuss and moderate student works samples. Whole school moderation sessions will be included in meeting schedule planning each term in order to ensure consistency of judgement and expectation across the school and to build a collaborative approach to assisting all students learn.
  11. Regular professional learning will be scheduled to provide staff with up to date information around assessment and reporting.

## **Reporting**

### Reporting to Parents

12. Formal reporting to parents will consist of student reports on achievement that will be produced half yearly and end of school year. The current Assessment and Reporting guidelines can be found at the following link  
<http://www.vcaa.vic.edu.au/Documents/viccurric/RevisedF10CurriculumPlanningReportingGuidelines.pdf>
13. Parents/carers are welcome to contact staff to organise a meeting in regard to their child's learning at any time of the year. Teachers will also contact parents and carers should there be a need.
14. Parent-Teacher catch ups will be offered in terms 1 and 3 and can be conducted in person, by phone or by online Webex meetings.
15. Academic results will relate to achievement levels set out in Victorian Curriculum and student progress throughout the year. The reports will indicate strengths and areas requiring additional assistance, support and extension strategies and also provide information on student social development and attitudes to learning.
16. Student achievement will be against the set of achievement standards set out in the eight learning areas and four capabilities of the Victorian Curriculum F–10, consistent with the whole-school Curriculum Overview.
17. Staff will assess the achievements of students with disabilities in the context of the student's personal goals, teaching and learning strategies and Victorian Curriculum, where possible. Program Support Groups will help develop Individual Education plans and report to these learning goals as part of the Student Support Group meeting.
18. Students for whom English is an additional language will have their progress in English reported against the EAL Continuum Curriculum.
19. Parents/carers of students who have participated in NAPLAN (years 3 and 5) will receive a written report with results of the assessment tasks undertaken on the day.
20. Teachers will upload NAPLAN results to Class Data bases. A copy of the NAPLAN report will be scanned for inclusion in the student's file.

### Reporting to the School Community & Department of Education

21. All required performance data and commentary will be provided to DET in order that the school's annual report, which will include a School Performance Summary, can be provided to our school community
22. The school's Annual Improvement Plan (AIP) will be presented to School Council in term 1 and made available to school community members in a hard copy (by request) and online in the Information Centre section of the School Website.
23. The Annual Improvement Plan (AIP) will be reviewed each term at School Council and to DET each six months;
24. The Strategic Plan will be incorporated into the AIP and reviewed every 4 years. •
25. Student Academic results will be uploaded to CASES 21 each semester.

## RESOURCES

- [Curriculum Programs Foundation to 10](#)
- [Assessment of Student Achievement and Progress Foundation to 10](#)
- [Records Management — School Records](#)

### VCAA

- [Formative Assessment](#) — comprises of 3 components to develop and implement formative assessments into the classroom
- [Insight Assessment Platform](#) — online assessment tools, all aligned to the Victorian Curriculum F-10 to support assessment practices
- [On Demand](#) — online assessments in English and Mathematics that cover levels 2 to 10 of the Victorian Curriculum
- [Education State Sample Assessment Programs](#) — assessment tasks to support teachers to assess capability in the learning domain Critical and Creative Thinking

### Department of Education

- [Assessment, theory and practice within the teaching and learning cycle](#) — provides advice on assessing the progress of all learners and more targeted teaching practices
- [Curriculum Planning and Assessment](#) — a Dimension within FISO to help principals and teachers to identify areas of practice that need attention in order to deliver improved student outcomes
- [Practice principles for excellence in teaching and learning](#) — provides details on practice principles for schools to improve their assessment approach.
- [Evaluate the impact of your teaching](#) — a toolkit for school leaders and teachers to use to evaluate the impact on student learning growth.
- [English Online Interview \(EOI\)](#) — mandated for all prep students in government schools and is undertaken within Department-defined timeframes
- [Student Report Writing Checklist](#)
- [Quick Tips for Writing Reports](#)

## REVIEW CYCLE AND EVALUATION

This policy was last updated in 2021 and is scheduled for review in 2024