

ASSESSMENT AND REPORTING POLICY

The Teaching and Learning Policy is the basis of this document.

RATIONALE

Assessment and Reporting at Spensley Street reflects our belief that the needs of the whole child are uppermost and are best met through a broad based, developmentally appropriate, integrated curriculum in a multi-age structure.

The assessment process consists of gathering information about each student's learning. It assists teachers to identify what students know, understand and can do. It provides a basis for reporting to families. It is concerned with the child's development, including processes as well as outcomes of learning.

Assessment serves the following purposes

- To improve student learning
- to inform teachers and provide direction for future teaching
- to enable students to receive feedback and to reflect on and monitor their own progress, in order to inform learning goals
- to enable teachers to report to parents and carers, formally and informally
- to enable teachers to make judgements about student achievement against goals and standards, in relation to the curriculum, the five developmental domains and the traits of a successful learner
- to enable the school to report aggregated data for school and Education Department analysis.

The reporting process enables parents and carers to know how their child is developing in all areas of development, against goals and standards.

DEFINITIONS

Assessment is the ongoing process, by teachers, of gathering and reflecting on evidence of student achievement, to make informed and balanced judgements, in order to improve future student learning.

Reporting is the process by which assessment information is communicated to students, parents and carers and other teachers. Reports provide information about what students know and can do, together with recommendations for future learning.

Student achievement means that students demonstrate a range of types of understanding and practice, including knowledge of processes, and conceptual ideas, the way the learning is used and student attitudes as well as knowledge and skills.

PRINCIPLES

1. Assessment is an ongoing process and takes into account the development of the whole child,
2. Assessment strategies should lead to improved teaching and learning.
3. The assessment process reflects the complexity of learning and the diverse nature of learners.
4. Assessment gathers information about student development, in relation to the goals developed by the student and teacher in consultation with families, and in relation to statewide standards.
5. Assessment will
 - focus on the achievements of individual learners
 - be carried out over time
 - take place in a supportive environment

- allow learners maximum opportunity to demonstrate ability
 - consider a wide range of examples of children's learning
 - inform on-going teacher planning and decision making
 - acknowledge processes as well as outcomes
 - be integrated into curriculum planning.
6. Teachers will communicate with families about student achievements and future learning goals.
7. Student reports will
- include information about the context in which the learning occurred
 - include teacher judgements against goals and standards
 - consider student development in each of the five domains
 - be descriptive
 - use parent friendly language
 - be timely.
8. Students will participate in assessment and reporting processes through
- setting goals
 - evaluating their own achievements
 - providing feedback for other students.

GOALS

1. To provide an assessment and reporting system that reflects the development of the whole child
2. To improve student learning and achievement
3. To enable students to become reflective learners, to understand their strengths and areas of need
4. To allow students to demonstrate their knowledge and skills
5. To recognise and celebrate student achievements
6. To identify students who require additional support
7. To evaluate students' skills and development in order to inform teacher planning
8. To improve teaching
9. To report accurately to parents and carers about their child's development as a learner
10. To involve students and families in the assessment and reporting process.

STRATEGIES

1. Information about student learning will be gathered through a variety of methods including
 - teachers' observations
 - samples of student work
 - assessment tasks
 - use of developmental continuums
 - use of timely and appropriate tests, including standardised tests
 - use of VELS curriculum and assessment material
 - student self-assessment tasks
 - consultation with other staff
 - consultation with families.
2. Information about student learning will be communicated to families through

- written reports
 - student year books
 - parent teacher interviews
 - student diaries, communication books or other strategies including email and telephone contact
 - informal communication with parents and carers
3. Written reports will be prepared by home group, specialist and support teachers, in June and December each year.
4. Parent teacher interviews will take place twice a year, in February and in June.
5. Reports will provide information about
- the programs in which the student has participated, classroom, specialist and support programs
 - judgements about student achievement against goals and standards, in relation to the curriculum, the five developmental domains and the traits of a successful learner.
6. Teacher judgements about student achievement will be aggregated for school analysis and system wide reporting.
7. Staff will be provided with professional development through
- staff discussions
 - moderation sessions
 - external professional development
8. Information about the school's approach to assessment of student learning will be provided for parents and carers.

REFERENCES

(as at May 2009)

SSPS Teaching and Learning Policy

SSPS Vision Statement

Victorian Essential Learning Standards (VELS) <http://vels.vcaa.vic.edu.au/>

Department of Education and Early Childhood Development references

- The Principles of Learning and Teaching www.education.vic.gov.au/studentlearning/teachingprinciples/principles/default.htm
- Prep to Year 10 Assessment <http://www.education.vic.gov.au/studentlearning/assessment/preptoyear10/default.htm>

DATE

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