

1. Definitions

- 1.1 **Assessment** - The ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.
- 1.2 **DET** - Department of Education and Training.
- 1.3 **EAL** - English as an Additional Language.
- 1.4 **EAL Continuum Report** - a supplementary written report for students who are new arrivals to Australia from a non-English Speaking background.
- 1.5 **Exhibition** - A culminating PYP project by Grade 6 students (only) which is formally presented to parents and school community.
- 1.6 **IB-PYP** - International Baccalaureate - Primary Years Programme.
- 1.7 **IBO** - International Baccalaureate Organisation
- 1.8 **IEPs** - Individual Education Plans.
- 1.9 **Moderation** - A process of comparing assessments within and across Grade levels to ensure consistent teacher judgment when reporting.
- 1.10 **NAPLAN** - National Assessment Program Literacy and Numeracy.
- 1.11 **Parent Teacher Interview** - a formal meeting between parents/carers and teachers.
- 1.12 **PYP Essential Elements** - Knowledge, Concepts, Skills, Attitudes, Action.
- 1.13 **Semester** - Semester 1 (Term 1 & 2), Semester 2 (Term 3 & 4).
- 1.14 **Student Led Conference** - a student delivered presentation to parents / carers to highlight the student's journey of learning, personal growth, challenges and achievements.
- 1.15 **SSG** – Student support group

2. Purpose

- 2.1 Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.
- 2.2 Assessment addresses the Victorian Curriculum.
- 2.3 Assessment addresses the five essential elements of the IB-PYP.
- 2.4 Assessment monitors student growth through the IB-PYP learner profile attributes.

3. Guidelines

- 3.1 Assessment is based upon an understanding of how students learn.
- 3.2 Assessment is an integral component of learning across the curriculum.
- 3.3 Student self-assessment and peer-assessment are integral to the process of authentic assessment.
- 3.4 Assessment provides information for teachers to report accurately to parents/carers on student achievement.

- 3.5 A variety of assessment tools provide teachers with evidence of what students know and can do, and their particular strengths and weaknesses. Teachers report to parents on how far their child has progressed during the year and the next steps in their child's learning.
- 3.6 Reports reflect student progress aligned with the Victorian Curriculum and a demonstrated understanding of the IB-PYP components.

4. Implementation

- 4.1 The Leadership Team ensures that all IBO and DET requirements are met for assessment and reporting across the school.
- 4.2 The Assistant Principal is responsible for the Assessment and Reporting program and supporting the Leading Teachers.
- 4.3 The Leading Teachers are responsible for embedding school-wide assessment practices, supporting Teaching & Learning Leaders and coaching teachers in order to embed assessment practices across the whole school.
- 4.4 Teaching & Learning Leaders are responsible for overseeing the implementation of the Assessment and Reporting Schedule within their grade team level.
- 4.5 Teachers follow the whole school Assessment & Reporting Schedule (Prep to Grade 6) which is reviewed annually by staff, in consultation with the Leadership Team.
- 4.6 A timeline and process for reporting to parents is developed at the commencement of the school year by the Leadership Team, or as delegated by the Principal.
- 4.7 As per DET guidelines:
 - 4.7.1 the Mathematics Online Interview (Prep & Grade 1 and identified Grade 2 students) is conducted at the beginning of the school year;
 - 4.7.2 the English Online Interview (Prep, Grade 1 & Grade 2) is conducted at the beginning of each school year; and
 - 4.7.3 the NAPLAN (Grade 3 & Grade 5) is conducted annually in May and reports for NAPLAN are distributed to parents/carers in Semester 2.
- 4.8 In addition to the Assessment and Reporting Schedule, teachers conduct ongoing assessment (pre-test and post-test), as well as informal assessment, such as anecdotal notes, in consultation with team members.
- 4.9 Teachers use a range of strategies and tools to assess student learning.
- 4.10 Learning Intentions and Success Criteria are displayed so that students understand what is expected of them.
- 4.11 Student self-assessment and peer-assessment are conducted regularly across all curriculum areas.
- 4.12 Pre-assessment of student knowledge and understandings occur prior to any new learning to ensure all students' needs are met.
- 4.13 Students are provided with regular feedback to inform and improve their learning.
- 4.14 To ensure consistent teacher judgements, the process of moderation occurs horizontally (within Grades) and vertically (across Grade levels) at designated staff meetings and at collaborative team planning meetings.
- 4.15 Parent teacher interviews are conducted in Term 1 to discuss learning needs and family circumstances. In Term 2 or 3, teachers meet with parents/carers to formally report on student progress. Interviews at other times may be arranged at a mutually convenient time, as required.
- 4.16 Parents/carers will receive a formal Student Report at least twice yearly at the end of each Semester.

- 4.17 Student progress will be reported continuously through the Continuum Tracker on the Parent Portal and in mid-year and end of year Student Reports. Teacher judgements and cohort data are shared via the school's Annual Report.
- 4.18 The Annual Report to Parents is available to the Coatesville Primary School community in Term 1 each year.
- 4.19 An SSG meeting is held each Term to share information and report progress related to students who participate in the Program for Students with Disabilities, or for those students who are involved in Out of Home Care.
- 4.20 IEPs are developed for students who are achieving 18 or more months ahead or below in one or more areas of their learning. Teachers are responsible for meeting with parents and/or students to discuss the progress of IEP goals and to set new goals.
- 4.21 Students are provided with an EAL progression profile and an indicator of progress report, where appropriate.
- 4.22 Student-Led Conferences are conducted in Semester 2.
- 4.23 Student Portfolios (Prep to Grade 6) are developed collaboratively throughout the year and contain annotated work samples across all curriculum areas.
- 4.24 The Grade 6 Exhibition is conducted in Term 3.

5. Evaluation:

- 5.1 This Policy will be reviewed every second year or as required as part of the school's regular review cycle.

This policy was last ratified by School Council in June 2019