



HIGHVALE PRIMARY SCHOOL

34. Student Learning - Assessment & Student Reporting Policy

Last Reviewed: June 2019

Review date: June 2020

Rationale:

Student learning is produced, shaped and affected by four connected components. Each of these components plays a separate and distinct role in the process of student learning and each is interconnected with all of the others.

- **Curriculum** defines *what* it is that students should learn, and the associated progression or continuum of learning.
- **Pedagogy** describes *how* students will be taught and supported to learn.
- **Assessment** identifies *how well* a student has (or has not) learnt specified content. It is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgments to improve future student learning.
- **Reporting** explains to the student, parent and other teachers *where* a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals. Student Reports, strengthen family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs.

Our school encourages and supports students to strive for excellence in all of their endeavours. Effective assessment and reporting is essential to inform, monitor and communicate student progress as informed by the Victorian Curriculum learning continuum.

To achieve this, our school:

- Develops a collective understanding of effective assessment and reporting practices.
- Utilises contemporary summative and formative assessment practices which are used to inform, monitor and progress student learning.
- Maintains a comprehensive Assessment and Reporting process to enhance the purposeful use of data to improve student outcomes.
- Affords professional learning to support and maximise staff capacity and performance.
- Provides regular assessment updates to parents.
- Reports progress regularly to parents and carers.
- Encourages and provides opportunities for parents/carers to engage in the assessment and reporting process.

Aims:

To establish 21st century assessment and reporting practices to:

- enable effective evaluation and diagnosis
- inform priorities and goal setting,
- inform planning and teaching,
- monitor learning progress and teaching impact,
- communicate student progress.

Implementation:

This Assessment & Student Reporting policy is one of a suite of Student Learning policies reviewed annually by the Learning and Engagement Team and Leadership Team.

- Reporting student achievement at Highvale Primary School encompasses all government sector requirements for schools.
- The Principal has overall responsibility for the implementation of School assessment and reporting practices. Aspects of this role can be delegated to other staff members who will work in conjunction with the principal to maximise delivery.
- Assessment and reporting practices are reviewed in accordance with the Highvale PS Strategic Plan, Annual Implementation Plan and at the principal's discretion.
- Amendments to assessment and reporting practices must be research and evidence based.
- The Learning and Engagement Team (L&ET) in collaboration with the Leadership Team, lead an ongoing process of review to improve whole school assessment & reporting practices. See School Data 'Improvement Cycle' process.
- The L&ET Team will seek input from relevant staff and the school community throughout the improvement process.
- The Learning Specialist will model excellence in teaching and learning through demonstration lessons and mentoring, coaching and observing and providing feedback teachers to improve the skill, knowledge and effectiveness of their teaching. The Learning Specialist supports the improvement of practice through facilitating school-based professional learning.
- Whole School assessment and reporting practices will be progressively documented for teaching staff by the L&ET and described in detail in the 'Assessment & Reporting @ HPS' document and the 'HPS Student Learning Overview'.
- All staff will be supported to implement whole school practices through the performance and development process encompassing professional learning. (See Professional Learning policy)
- Each Learning Leader, leads their Professional Learning Team (PLT) through the Professional Learning Community (PLC) based inquiry cycle to ensure evidence based teaching practices are informed by regular formative and summative student assessment aligned to intended learning goals.
- All teaching practices will support the aims of the School's Student Learning Assessment & Reporting Policy and 'Assessment & Reporting @ HPS' document.
- Assessment practices will provide the opportunity for students to reveal progress.
- Moderation of student assessment will occur regularly and explore a range of assessment data sets. Analysis will be used to inform student progress, the effectiveness of teacher practice and curriculum development, and is used as the basis for regular feedback and reporting to students and their parents and carers.
- PLTs use scheduled 'Non Face To Face' (NTF) time and 'Other Duties' time to maximise opportunities for collaboration to ensure assessment and reporting approaches are ongoing through the PLC process.
- Digital technologies including Seesaw, Essential Assessments and GradeXpert will support assessment and reporting practices.
- Parents/carers and students are an integral component of effective assessment and reporting. Assessment and Reporting practices will provide regular, meaningful and timely progress information and feedback through:
 - Term 1- 4
 - Regular student assessment tasks communicated to parents and carers through Seesaw. These include the task, assessment rubric, teacher feedback on progress toward intended learning goal, student reflection on achievement 'I can' and goal setting 'I will'
 - Regular reporting of progress through:
 - Term 1 Summary Report
 - Term 2 Mid-Year written Report
 - Term 3 Parent Teacher Interview
 - Term 4 End of Year written Reports.

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- To further support assessment and reporting communication parents/carers will be provided with opportunities to engage in:
 - Term 1 Information Sessions and Meet and Greet Meetings
 - Term 1 – 4 Individual meetings by appointment
 - Scheduled ‘Student Support Group Meetings’ for students with additional needs
 - Scheduled ‘Individual Education Plan’ meetings where required.
- Professional Learning will be resourced through Learning Specialist, colleagues, DET and professional learning budgets where required.

Links

Links which are connected with this policy are:

- <https://www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/eitunderstand.aspx>
- <https://www.education.vic.gov.au/school/principals/spag/curriculum/Pages/assessment.aspx>
- <https://www.vcaa.vic.edu.au/foundation10/Pages/f10index.aspx>

Appendices which are connected with this policy are:

- Appendix C: HPS Student Learning Overview
- Appendix I: School Data Improvement Process
- Appendix J: HPS Assessment & Reporting @ HPS

Evaluation

This policy will be reviewed annually or more often if necessary due to changes in regulations or circumstances.