POLICY: ASSESSMENT AND REPORTING

PURPOSE:

Accurate and comprehensive assessment of student performance aids in establishing open communication, helps to improve student learning and assists in establishing future direction.

Assessment is the central process in instruction. It is the bridge between teaching and learning. Assessment refers to the stage of gathering data. Evaluation is the stage of making judgements about the information gathered. Teachers draw conclusions about the progress of students and the effectiveness of teaching plans from the assessment data. The analysis of the data is essential because assessment without evaluation is meaningless. Assessment criteria are explicit, and feedback is designed to support students' further learning and encourage them to monitor and take responsibility for their own learning.

The purpose of assessment is to be able to make judgements regarding student progress and the effectiveness of teaching and learning programs and whole school initiatives. Schools are expected to seek continuous improvement of student achievement and are accountable for their effectiveness in doing so. Brentwood Park employs a range of strategies to gather information to determine the standard of student achievement. School-based and systemic assessment data are used to inform whole school planning

AIMS:

- To assess student performance accurately and comprehensively against the Victorian Curriculum F-10 achievement standards.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- To inform parents on student performance and future needs by including them in the learning process.

IMPLEMENTATION:

- Assessment practices reflect the full range of learning program objectives:
- Using a variety of methods to assess student understandings at various points in a unit, including;
    - observations
    - student work samples
    - one-to-one conferencing
    - interviews
    - open-ended tasks
    - demonstrations by students
    - teacher devised tests, such as pre and post tests
    - use of moderation
    - the B.P.P.S Benchmarking Assessment Schedule at each year level, incorporating the Digital Assessment Library (DAL) assessment in literacy and numeracy and the English Online Interview (EOI) mandated for all foundation and year one students. Mathematics Online Interview (MOI) for year one students
    - statewide standardised testing processes, such as NAPLAN
- Assessing a range of types of understanding and practice, including knowledge of processes, conceptual ideas, the way the learning is used and practised and different aspects of practice, such as fluency, accuracy, and capacity to innovate.
- Ensuring assessment incorporates a range of levels of thinking (comprehension, analysis)
- Monitoring student perceptions and attitudes as well as knowledge and skills.

- Frequent constructive feedback that supports further learning:
    - Providing feedback on tasks that challenges students to review, reflect on and refine their understandings at various points in a learning sequence.
    - Giving timely feedback, acknowledging competent skills, suggesting areas for improvement, and jointly setting learning goals and strategies.
    - Structuring feedback to support further learning and organising for feedback from a variety of audiences.

- Assessment criteria is made explicit:
    - Stating learning intention and success criteria at the commencement of a lesson and reviewing success criteria at the end of the lesson
    - Leading discussions with students in which the criteria appropriate for different levels of performance on tasks are generated and clarified
    - Providing feedback to students concerning their performance in relation to explicit criteria. (e.g., rubric)

- Assessment practices encourage reflection and self –assessment:
    - Providing assessment instruments for self and peer monitoring.
    - Discussing the learning process explicitly with students.
    - Providing tools that enable students to explicitly convey their understandings.
    - Providing opportunities to review prior ideas and compare them with current understandings.

- The teacher uses evidence from assessment to inform planning and teaching:
    - Strategically monitoring student understandings by circulating during practical or project work and holding discussions with individuals.
    - Probing student understandings and perspectives early in a learning sequence to help plan subsequent teaching sessions.
    - Reviewing understandings from previous teaching sessions before proceeding with work.
    - Monitoring constantly and strategically to determine how best to respond to the class.

- Brentwood Park Primary School will progressively develop for identified students and assess in accordance with individual learning improvement plans in consultation with parents and, where appropriate, with others with specific expertise.
- Brentwood Park Primary School will assess the achievements of students with disabilities and impairments. Student Support Groups will help develop an individual learning improvement plan containing learning goals for each student. Progress towards learning goals will be assessed and reported by the student support group.
- Written reports detailing individual student's progress will be provided to parents at the end of terms two and four. Parent /teacher interviews will be provided at the end of terms one and three.
- The school will provide all required performance data to DoE and the community by means of an annual report.

POLICY REVIEW AND APPROVAL:

Policy last reviewed	5/12/2023
Consultation	Consultation with and approved by school council
Approved by	James Bell, principal
Next scheduled review date	December 2027