

Caulfield South Primary School

C.S.P.S.

Assessment Policy

Purpose

The purpose of assessment is to gather reliable information for teachers to make informed judgements about the progress of students against specific task criteria and achievement against common standards. At Caulfield South Primary School we consider assessment to be integral to planning for effective teaching and learning. Assessment provides students with the opportunities to demonstrate their knowledge, skills and understandings. Caulfield South Primary School also uses assessment to provide feedback to students and reporting to parents and teachers on the student learning process. Assessment is used to inform the next steps required to improve student performance and provide quality teaching and learning opportunities. We do this by working collaboratively to evaluate student learning and plan for future growth.

Policy

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. Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes.

Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs,
- School reporting: schools report to the School Council/local community via their annual report, providing a concise summary of the school's achievements and progress,
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes.

Guidelines

At Caulfield South PS we assess and report against the Victorian Curriculum and elements of the International Baccalaureate (IB) Primary Years Programme (PYP). As mandated in the Assessment and Reporting Essential Agreement, teachers will follow the Whole School Assessment Schedule and use a variety of formative and summative assessment strategies in order to collect and record assessment data. This comprehensive system is underpinned by the following key elements:

- Teaching teams working in Professional Learning Communities (PLC) and use regular 'cycles of inquiry' to target specific learning goals across cohorts

- A clearly articulated planning process and associated documentation
- A guaranteed and viable curriculum in key learning areas
- Common assessment and reporting tools
- An assessment schedule
- Key reporting events during the school year

Students will receive clearly stated goals and criteria which makes assessment explicit, purposeful and understandable.

Teachers will assess students' prior knowledge to effectively inform their planning. Assessment data will be used to identify and support differentiated learning and support student performance.

Teacher assessment will be constructed around an understanding of how students learn. Samples of students' work will be collected regularly as a record of progress and collated in the form of portfolios.

This policy is available to all members of the school community.

Implementation

- Written reports will be provided at the end of Semester 1 and 2. Prep Interviews will be held at the start of the year as are pastoral interviews for other year levels. Mid-year parent/teacher interviews and other meetings upon request of parents or teachers will be provided.
- Structures are in place for the development and implementation of assessment and reporting of the IB learner profiles.
- Students are given opportunities to reflect on their own learning and through interactions with their teachers and peers.
- Teachers endeavour to provide feedback on all essential elements of the written curriculum (knowledge, concepts, skills, attitudes, actions).
- Student portfolios, work samples and regular diagnostic assessment will assist tracking of student learning over time (refer to Student Portfolio Essential Agreement).
- Continual self-reflective practice by teachers and school administrators will ensure ongoing, constructive evaluation of the programme.

Assessment

Teachers will employ a variety of formative and summative assessment practices in all learning areas and evaluate the results for future planning.

Assessment for Learning – Formative Assessment/Responsive Teaching

This data is used by teachers to inform their teaching and to support student to design personal learning goals.

Formative Assessments can include:

- Teacher generated assessments/tests
- Standardised assessments including those in the assessment schedule
- Prior knowledge assessments (e.g. mind maps, thinking routines etc.)
- Teacher observations/anecdotal records
- Teacher checklists
- Feedback from students

Assessment as Learning

Assessment as learning informs daily planning for instruction and promotes learning by giving regular and frequent feedback to students. Students are involved in the process of monitoring and reflecting on their ongoing progress towards their achievement of learning goals.

Examples of Assessment as Learning include:

- Rubrics
- Student self-assessments
- Student-led Conferences
- Students will evaluate their past and present learning activities and reflect on their progress.
- Student portfolios will provide information on student progress.

Assessment of Learning – Summative Assessment

Teachers and students use evidence of learning to make judgements on achievement against goals and standards. The process of learning and the resulting product are assessed.

Examples of Summative Assessment include:

- PYP Unit of Inquiry summative assessment task
- PYP Exhibition
- Post assessments
- Assessments from the assessment schedule
- Student work samples

Assessment Schedule and Record keeping

- Teachers will make themselves aware of the assessment schedule and adhere to dates and deadlines.
- Samples of student assessment will be collected regularly as indicators of progress and be placed in the student's file at the end of the year.
- The school has a system in place for collecting and managing electronic data and hard copy student assessments and reports.
- Prep interviews and entry assessments will be held during the first month of schooling.

- Students in Grades 3 and 5 will participate in National Assessment Program – Literacy and Numeracy (NAPLAN).

Written Reporting

- Formal written reports are prepared twice throughout the year in Term 2 and Term 4
- Written reports will be accompanied by a student self-assessment (2 Stars and a Wish or Learner Profile Attribute Self-Assessment)
- Written reports reflect student progress against the Victorian Curriculum Continuum P-10, the Victorian EAL Continuum (for students with English as an Additional Language) and the IB PYP.
- Students who are working 12 months below or 18 months above the expected level will have an Individual Learning Plan which will be reviewed regularly by the teacher.
- Students with a diagnosis that impacts their learning may also require/be place on an ILIP
- The Principal will report assessment data to the School Council and the community in the Annual Report.

Face-to-face Reporting

- An information session for parents/ is to be held in Term 1
- Parent - teacher interviews (Prep-Yr1)and three-way conferences (Yr2-6) are held in Term 2
- Students on the Program for Students with Disabilities (PSD) will have a Student Support Group meeting (SSG) each term, where their Individual Education Plan (IEP) will be reviewed and updated.

Expectations for Parents/Carers

Caulfield South Primary School encourages parents/carers to be actively involved in their child's learning growth and progress. Parents should attend information sessions and conferences, monitor and engage with digital portfolio content, and read relevant reporting documents to ensure they are up-to-date with how their child is progressing. In addition, parents are always welcome to reach out to the relevant teachers at any point to discuss their child's learning growth and progress.

Supporting Materials

This policy should be read in conjunction with the following Department polices and guidelines: EAL Assessment and Reporting - provides a framework for assessing student achievement and developing effective learning programs for the many students in Victorian schools who are learning English as an additional language.

The information in this policy has been taken from the Department Guidelines for assessment and reporting.

Evaluation

The evaluation of the effectiveness of Caulfield South Primary School's Assessment Policy will be reviewed as part of a 3 year cycle.

Ratified by School Council: 25.5.22

Date of Last Review: May, 2022