



ASSESSMENT POLICY

This policy has been developed by members of School Council.

Date written:	2000	Date reviewed:	2015
School Council Ratified:	Nov 2015	Next review:	2018

PURPOSE

- To provide accurate and comprehensive assessment of student performance against state-wide and school based standards which:
 - Supports open communication
 - Guides student learning
 - Assists in establishing future direction
 - Helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.
- To assess school and student performance accurately and comprehensively against state-wide and school based standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.
- Student achievement data to be used by teachers at several levels: whole school data and cohort data to inform teachers of individual student achievement, to ensure Teaching and Learning is appropriate and challenging for all students

POLICY STATEMENT

- Schools are responsible for accurately assessing student achievement against state-wide standards and progression points detailed within the Australian Curriculum and Victorian Essential Learning Standards (AusVELS).
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future teaching and learning, rather than simply a prelude to reporting achievement.

IMPLEMENTATION

- Our school will establish a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement.
- Our school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will analyse and use the data collected to make judgements about, and report on, student achievement according to AusVELS domains and levels.
- Staff will participate in moderation processes involving detailed discussion and comparison of annotated work samples so that staff can apply consistent judgements of student progress against AusVELS standards across the school.
- Our school will progressively develop individual learning improvement plans for students with particular learning needs in consultation with students, parents and where appropriate, others with specific expertise.
- Self-assessments and reflections on learning by students will be a feature of our assessment regime.
- Item analysis of NAPLAN results and other formal standardised assessments will focus both individual and cohort future learning.
- Our school will provide information for parents on assessment, AusVELS and NAPLAN.
- Our school will assess the achievements of students with disabilities in the context of AusVELS. Student Support Group meetings will help develop individual student profiles containing learning goals for students. Progress towards learning goals will be assessed and reported at the Student Support Group meeting.
- Students for whom English is a second language will have their progress in English reported against the ESL Companion to the AusVELS until such time as their performance warrants progress reported against standard English in AusVELS.

EVALUATION AND REVIEW

The Rosanna Primary School Assessment Policy will be reviewed as per School Council Policy. School Council will evaluate its relevance in line with DET guidelines and community expectations as represented by parent members on School Council.

REFERENCES

<http://www.vcaa.vic.edu.au/assessment.html>

<http://ausvels.vcaa.vic.edu.au/>

RELATED DOCUMENTS

Policy

Communication Policy

Student Engagement and Inclusion

This document can be found at:
USER:/Policies/Ratified Policies