

Assessment Policy

Written by	<i>Principal</i>
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Summary: PYP Assessment

- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

Purpose of Assessment in the PYP

- The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.
- Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.
- Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.

Rationale

Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

Aims

To assess school and student performance accurately and comprehensively against state-wide standards.
To improve student learning by accurately determining current performance as well as areas of future need and development.

Implementation

- Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Victorian Curriculum.
- 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 lessons and learning, rather than simply a prelude to reporting achievement.
- The 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. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in national standardised testing processes such as NAPLAN and school entry assessment tests.

- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Victorian Curriculum.
- Staff will participate in moderation and professional development sessions to apply consistent judgements of student progress against achievement standards across the school.
- Our school will develop individual learning improvement plans for all students deemed to be ‘at risk’ in consultation with students, parents and where appropriate, with others with specific expertise.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Item analysis of NAPLAN results will focus both individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the Victorian Curriculum. Student Support Groups will be established for each PSD funded students. This group will meet each term to review the students Individual Learning Plan and progress towards learning goals will be assessed and reported.
- Students for whom English is an additional language will have their progress in English reported against the EAL achievement standards as detailed in the Victorian Curriculum

Evaluation:

This policy will be reviewed annually as part of the school’s three-year review cycle.