



ASSESSMENT POLICY

RATIONALE

At East Bentleigh Primary School we believe that assessment is an integral part of the learning continuum. It is vital that effective and comprehensive monitoring and feedback takes place in order that all students move towards their potential.

Thorough assessment enables teachers to reflect on and modify their practice to suit students' needs. It provides an overview of learning across the school and identifies and addresses areas in need of specific focus.

AIMS

- To highlight student progress through regular and ongoing feedback in order to provide direction for their future learning.
- To enable teachers to reflect on their teaching and improve practice.
- To empower students to reflect on their learning.
- To provide parents with information about students' strengths and areas for improvement in their future learning goals.
- To provide students with appropriate feedback to enable achievable and challenging goals to be set.
- To inform teachers, parents and students about student learning.
- To assess school and student performance accurately and comprehensively against state-wide standards.

IMPLEMENTATION

Assessment will be implemented through a variety of formal and informal assessment tools and strategies. Reporting will be through a range of processes, which will benefit the teacher, parent and student.

The following are assessment examples used at each level.

Assessment for Learning (Prior Assessment)

Teachers use frequent assessments to map the progress of their students and to continue building on their learning. They use this data to inform their teaching.

WHOLE SCHOOL:

Pre-tests/KWL across the areas of English, Mathematics, Geography, History and Science.

Teacher generated tests

In addition, examples at each level are as follows:

FOUNDATION - English and Mathematics (Mathematics Online Interview, English Online, running records)

Years 1 & 2 – English and Mathematics (Mathematics Online Interview, spelling and running records)

Years 3 & 4 –English and Mathematics (Essential Assessment, Fountas and Pinnell) Mathematics Online Interview (children at risk),

Years 5 & 6 – English and Mathematics (Essential Assessment, Fountas and Pinnell)

ASSESSMENT AS LEARNING (FORMATIVE ASSESSMENT)

Teachers use assessment tools and strategies which search for deep understanding, not simply for recall of information. Students reflect on and monitor their progress to inform and develop their future learning goals throughout the year. Emphasis is placed on developing students’ metacognitive abilities enabling them to understand how they learn.

Examples of formative assessment-

- Teacher observation/anecdotal records
- Teacher checklists (e.g. skills linked to Victorian Curriculum)
- Rubrics – a set of categories or criteria that define and describe the important components of work being completed, critiqued or assessed
- Student Work Samples
- Student Learning Journals
- Student Self Assessment
- Peer Assessment

ASSESSMENT OF LEARNING (SUMMATIVE ASSESSMENT)

Teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is important that the process of inquiry is assessed as well as the product of inquiry. Teachers should be looking for an increase in the substance and depth of student inquiry over time.

- Post tests
- Student presentations/ performances
- Student Learning Journals
- NAPLAN (National Assessment Program Literacy and Numeracy) testing for Students in Year 3 and Year 5.

REPORTING

Term 1	Term 2	Term 3	Term 4
Year level information evening	NAPLAN Assessments Years 3 & 5 -Mathematics -English	NAPLAN Testing Years 3 & 5 results distributed to parents	Student written Report (December)
Parent/Teacher pastoral care discussions	Student written Report (June)		Student Led Conferences
	Parent/Teacher interviews		

Student's written reports are prepared twice yearly and distributed.
Formal and informal interviews are also held as requested.
NAPLAN Testing – Years 3 & 5 results are distributed to parents.

INDIVIDUAL LEARNING PLANS

- Students achieving 12 month + expected level/12 months or more below expected level will have an individual learning plan that will be revisited each term. See attached proforma in Appendix A

STUDENTS WITH DISABILITIES AND ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

- The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum.
- Student support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be formally assessed and reported by the student support group each term.
- Students for whom English is an additional language will have their progress in English reported against the EAL continuum as detailed in the Victorian Curriculum.

RENEWAL AND APPROVAL:

This policy will be reviewed as part of the school's four-year review cycle or when relevant changes occur.

This was ratified by School Council August 2019