

# Wattle Park Primary School

## ***ASSESSMENT AND REPORTING POLICY***

### **PURPOSE**

Assessment and reporting are integral to the planning of curriculum. The school's assessment practices are based on collaborative decision-making involving students, parents and teachers. It is the policy of this school that the forms of assessment and reporting aim to:

- Promote a positive attitude towards learning
- Encourage the pursuit of excellence
- Provide method of assessment that enable access for all students
- Provide an accurate assessment of the child's progress to parents
- Provide a basis for program evaluation and continuing curriculum improvements
- Inform teachers of areas where additional assistance or extension is needed
- Facilitate the success of all students.

### **IMPLEMENTATION GUIDELINES**

#### **Assessment and Reporting:**

Will be in accordance with Department of Education and Training (DE&T) guidelines and based on the Victorian F-10 Curriculum that:

- Reflects the total development of the student
- Encourages students to reach their learning goals
- Works towards providing students with the opportunity to participate in the setting and assessment of individual goals
- Is appropriate to suit the variety of learning styles and situations
- Develops and maintains a cumulative record for each student
- Assists in the diagnosis of student strengths and weaknesses.

Assessment and reporting involves the use of a variety of assessment tools to measure student progress which vary across the curriculum areas and levels within the school. This may include but is not limited to, prep entry assessment, early years numeracy interview, diagnostic tests, running records, observation surveys, teacher checklists, anecdotal notes, annotated work samples, student self evaluation or peer evaluation.

#### **The reporting cycle shall consist of:**

- An information evening at the beginning of each year to provide parents with insights into programs planned for each year level
- Two Parent/Guardian/Teacher Meetings scheduled for each year
- Additional interviews being arranged at the request of either parent or teacher at a mutually suitable time.
- School devised reports distributed to parents twice yearly
- Individual Learning Improvement Plans (ILIPs) created as required for individual students. Class teachers will use student data to create an ILIP for 4 students in their class. It is compulsory for Koori students or students on the Program for Students with a Disability (PSD) to have an ILIP created for them by the class teacher.

## **Classroom teachers have the responsibility:**

- To ensure that students have a clear understanding of their learning goals, learning outcomes and success criteria
- To participate in regular moderation to promote consistent assessment across the year levels and promote student growth
- To ensure that assessment tools are used to inform planning and development of curriculum and to guide the progress of individuals
- To maintain and review student cumulative files
- To utilise a transition process to inform subsequent teachers of students' progress.

## **Communication:**

This policy will be made available on the school website.

## **EVALUATION**

The principal, staff and school community will undertake evaluation of the policy and program regularly.

REVIEWED – October 2016