

# Assessment Policy

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## 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 state-wide standards and progression points detailed within the Victorian Essential Learning Standards (VELS).
- 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 statewide standardised testing processes such as AIM 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 three VELS strands and standards.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against VELS standards across the school.
- Our school will progressively develop individual learning improvement plans for all students 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.
- We will provide in-services for parents on assessment, VELS and the NAPLAN.
- The school will assess the achievements of students with disabilities in the context of the VELS. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English reported against the ESL Companion to the VELS.

## Evaluation:

This policy was originally formed, and will be reviewed in consultation with all members of the wider community as part of the school's three-year review cycle.