



# Flowerdale Primary School

## Small Schools Are Great Schools

## **ASSESSMENT, MONITORING AND REPORTING POLICY**

### **PHILOSOPHY**

Educational assessment, monitoring and evaluation is an integral part of teaching and learning. It is the means by which we assess the progress of students, the validity of school curriculum and the effectiveness of the teaching and learning cycle.

### **AIMS**

1. To assist the improvement of student learning through on-going monitoring and assessment  
OF, FOR, and AS learning, both formal and informal.
2. To inform teachers, students and parents of student progress and to identify learning areas that can be developed.
3. To support students in developing self-reflection skills.
4. To provide information for program evaluation and continuing curriculum improvement.

### **Our beliefs are:**

1. Assessment is essential for the ongoing monitoring of each students progress towards their achievement of the Victorian Curriculum outcomes.
2. Assessment of student learning should not be seen as an end product, but as an important means in providing useful information upon which teachers can make sound judgements to improve the quality of their instruction and student performance.
3. Assessment requires a mix of summative assessment to determine what the student has achieved, formative assessment to inform the next stage of learning and ongoing assessment focusing on teacher feedback, student self-reflection and self-assessment.
4. Assessment needs to be formal, such as standardised and diagnostic tests and informal carried out by teachers and students throughout the year.
5. The reporting process communicates positively on student achievement while developing future learning.

## GUIDELINES

All teachers and students will engage in processes of evaluation which is both cyclical and on-going in accordance with DET guidelines and based on the Victorian Curriculum. Formal reporting to parents will take place on a regular basis which includes:

- *student digital portfolios*
  - *written reports mid-year and at the end of the school year,( using the prescribed DET reporting format)*
  - *A Three Way Conference conducted by the students will be held at the start of Term 3 to discuss student progress.*
  - *informal conferences to discuss student Individual Learning Plans, where applicable.*
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- *ALL PSD, Out of Home Care and Koorie children MUST have an ILP which is regularly reviewed*
  - Parents or teachers will be able to make individual appointments throughout the year when necessary.
  - Reporting will focus positively on student progress, indicating what has been achieved during the semester.
  - Areas for Improvement/Future Learning will outline areas identified by teachers as an area requiring focussed teaching.
  - Individual Learning Plans may be formulated for children performing below or above the 'expected' level in various curriculum areas including academic, social/emotional and physical development as well as the extent of acquired skills.
  - Individual Learning Plans will outline specific and explicit learning goals and suggest ways to achieve these goals at home and at school. These will then be and discussed with students and parents.
  - Student assessment will be recognised as a continuous process.
  - A selection of standardised and diagnostic assessments in literacy and numeracy will be administered to all students from Prep to Grade 6 according to the school's assessment schedule. This schedule will be reviewed and updated on an annual basis.
  - During planning sessions, each Year level and specialist area will discuss and agree to the nature of their assessment program and itemise various forms appropriate to their level.
  - All teachers will keep written information on students, whether it is of a formal or informal nature, to guide them when reporting to parents and for their use in the parent/teacher interviews and/or Three Way Conferences.
  - Student data will be also be recorded on 'Accelerus' and the 'Student Performance Analyser'
  - Student portfolios contain samples of work as well as draft work and common assessment tasks. A mix of student self-reflection and assessment as well as formal teacher assessment will be part of the reflection of student work.
  - Teacher moderation of children's work is expected.
  - Student Portfolios will be added to continuously each term for students to share with parents and discuss student learning and for parents to provide children with feedback.

