



Reporting & Assessment Policy

2019-2023

Teamwork – Honesty – Respect – Belonging

Rationale

Accurate and comprehensive assessment and reporting of student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Definitions

Assessment refers to the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Reporting refers to the summative assessment of where a student is on a learning continuum at the end of a specified period of schooling, and where this places them in relation to their own learning goals and/or the learning of their peers. This determination is made available to the student, their parents and teachers.

Summative Feedback refers to assessment feedback provided to students at the completion of a performance (assessment) task.

Formative Feedback refers to assessment feedback provided to students during the completion of classwork and performance (assessment) tasks.

Differentiation refers to alterations made to a teaching and learning sequence to accommodate the needs of individual students. Differentiation can occur with the content, the process, or the product within a teaching and learning sequence.

Online Reporting System refers to a web-based system of continuous reporting to allow accurate, timely and progressive summative and formative feedback to be provided to students and their parents.

Aims

All St Albans Heights Primary School students, and their families, will be provided with accurate, comprehensive and progressive information about their learning progress. Assessment and Reporting is underpinned by the following aims:

- To assess and report the performance of individuals and groups within the school community accurately and comprehensively.
- To improve student learning through accurate determination of areas of future need, as well as areas of current exemplary performance.
- To highlight student progress through regular and ongoing feedback to students and parents, in order to provide direction for their future learning.
- To empower students to reflect on and improve their learning.
- To provide parents with information about students' strengths and areas for improvement in their future learning goals and how parents can support student learning initiatives at



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home.

Implementation RESPONSIBILITIES

The Principal

- has overall responsibility for the implementation of this policy and the allocated procedures.
- will ensure that teaching and support staff are familiar with the policy and guidelines in this area.
- will ensure the provision of an appropriate online reporting system.

The Leadership Team

- will oversee the implementation of the assessment and reporting policy within the school.
- will ensure administrative processes are conducted efficiently to support staff in their implementation of the policy.
- will maintain own professional knowledge in the areas of assessment and reporting and relevant legislative requirements, and provide this information to staff as required.
- will communicate timelines and information to staff, and provide additional support as required.
- will ensure that assessment is consistent across classes.
- will provide support to their relevant teams to implement assessment and reporting programs.
- will co-ordinate and manage the online reporting system
- will provide professional development to staff in the technical aspects of implementation of the policy.

Teaching staff

- will be familiar with the policy and the requirements for its implementation
- will be aware of, and follow, assessment and reporting schedules.
- will utilise formative and summative assessment practices in class/es.
- will differentiate assessment and reporting to support individual student needs.

Parents/carers

- will attend student-led conferences
- will discuss feedback with their child
- will support their child to reflect and act on feedback provided
- will communicate with teachers regarding their child's progress

ASSOCIATED DOCUMENTS

Relevant documentation includes but is not limited to:

- F-10 curriculum planning and reporting guidelines
- Program for Students with Disabilities – guidelines for schools

ST ALBANS HEIGHTS PRIMARY SCHOOL - Norwich Street, St Albans Victoria 3021
PH. (03) 9366 4211 / (03) 9366 3127 - Email. st.albans.heights.ps@edumail.vic.gov.au



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- Victorian Curriculum

This policy was created in March 2019 and will be reviewed every four years.