



ASSESSMENT POLICY

Rationale

- Schools undertake a range of student assessment and reporting activities to inform and support student learning.
- Assessment (and reporting) are vital processes which provide information about what students know and can do, and to make recommendations for their future learning.
- The [Insight Assessment Platform \(Insight\)](#), an Education State initiative, is aimed at helping teachers assess the progress of all learners and support more targeted teaching practices.
- Insight aims to enable high quality assessment and feedback that will inform teacher planning for the next steps in a student's learning as that they continue to make progress along the learning continuum.
- The Insight Assessment Platform is the new home for the Department's collection of quality online assessment instruments, all aligned to the Victorian Curriculum F–10.
- Schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

Purpose

- To ensure Footscray North Primary School is aware of the policies and procedures for the preparation of reports on student progress and achievement for parents/carers or the community.

Definitions

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes

Implementation

- The school recognises the profound influence assessment has on the motivation and self-esteem of students and are crucial influences on learning.
- The school has developed a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum.
- Record keeping guidelines and student file information will be consistent across the school and regularly updated.
- From Year 5, student reflection and self-assessment strategies will be implemented to involve students in their own goal setting and learning.
- Assessment will be incorporated into all aspects of planning and daily classroom practices.
- Teams of teachers are expected to develop and utilise a range of tools for use in different contexts that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt.
- The assessment program includes assessment measures such as:
 - English Online Interview
 - Maths Online Interview
 - NAPLAN

- PAT Maths
- PAT Reading
- Fountas and Pinnell
- The school also will select from the range of assessment tools available on the Insight Assessment Platform.
- Feedback to students will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment.
- Professional Learning Team meetings are used to discuss individual student and cohort data across year level teams and the school. Strategies to improve student outcomes are discussed and Individual Learning Plans may be written for students identified at risk.
- Individual Learning Plans will be developed for students requiring additional support in accordance with DET guidelines. These documents will establish achievable goals – Abilities Based Learning and Educations Support (ABLES) goals – stating the student’s strengths and targets for their future learning as well as home and school activities that will complement this. This plan will be negotiated (where appropriate) between student, teacher and parents/carers prior to and during including the course of the year.
- Individual Learning Plans may also be written for students requiring extension programs.
- This policy should be read in conjunction with the school’s Data Analysis & Use Policy.

Evaluation

- This policy will be reviewed as part of the school’s three-year review cycle or if guidelines change (latest DET update late June 2018).

This policy was ratified by School Council 25/3/2019

Reference:
www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx