Scoresby Primary School

Assessment and Reporting Policy

Overview
Scoresby Primary School is committed to collecting relevant data from a range of sources, to provide accurate and ongoing monitoring of individual and group learning outcomes. Assessment and Reporting is an integral part of the teaching and learning process and is compatible with the VELS and the policies of DEECD. Accurate Assessment and Reporting allows for the monitoring of individual and group learning outcomes to ensure the learning needs of all students are met. Quality assessment provides teachers, parents and students with meaningful information about student learning upon which future planning can be based.

Aims
To:
- Inform teachers of individual student’s and group learning needs in order to implement necessary programs for individuals and groups to perform at optimum levels.
- Meet and support all DEECD requirements.
- To provide appropriate data that can be entered on to Cases21 reflecting accurate student learning outcomes in all VELS strands.
- Inform parents of children’s individual performances with regard to VELS.
- To encourage students to take individual responsibility for their own learning.
- Ensure that the language of reporting is clear, specific and appropriate for its intended audience.

Guidelines for Implementation
Assessment and reporting takes many forms:

ASSESSMENT
- Standardised testing in English and Maths for children in Years 3 to 6 held during each school year to allow comparison of data
- Prep to 4 assessment includes:
  - Prep Entry Assessments completed at the start of the school year.
  - Observational Survey for years Prep to 2.
  - Early Years Numeracy Interview Prep to 4
  - NAPLAN testing held for years 3 and 5 every year to allow for comparison of students against like schools and statewide and national benchmarks.
  - iAchieve online testing in English and maths for level 3 and 4 students during 1st semester.
  - Comprehensive assessment is undertaken as required to secure funding for students enrolled under the D & I program to further support their learning.
- University of NSW competitions will be offered to students wishing to complete them in the various KLAs.
- Statewide and national benchmarks are referred to by staff to identify individual and group learning outcomes, then necessary supports may be implemented.
- Teacher assessed tasks are to be ongoing and can take a variety of forms (eg. rubrics, running records, pre- and post-testing, etc.).
- Incorporate peer and self-assessment where applicable to allow for self-reflection and improvement.
- Moderation is important for all teachers to be involved in, to ensure consistency in reporting across levels and grades.
REPORTING

- Information Sessions to be held early in Term 1 to inform parents of curriculum expectations for the coming year.
- Student’s individual portfolios will be sent home at the end of term 2 and then at the end of the year as a record of assessment and progress.
- Formal Parent / Teacher Interviews to be held twice a year but an interview may be requested at a mutually convenient time by the teacher or parent.
- Written reports addressing VELS to be completed twice a year, detailing student achievements and learning goals, identifying learning outcomes against VELS levels.
- Individual Learning Plans are developed as required for identified children, to target specific learning needs.

Approved: 2009
To be Reviewed: 2012