

**Spensley Street Primary School**  
**ASSESSMENT AND REPORTING POLICY**

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The Teaching and Learning Policy is the basis of this document.

### **RATIONALE**

Assessment and Reporting at Spensley Street reflects our belief that the needs of the whole child are uppermost and are best met through a broad based, developmentally appropriate, integrated curriculum in a multi-age structure.

Assessment serves the following purposes

- to monitor and improve student learning
- to inform teachers and provide direction for future teaching
- to enable students to reflect on and monitor their own progress, in order to inform learning goals
- to enable teachers to report to parents and carers, formally and informally
- to enable teachers to make judgements about student achievement against goals and standards, in relation to the Victorian Curriculum and the traits of a successful learner
- to enable the school to report aggregated data for school and Education Department analysis.

### **DEFINITIONS**

Assessment is the ongoing process, by teachers, of gathering and reflecting on evidence of student achievement, in order to improve future student learning. It includes processes as well as outcomes of learning.

Reporting is the process by which assessment information is communicated to students, parents and carers and other teachers. Reports provide information about what students know and can do, together with recommendations for future learning.

Student achievement is evidence of student understanding, including processes, conceptual ideas, and attitudes as well as knowledge and skills.

### **PRINCIPLES**

1. Assessment is an ongoing process and takes into account the development of the whole child.
2. Assessment strategies should lead to improved teaching and learning.
3. The assessment process reflects the complexity of learning and the diverse nature of learners.
4. Assessment gathers information about student development, in relation to the goals developed by the student and teacher in consultation with families, and in relation to Victorian Curriculum standards.
5. Teachers will communicate with families about student achievements and future learning goals.
6. Student reports include teacher judgements against goals and standards.
7. Students will participate in assessment and reporting processes through setting goals and evaluating their own achievements.

## **GOALS**

1. To provide an assessment and reporting system that reflects the development of the whole child
2. To track student growth over time
3. To improve student learning and achievement
4. To enable students to become reflective learners, to understand their strengths and areas of need
5. To allow students to demonstrate their knowledge and skills
6. To recognise and celebrate student achievements
7. To identify students who require additional support
8. To evaluate students' skills and development in order to inform teacher planning
9. To improve teaching
10. To report accurately to parents and carers about their child's development as a learner
11. To involve students and families in the assessment and reporting process.

## **STRATEGIES**

1. Student attainment and growth will be monitored using a range of assessment techniques including teacher observations, work samples, teacher designed tests, rubrics, one-to-one assessment interviews and standardised tests.
2. Information about student learning will be communicated to families through twice-yearly written reports, student yearbooks and parent-teacher interviews.
3. Student reports will provide information about the programs in which the student has participated, and teacher judgements about student achievement against goals and standards in relation to the Victorian curriculum and the traits of a successful learner.
4. Student achievement data will be aggregated (using student performance analyser software) for school analysis and system wide reporting.
5. Teachers will participate in collaborate assessment of student work samples using a moderation process.
6. Teachers will develop Individual Learning Plans for students achieving more than twelve months above or below the expected standard in literacy and numeracy.
7. Information about the school's approach to assessment and reporting of student learning will be provided for parents and carers.

## **REFERENCES**

SSPS Common Assessment Task schedules, P-2 and 3-6

SSPS Teaching and Learning Policy

Framework for Improving Student Outcomes

Victorian Curriculum Assessment and Reporting

<http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>

## **DATE**

Policy approved by School Council September 2017