Rationale:

- Student assessment provides opportunities to develop a positive attitude to learning; it encourages the pursuit of excellence and provides feedback for students, teachers and parents/guardians through open and ongoing communication. It recognises all educational achievements and must be insightful, respectful, constructive and timely.

Aim:

- To gather, analyse and reflect on evidence, to make informed and consistent judgments to improve future student learning.

Implementation:

- Teachers will provide a variety of assessment strategies in teaching programs to provide multiple sources (assessment as, for and of) of information about student achievement.

Assessment for Learning occurs when teachers use inferences about student progress to inform their teaching.
Assessment as Learning occurs when students reflect on and monitor their progress to inform their future learning goals
Assessment of Learning occurs when teachers use evidence of student learning to make judgments on student achievement against goals and standards.

- An assessment schedule will be developed at the commencement of the academic year to show when, what and how assessment will be implemented.
- Staff are required to adhere to school and Department assessment requirements and timelines.
- Staff will use the data collected to make consistent judgments, to report on student achievements in relation to Victorian Essential Learning Standards (VELS) and to plan for student’s further learning.
- In consultation with students, parents/guardians and others with specific expertise, staff will develop and assess individual students for intervention and extension purposes through Individual Learning Plans.
- Student Support Groups will develop and assess the child’s Individual Learning Plan containing specific learning goals to assist students with disabilities and impairments.
- Students for whom English is a second language will have their progress in English assessed in relation to the relevant stages in the VELS documents.

Assessment strategies might include: tests, reflective journals, projects, learning diaries, portfolios, observations, self assessment, peer assessment and standardised tests as determined by the Department of Education and Early Childhood Development or the school (NAPLAN, school entry assessments, Numeracy Interviews, Observations Survey and VELS continuums).

Evaluation:

- This policy will be reviewed as part of the school’s four year review cycle.

This policy was last ratified by School Council in....  
August 2012