



Student Assessment Policy



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 educational achievements and must be insightful, respectful, constructive and timely. It is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

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 of Education and Training (DET) assessment requirements and timelines
- Staff will use the data collected to make consistent judgments, to report on student achievements in relation to the Victorian Curriculum (VC) 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 and record their programs in Records of Procedure
- To assist students with disabilities and impairments Student Support Groups will develop and assess the child's Individual Learning Plan containing specific learning goals
- Students for whom English is an additional language (EAL) will have their progress in English assessed in relation to the relevant stages in the VC documents and EAL continuum.

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