

# LOCKWOOD PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY



## POLICY CONTEXT:

Victorian Primary schools are supported by a strong system that sets state-wide standards in education, but schools are also required to be flexible and tailor their programs to meet the learning needs of every student. At Lockwood Primary School, assessment is most commonly used to guide teachers in planning their learning program and to encourage our students to become independent learners.

Lockwood Primary School is committed to providing the highest quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high-quality learning outcomes and form part of the interacting processes of teaching and learning.

## DEFINITIONS:

**Assessing** = how we actually discover what studentren have learned.

- Assessment is the process of gathering, analysing and interpreting quality information about student learning.
- Assessment is based on clearly stated standards and criteria appropriate to the age and development of the student.
- Assessment that involves students as participants helps to promote independent learners who strive for their personal best and are intrinsically motivated.

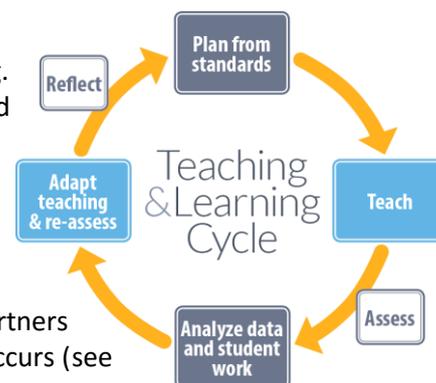
**Recording** = how we choose to collect notes and data about what studentren have learned.

**Reporting** = how we pass on that information.

## BELIEFS ABOUT ASSESSMENT:

Assessment practices have a powerful impact on teaching and learning. Developing a shared understanding of assessment enhances the validity and consistency of judgments about student learning, which in turn facilitates improved learning and teaching. Our beliefs about assessment are based on the assessment principles outlined below in "Purpose of Assessment". We share a strong belief that assessment is a critical component in guiding instruction – see diagram.

Lockwood Primary School believes that students benefit when parents are partners in the learning journey and we facilitate a range of strategies to ensure this occurs (see Reporting Planner on page 4).



## THE PURPOSES OF ASSESSMENT:

The DET recognises three purposes for assessment – Assessment **for**, **of** and **as** Learning.

### Assessment **FOR** Learning:

This is the main purpose of assessment at our school. Assessment data is rarely used to judge or rank students; rather, it is used to inform the learning program and guide teachers about the next steps in each student's learning journey. Assessments inform teachers about which concepts are in place and where further learning is needed. Teachers are given time together every week to analyse assessment data and determine flexible groupings for their students. Students have come to understand, for instance, that the total score on a test is fairly meaningless because they know that the test will be unpacked by teachers to determine which concepts have been mastered and how the learning groups should be structured to ensure students are working at the appropriate level – at the edge of their personal competence.

### **Assessment OF Learning:**

The purpose of this type of assessment is to determine student progress against AusVELS standards or against their peers. Semester Reports, NAPLAN testing and On-Demand testing are examples of Assessment OF Learning. The purpose of this type of assessment is usually for reporting. Rather than being an end in itself, teachers at our school also use this type of assessment as another set of data to guide their teaching.

### **Assessment AS Learning:**

This occurs when the concepts being taught and learned, relate to assessment. When students are active participants in assessment processes, the expectations and standards are clarified and students are better able to set personal goals for their learning. These processes help foster independent learners who are intrinsically motivated to achieve their best.

Examples of Assessment AS learning:

- determining what makes a quality piece of persuasive writing and then collaboratively developing an assessment rubric or deciding how to evaluate Class Presentations;
- participating in self and peer assessment, goal setting and helping to formulate success criteria;
- conferencing with students about how to improve or further develop their work;
- using checklists to support task completion.

## **ASSESSMENT PROCESSES:**

Lockwood Primary School engages in Formative and Summative Assessment processes.

### **Formative assessment**

Formative assessment is used to monitor progress during a learning sequence and to provide continuous feedback to teachers and students, enabling them to monitor progress and identify errors in learning. The feedback from this type of assessment is a crucial component as it informs teachers and students about their progress with the specific purpose of helping them to improve.

At Lockwood PS, we facilitate formative assessment through use of anecdotal records, work samples, Learning Diary, teacher made tests, peer and self-assessment. These will be reported to parents through parent:teacher meetings, Learning Diary, Individual Learning Plans, Open Days and Open Weeks, SENTRAL Parent Portal and case conferences as required.

### **Summative Assessment**

Summative assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs.

The Lockwood Primary School Semester Reports provide a summary of how studentren are performing and how they have progressed. The results in the Semester Reports are based on information about studentren's learning that is obtained using both Summative and Formative assessment strategies.

## **ASSESSMENT PROCESSES AT LOCKWOOD PRIMARY SCHOOL AIM TO:**

- Identify and monitor student achievements and progress in relation to the AusVELS Standards;
- Support identification of students at educational risk;
- Allow students to set goals for their learning, strive for personal excellence and foster intrinsic motivation;
- Motivate students to learn because their learning is personalised;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Support improvement planning by determining priorities, in collaboration with School Council;
- Deepen home/school links that enable parents to support their student's/student's learning;
- Provide feedback and advice to students about how they may improve their achievement;
- Provide valid, usable data for school analysis and diagnosis;
- Adjust programs to ensure all students have the opportunity for personal excellence;
- Develop subsequent and ongoing learning programs;
- Report student achievement to parents, staff and system;
- Facilitate and support whole school and system planning, reporting and accountability procedures.

## ASSESSMENT ACCOUNTABILITY

### Measuring Student Achievement:

Teachers develop tasks and assessment strategies to make judgements about student achievement using AusVELS Standards, Progression Points and Elaborations as well as moderation processes and online assessments.

Teachers may use a variety of assessment tools including: Benchmarking, AusVELS tools, On-Demand testing, Early Years' Assessment processes, running records, anecdotal comments, Reading Eggs and Mathletics observations; checklists; student profiles and audio-visual evidence. Teachers assess a range of ways to determine a summative grade.

### Teacher Recording of Student Achievement:

It is a requirement of teacher accountability that teachers maintain ongoing classroom-based records showing each student's achievement of the outcomes covered and that evidence of their judgements is kept. The school is in the process of moving to recording of AusVELS Progression Point achievement using the SENTRAL system. Eventually, these records will also be visible on the Parent Portal.

### Moderation:

To support consistency of teacher judgements, teachers will have opportunities to engage in various forms of moderation including:

- Regular collaboration in teams throughout the planning, teaching and assessment cycle
- Whole-school moderation to determine student progress and next steps
- Writing Moderation sessions with the Bendigo Rural Schools Network at least twice per year
- Reference to DET-supplied samples of student work at various progression points.

## REPORTING PROCESSES AT LOCKWOOD PRIMARY SCHOOL AIM TO:

- involve parents, students and teachers as partners in the learning journey;
- reflect the school community's values;
- be comprehensive, honest, fair and credible;
- be clear and understandable to all stakeholders;

## THE LOCKWOOD PRIMARY SCHOOL LEARNING DIARY

The aim of the learning diary is to provide a sample of tasks that students have completed each term.

To encourage students to strive for personal excellence, take responsibility for their learning and to foster intrinsic motivation, students will SELECT the pieces of work for inclusion in the Learning Diary each term. Some samples may include an explanation by the student about WHY a piece was chosen for inclusion.

Learning Diaries will be consistent across the whole school each term and will contain samples according to the following schedule:

Term Summary	<ul style="list-style-type: none"><li>• explains how the inquiry question has been addressed</li><li>• provides an overview of the learning program incl. skills and concepts covered</li></ul>
Literacy	<p>2 pieces of work selected by the student, including</p> <ul style="list-style-type: none"><li>• 1 x writing sample</li><li>• 1 x Speaking &amp; Listening Sample (T1 and T3) OR 1 x Reading Sample (T2 and T4)</li></ul>
Numeracy	1 x Sample selected by student
Integrated Inquiry	1 x Sample selected by student
Free Choice	1 piece from any area of the curriculum, selected by the student
Reflection	Grade 2-6 students will reflect on their learning goals.
Specialist	A sample of work from each specialist area will be provided each term

## LOCKWOOD PRIMARY SCHOOL REPORTING PLANNER

Term One	Mid-January	Principal's <i>Welcome to the New School Year</i> - via post
	Week 1-2	Introductory letter from class teachers outlining Term One Inquiry Topic and communication processes
		Communication diaries – replace reading diary incl. reading record and messages to/from parents and teachers.
		Personal invitations to the <i>Starting the Journey</i> evening sent to parents
	Week 5	<i>Starting the Journey</i> parent and staff social evening incl. brief overview by class teachers of processes for the year ahead
	Week 6	<i>Student Support Group Meetings</i>
	Final week	Learning Diary sent home
Term Two	Education Week	Open Week – classrooms open 9.00am-3.30pm all week for parents to visit
	Week 5	<i>Student Support Group Meetings</i>
	Weeks 6-9	Teachers writing mid-year reports
	Week 9	Reports available on SENTRAL parent portal
	Week 10	Hard copy reports available on request
Learning Diary sent home		
Term Three	Week 2	Parent:Teacher interviews 1.00-8.00pm
	Week 3	Open Week – classrooms open 9.00am-3.30pm all week for parents to visit
	Week 7	<i>Sharing the Journey</i> parent and staff social evening incl. student showcase
	Week 9-10	<i>Student Support Group Meetings</i>
	Final week	Learning Diary sent home
Term Four	Week 3	Open Week – classrooms open 9.00am-3.30pm all week for parents to visit
	Weeks 6-9	Teachers writing end-of-year reports
		Transition Information Sessions for Parents and Students
		Orientation Day – all students spend morning in next year's classroom
		Student Support Group Meetings
	Week 9	Reports available on SENTRAL parent portal
	Week 9-10	School Concert
		Grade 6 Graduation
	Week 10	Hard copy reports available on request
Parent interviews if required – must be pre-booked		

## ROLES AND RESPONSIBILITIES

### Teachers will be responsible for:

- Developing skills and an understanding of assessment practices that ensure that their assessment practices are valid and reliable;
- Designing assessment opportunities that explicitly test what students know, understand and can do in both familiar and unfamiliar contexts;
- Using assessment information to inform their teaching and learning;
- Ensuring that students know what is being assessed, and when, why and how;
- Providing students with opportunities to develop the necessary skills to participate in self and peer assessments;
- Providing feedback to students that highlights what students have demonstrated and what they need to do to improve;
- Participating in professional collaboration to ensure consistency of judgements between teachers;
- Providing timely reports of studentren's progress to parents and system;

### Students will be responsible for:

Contributing to discussions about assessment processes;

Assessing their learning and that of their peers;

Meeting assessment deadlines as agreed upon with the classroom teachers;

Responding to assessments made by peers, teachers and others;

Using checklists, advice and feedback to ensure their work accurately reflects their abilities.

### Parents will be responsible for:

Communicating relevant information that may affect their student's learning;

Taking advantage of opportunities to be informed or to learn about assessment and reporting procedures;

Taking advantage of opportunities to be informed or to learn about teaching and learning programs;

Encouraging their student/ren to be self-motivated and to take responsibility for achieving excellence;

Providing feedback about assessment and reporting practices in relation to their impact on their student.

## EVALUATION

This policy will be reviewed as part of the school's three year policy review cycle, or more often if necessary due to changes in regulations or circumstances.