	Hughesdale Primary School
	Assessment & Reporting Policy
Last review date: May 2023	**Due for next review:** May 2025
Included on website: ✓Yes	**Authorised (Principal):**

Help for non-English speakers

If you need help to understand the information in this policy, please contact our Business Manager or an Assistant Principal.

PURPOSE

This policy outlines how Hughesdale Primary meets its obligations relating to assessment of student achievement and reporting to parents across Foundation to Level 6.

Assessment is an ongoing process of gathering, analysing and interpreting evidence of student achievement and progress, and reflecting on findings. Effective teachers use student assessment results to evaluate the impact of their teaching on student learning, and then adapt their practices to better meet the needs of all students.

Quality assessment forms a foundation upon which:

- teaching can be targeted to student learning needs, thereby maximising the potential for optimal growth in learning
- informed and consistent teacher judgements against curriculum standards can be made, which is critical to understanding how well each student is developing as a successful learner, individual and citizen.

Any account of a student's learning and development needs to be rich, robust and comprehensive, which requires that multiple sources of data and evidence are collected and used.

GUIDELINES

Hughesdale Primary School's assessment and reporting practices are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.

Formative assessment will be used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Formative assessment is carefully considered as part of teachers' units of work/learning sequences. Formative assessment information is used by teachers and students to answer questions such as: How is learning progressing? What will be learned next?

Summative assessments will occur at the end of a unit of work/learning sequence. They are formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at

a point in time. Summative assessments can also be used formatively, since they can inform future planning for student learning.

A whole-school assessment schedule will be maintained and reviewed that identifies the what, when, how and who of assessments.

Students will receive frequent, constructive feedback that supports further learning.

The teacher will make learning intentions explicit, and where possible include student voice and input.

All students are assessed against the set of achievement standards set out in the eight learning areas and four capabilities of the [Victorian Curriculum F-10.](#)

Students with additional learning needs, such as those students funded under the Program for Students with Disabilities (PSD) can receive assessment and reporting thatis judged against their Individualised Education Plan (IEP).

The families of students on the PSD will be provided with the opportunity to attend a Student Support Group (SSG) meeting each term. A handover meeting will also be held at the conclusion of each year.

In English and Mathematics, Students who are performing six months or more below the expected level or 18 months above the expected level will be provided with an IEP that outlines personalised learning goals and appropriate levels of learning support required to achieve these goals.

In accordance with Victorian Department of Education (the department) guidelines, the National Assessment Program - Literacy and Numeracy (NAPLAN) will be administered annually to students in Years 3 and 5.

Formal written reports will be provided to students and their families on a whole-school basis at the conclusion of each semester. In accordance with the [Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines](#):

"Schools will be expected to report student achievement to parents every year in English, Mathematics and Science (from Year 3 onwards) against the achievement standards set out in the Victorian Curriculum F–10, including an indication of student progress against the age-related expected level of achievement. For the other learning areas and capabilities, schools should report against the Victorian Curriculum F–10 achievement standards and in relation to what has been taught in a particular semester or year and to individual learning targets."

Reporting on student progress will be constructive, positive and informative with an emphasis on student growth as students develop their skills, abilities and attitude to learning.

IMPLEMENTATION

Student files and records

Each student has a student file in which relevant assessment and reporting documentation is placed. This file contains documented evidence of the student's learning. All student files will be archived in accordance with the department's and the Public Record Office of Victoria (PROV) guidelines, which are based upon the lifespans determined by standards issued under the [Public Records Act 1973](#). Reference: [Department of Education: Records management - school records](#)

Assessment process

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

● *assessment **FOR** learning* occurs when teachers use inferences about student progress to inform their teaching (formative assessment)

● *assessment **AS** learning* occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)

● *assessment **OF** learning* occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).
Reference: [Department of Education: Assessment](#)

Three-way conferences

Three-way conferences are held mid-year for all year levels . They provide an important forum for students, parents/carers and teachers to come together to acknowledge and discuss learning. The purpose of three-way conferences is to:

● build a whole-school approach to the mid-year meeting that fosters collaboration and partnership amongst students, parents and teachers

● use the conference as an authentic Speaking and Listening task with scaffolded learning expectations and outcomes

● share prior achievement, future challenges and student self-reflection.
The student's family is also offered the opportunity to seek clarification and discuss progression points and written comments contained within their child's end-of-semester report.
In addition to the three-way conference, teachers are available to meet with families as required throughout the year.

Ongoing reporting

Learning tasks, moderated by teams (teaching teams cross referencing their marking), are completed by students throughout the year. Student performance is reported on to parents in real time via our digital learning management system, [Compass](#). Reporting includes the task summary, assessment against a five-point scale, a written comment and a goal for future learning.

Digital learning management system (Compass)

Compass is used to track student results, communicate learning task assessments, communicate IEPs, communicate reading goals and publish end-of-semester reports.
In addition to tracking student assessment and reporting, Compass is used to track student wellbeing and first-aid support.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

● included in staff induction processes and staff training

● available publicly on our school's website

● included in staff handbook/manual

- discussed at staff briefings/meetings as required
- hard copy available from school administration upon request.

FURTHER INFORMATION AND RESOURCES

The department's Policy and advisory library (PAL):

- *Assessment of student achievement and progress Foundation to 10 including EAL students*
- *Reporting student achievement and progress Foundation to 10*
- *Records management*.

The following school policies are also relevant to this policy:
- *Curriculum framework policy*
- *English policy*
- *Mathematics policy*
- *Inclusion and diversity policy*.

Other:

- The Victorian Curriculum Assessment Authority (VCAA): Victorian Curriculum F-10: Revised curriculum planning and reporting guidelines
- Victorian Registration & Qualifications Authority (VRQA): Minimum standards and other requirements for schools
- Australian Curriculum and Assessment and Reporting Authority (ACARA): NAPLAN.

POLICY REVIEW AND APPROVAL

Policy last reviewed	May 2023
Approved by	Principal
Next scheduled review date	May 2025