

*Westgarth Primary School is a community of students, staff, friends and family working together to create a diverse, engaging and respectful learning environment.*

### **Rationale**

As per VRQA (Victorian Registration and Qualifications Authority) requirements, schools must ensure that there is ongoing assessment, monitoring and recording of each student's performance and provide each student and parent with access to accurate information about the student's performance.

### **Aims**

- To improve student learning by accurately determining areas of future learning need, which includes the needs of students working above and below the expected level of achievement.
- To assess and report school and student performance fairly, accurately and consistently within and between teams of teachers across the school.
- To communicate student progress and achievements with students and parents/carers so as to foster home-school partnerships for improved student outcomes.

### **Implementation**

#### Assessment

- The school will establish, implement and review (annually) an assessment schedule. The assessment schedule will outline the minimum requirements, at each year level, for the formative and summative assessment tools to be used. The schedule includes a comprehensive suite of ongoing assessment tools such as those from the:
  - Department of Education and Training (e.g., English Online Interview and Mathematics Online Interview)
  - Victorian Curriculum and Assessment Authority (e.g., On-demand adaptive testing)
  - Australian Curriculum, Assessment and Reporting Authority (e.g., NAPLAN)
  - Australian Council for Educational Research (e.g., TORCH: Tests of Reading Comprehension and PROBE: Reading Comprehension Assessment)
  - Publishing houses (e.g., CARS: Comprehensive Assessment of Reading Strategies).
- The school will appoint a data manager to oversee the school's data management system and processes which includes the uploading of data so trends in student progress and achievement can be tracked over time and be used to inform decisions about resource allocation.
- Teachers will use assessment data to determine the students' individual points of learning need (zone of proximal development) so as to improve student performance and make informed decisions about:
  - the curriculum content to be taught
  - the amount of time to spend on various concepts and topics
  - the directions that students need to progress next as outlined in feedback by the teacher
  - the creation of fluid and flexible student groupings so students can be appropriately supported or challenged

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- the establishment of individual learning plans (for students working 12 months below the expected level and for students working 12 months above the expected level).
- Parents and carers will be informed of their child’s progress and achievement via written reports and face-to-face meetings (which includes parent-teacher interviews and student-led conferences). Education and individual learning plans will be developed and communicated with students and their parents.
- Students will be supported to reflect upon and monitor their progress and achievements so as to inform their future learning goals and needs (assessment *as learning*).

### Reporting

- Teachers will use a range of assessment tools to triangulate (cross-verify two or more sources) of student achievement data in order to make fair and accurate judgements about student progress and achievement.
- Teachers will engage in professional development around moderation to build their capacity and precision for making consistent judgements within and between teams of teachers.
- Student achievement will be measured and reported to students, parents, carers, Department of Education and Training and the wider community against the Victorian Curriculum achievement standards. The achievement standards outline the essential knowledge, skills and behaviours students are expected to demonstrate within each domain and capability. Explanations of each curriculum domain and capability – and what is expected at each year level – will be published on the school’s website.
- Students for whom English is an additional language (EAL) will have their progress in English assessed in relation to the achievement standards outlined in the stages of the EAL Companion to the Victorian Curriculum.
- Students with a disability or impairment will, where appropriate, have their progress assessed in relation to the achievement standards outlined in the ‘Towards Foundation level Victorian Curriculum’.
- Student reports, which will be written twice a year, and face-to-face meetings will provide the following key information to parents and carers:
  - Clear information on what the student has achieved (i.e., the student’s progress on the basis of assessment evidence gathered over a semester).
  - Suggestions for areas of improvement that the student ought to work on next (i.e., future learning to be addressed in the following reporting period).
  - Suggestions on how parents and carers can help the student to improve (i.e., specific strategies parents and carers can employ to support their child, taking account of the areas for improvement or future learning).

### **Evaluation**

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

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