

ASSESSMENT POLICY

PURPOSE

The purpose of this policy is to outline the role of assessment as an integral part of all teaching and learning. Effective assessment practices enable staff to make consistent and reliable judgments of achievement to inform collaborative planning and differentiation to meet student needs.

DEFINITION

1. Assessment is the ongoing practice of collecting, analysing, reflecting on and evaluating information about student achievement. It identifies what students know, understand, can do and feel at different stages in the learning process.
2. Assessment identifies a learner's point of need and will inform future teaching sequences to target individual needs to improve student performance.
3. Assessment is an integral part of the learning cycle as it provides information about student achievement and informs a cycle of planning and reflection.
4. Assessment is central to the Primary Years Program (PYP) goal of guiding students through the 5 key components of the IB-PYP curriculum:
 - Attitudes
 - Knowledge
 - Key Concepts
 - Skills
 - Action
5. Assessment is also aligned with the Victorian Curriculum to accurately measure student achievement against DET policies.
6. Assessment includes the process of communication and feedback to parents and students.

GUIDELINES

1. At Surrey Hills Primary School all stakeholders in assessment (students, teachers, parents and school leadership team) need to have a clear and shared understanding of the purpose of assessment tasks, what is being assessed and criteria for success. This includes an understanding of the types of assessment used for different purposes:
 - Formative Assessment is ongoing and provides information that is used to plan future teaching sequences through analysing data combined with student and teacher reflection and monitoring of learning to set future goals. It promotes regular and frequent feedback.
 - Summative Assessment is the culmination of a unit of work, allowing students to demonstrate their understanding and where evidence is used to make judgements of student progress against goals and standards. It promotes students towards action.
 - Standardised Assessment is used periodically to measure student achievement against DET guidelines. Examples include Year 3 and 5 NAPLAN and Essential Assessment.

2. Assessment is purposeful and planned as part of the teaching sequence to monitor student progress and achievement against DET standards and IB-PYP requirements.
3. Assessment should encompass a broad range of approaches to provide a balanced understanding of students' learning and the effectiveness of teaching sequences.
4. Assessment provides evidence that will be monitored and communicated to all stakeholders, taking into account the ongoing nature of learning revealed over time.
5. Assessment practices will include moderation of results and teacher judgements with a view for consistency across the school.
6. School-wide data sharing procedures support our collective understanding of school-wide strengths and weaknesses to inform school goals and Professional Development of staff.
7. Written and oral reports provide information to parents, students and teachers on student progress in each of the learning areas.

IMPLEMENTATION

Assessment

1. Assessment encompasses the following areas:
 - Assessing – processes to discover what students know and understand
 - Recording – the collection and analysis of achievement data
 - Reporting – communicating student learning, achievement and progress
2. A variety of measures and methods are used to assess, record and report student achievement to ensure information is consistent.
3. Assessment methods are valid, reliable and consistent and include opportunities for sharing best practice and moderation across teams.
4. Effective and timely feedback, reflection and goals are an integral part of assessment at Surrey Hills Primary School.
5. Assessment is ongoing to provide information that is used to plan future teaching sequences and evaluate the success of teaching practices through analysis of results and teacher and student reflections.
6. A broad range of strategies are used to assess student knowledge and understanding of learning areas, central ideas, skills, attitudes and concepts. These may include, but are not limited to, tests, examinations, projects, portfolios, oral work, open-ended assessments and reflections. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a short time period.
7. The previously identified assessment strategies are put into practise using a variety of assessment tools. These may include, but are not limited to, rubrics, worked examples, checklists, anecdotal observations, continuums and conferences.
8. Evidence collected as assessment data will be transitioned between teachers at the end of the academic year or when a change in teacher occurs during the year. Time is allocated to the student hand over process.
9. Teachers are responsible for keeping accurate and up to date evidence of student achievement and progress.
10. Teachers adhere to the whole school assessment schedule, which is regularly reviewed and updated

Reporting

11. Reporting is a means of clearly communicating what students know, understand and can do to parents. At Surrey Hills Primary School reporting to parents includes:
 - Written reports – distributed online twice a year at the end of each semester. These will report on both student achievement and student progress. Written reports will include a

five-point scale, where the quality of the student’s achievement against what is ‘expected’ for reporting against the achievement standards in English, Mathematics and Science (where applicable)

A learning goals scale or a learning dimensions scale will be used for other areas of the curriculum

- Parent Teacher Meetings – held twice a year in Term 1 and 3 to communicate and discuss learning goals for the coming semester
- Learning Journals – collection of work samples from all learning areas across the semester and shared with parents/families at the end of each semester along with the report
- Individual Education Plans (IEPs) – goal setting for students with particular academic, behavioural or social needs, and is discussed and monitored in conjunction with parents and the student.

EVALUATION

Evaluation of this policy will be undertaken annually by staff.

REVIEW CYCLE

Policy last reviewed	February 2022
Approved by	Principal
Next scheduled review date	February 2023

REFERENCES

- International Baccalaureate - ‘Making the PYP Happen’
- International Baccalaureate – ‘Programme Standards and Practices’
- Victorian Department of Education and Early Childhood Assessment and Reporting Advice
- Victorian Curriculum and Assessment Authority – Victorian Curriculum Foundation – 10

Information was also gathered from the following IB-PYP school assessment policies:

- Mornington Primary School Assessment Policy
- McKinnon Primary School Assessment Policy