

ASSESSMENT POLICY

Rationale

- Schools undertake a range of student assessment and reporting activities to inform and support student learning.
- Assessment (and reporting) are vital processes which provide information about what children know and can do, and to make recommendations for their future learning.
- Schools enrolling international students are required to effectively monitor student performance (including any academic progress issues, accommodation and welfare issues or absences from school and home stay accommodation) and implement a documented intervention strategy where academic progress is at risk of failing to meet minimum Student Visa requirements (satisfactory completion of 50% or more of the units attempted in a study period).

Purpose

- To ensure Tarneit Rise Primary School is aware of the policies and procedures for the preparation of reports on student progress and achievement for parents/carers or the community.

Definitions

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about children's learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes

Implementation

- The school will develop a schedule for assessment and reporting to promote a whole-school approach to student progress against the Victorian Curriculum.
- Teams of teachers are expected to develop and utilise a range of tools for use in different contexts that allow individuals, groups or the whole class to give feedback at appropriate stages about what has been learnt.
- The school will select from the range of assessment tools including those available on the [Insight Assessment Platform \(Insight\)](#), an Education State initiative, which is aligned to the Victorian Curriculum F–10 and helps teachers assess the progress of all learners and support targeted teaching practices.
- Feedback to children will be timely, given early in a unit, or promptly after assessment tasks, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment.
- Please refer also the school's *Data Analysis & Use Policy*, the *Reporting to Parents Policy* and the *Archives & Records Management Policy*.

Evaluation

- This policy will be reviewed as part of the school's three-year review cycle or if guidelines change (latest DET update early July 2017).

<u>Ratification</u>	<u>Review Date</u>	<u>Policy Number</u>	<u>Version Number</u>	<u>Date Produced</u>
March 2018	2021	7	2	September 2017

Reference:

www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx