



Bentleigh West Primary School

ASSESSMENT POLICY

Rationale

Accurate and comprehensive assessment of student performance against state-wide standards assists with guiding student learning and future direction. It allows for open communication and helps to identify areas of exemplary performance, as well as those areas in need of extra support and assistance.

Purpose

- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.

Implementation

- Schools are responsible for accurately assessing student achievement against achievement standards detailed within the Australian Curriculum (Vic Curriculum).
- Fundamentally, assessment will be used primarily to guide future teaching and learning experiences, rather than simply a prelude to reporting achievement. Assessment requires a mix of diagnostic assessment to determine a student's proximal zone of development, formative assessment to guide future learning, and summative assessment of learning to determine and report what the student has learned. Ongoing assessment will focus teacher feedback alongside student self-assessment and reflection.
- The school will establish a whole-school assessment schedule that includes a variety of assessment tools, providing multiple sources of information for teachers about student achievement. These may include online and on demand assessment tools, standardised tests such as PAT, Rubrics for assignments, projects, portfolios and performance observations, discussions and involvement in national standardised testing processes such as NAPLAN.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- Teachers will use the data they collect to make judgements about, and report on, student achievement in the Australian Curriculum (Vic Curriculum).
- Staff will participate in professional learning that focuses on moderation involving annotated work samples so that they can apply consistent teacher judgements of student progress against achievement standards across the school.
- Our school will develop Individual Learning Plans (ILPs) for all students deemed to be 'at risk' or requiring extension. These will be developed in consultation with parents, students and where appropriate, with others with specific expertise.
- Self-assessments by students against individual learning goals will be developed as part of our assessment regime.
- Item analysis of NAPLAN and PAT results will be used to focus individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the Australian Curriculum. Student Support Group (SSG) meetings will be used to develop ILPs that contain specific learning goals for each student. Progress towards learning goals will be assessed and reported by the teacher and the SSG.

- Students for whom English is an additional language (EAL) will have their progress in English reported against the EAL achievement standards as detailed in the Australian Curriculum

Evaluation

This policy was ratified by the School Council in December 2018 and will be reviewed in December 2022.