



Mernda Primary School 0448

ASSESSMENT AND REPORTING POLICY

RATIONALE

At Mernda Primary School we believe that Assessment and Reporting are integral to planned approaches to teaching and learning. Their purpose is to assist the improvement of student learning by:

- Allowing students to confirm what they have learned and find out where improvement may be needed.
- Informing teachers of areas where additional assistance is needed.
- Providing a basis for program evaluation and continuing curriculum improvement.
- Developing a sense of partnership in learning among parents, teachers and students.

KEY PRINCIPLES

Assessment and Reporting practices at Mernda Primary School are informed using the following key principles:

- Victorian Essential Learning Standards (VELS) documents form an integral part of Assessment and Reporting as well as curriculum planning and delivery.
- Judgements made by teachers concerning student achievement are based on a common interpretation of VELs and the levels of learning described by different learning standards.
- Teachers make 'on-balance' judgements of student achievement based on a range of information gathered over time.
- Reports of student achievement are based on a variety of assessment strategies.

AIMS

Through the implementation of this policy, Mernda Primary School aims to:

- Produce a continuous record of students' progress throughout the primary school years.
- Assess attainable goals across all learning areas.
- Focus on students' strengths and encourage them to reach achievable goals in relation to VELs.
- Provide students with the opportunity to experience success and pursue excellence.
- Strengthen the links between the school and the home.
- Promote positive self-esteem and confidence in all students.
- Empower students through self-evaluation and foster a lifelong passion for learning.
- Incorporate DEECD priorities in the assessment and reporting of student learning, (e.g. numeracy and literacy).
- Support teachers in the planning and implementation of comprehensive and consistent work programs and assessment strategies (e.g. planning days, team PL's, AiZ teams).

IMPLEMENTATION

In implementing this Assessment and Reporting policy teachers will:

- Provide written reports to families twice a year that highlight student achievement in line with VELs (usually in June and December.).
- Encourage learner-centred assessment through the Incorporation of student self-evaluation in the reports and by providing students with the opportunity to evaluate their learning across all areas of their schooling.
- Provide parents/caregivers with the opportunity to attend 3 formal interviews (usually in February, June and December), as well as welcome informal opportunities for parents/caregivers to receive feedback at any stage throughout the year.
- Provide positive, regular and ongoing feedback to students throughout the year.
- Use a variety of assessment strategies and contexts to cater for the full range of students' learning, including intellectual, social, emotional and physical development.
- Ensure that assessment procedures are consistent across the school, reflecting stages of development outlined in all curriculum programs.

- Maintain a learning portfolio on students in their class to be passed on to the students' teachers the following year.
- Distribute the NAPLAN reports to parents/caregivers of participating students in years 3 or 5 and offer support in the interpretation of these reports.
- Develop comprehensive and consistent teaching programs that reflect the needs of the students and are representative of VELs.
- Develop Individual Learning Improvement plans for students at risk, in consultation with parents and, where appropriate, with others with specific expertise.

- The school will:
 - Ensure that teaching teams are supported in the planning and implementation of consistent work programs and assessment plans (ie. through planning days; professional development sessions; common APT release sessions for teaching teams; team meetings; etc.)
 - Provide ongoing support and professional development for all staff in the area of Digital technology.
 - Plan for and provide support for teachers in the implementation of this policy.

EVALUATION

This policy will be reviewed as part of the school's three-year review cycle.

This policy was last ratified by School Council on 14/07/14
