

Assessment and Reporting Policy

Monmia Primary School



MONMIA PRIMARY SCHOOL
- Learn and Achieve -

This policy was last presented to School Council in: September, 2022
School Council President: Amanda Deakin

Rationale

Assessment and reporting are vital processes which provide information about what students know and can do and to make recommendations for their future learning. Each semester, parents/guardians are informed about their child's progress against statewide standards as outlined in Victorian Curriculum. All Department of Education and Training (DET) assessment and reporting guidelines are implemented.

Aim

- Assess school and student performance accurately and comprehensively
- Improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance
- Provide support to students through the development of Individual Learning Plans
- Support students to self-assess against individual goals for continuous learning improvement

Implementation

Teachers will:

- know each individual student and their learning needs through ongoing assessment
- complete individual assessments (English Online Interview and Mathematics Online) with each Prep student during the first month of school and use these assessments to direct the next steps in learning when planning collaboratively
- include a variety of formal and informal assessments that provide multiple sources of information about student progress including on-line assessments (English Online Interview, Mathematics Online, On Demand-Reading, On Demand-Mathematics, Fountas and Pinnell), and formal assessments as outlined in the whole school assessment schedule
- involve students in developing Success Criteria which they will use for self-assessment to determine where they are in their learning, how they are going in their learning and where to next
- conference with each student to develop, review and set goals for future learning
- use the school's system of keeping records that can to provide a variety of observations of student skills and understandings
- develop Individual Learning Plans for students with specific learning needs which are shared with families and implemented in the classroom
- collaborate with their Professional Learning Community using a moderation process to analyse multiple sources of data to make consistent judgements about student progress
- use data walls as a database to track and monitor individual student and cohort achievements
- use the school's reporting system to prepare individual student reports for parents/guardians
- use the English as an Additional Language continuum to report on progress for identified students
- participate in Student Support Group meetings each term for students with disabilities, where individual student progress and goals are reviewed and agreed with parents/guardians
- prepare students to articulate their learning through a Student Led Conference

- meet with each Prep family during the first month of school to collect information about each student
- conduct Student Led Conferences in March and June (Years P-6)

Evaluation

This policy will be reviewed as part of the school's cyclic review.

Policy Last Reviewed

September, 2018

Consultation

September, 2022

Approved By

Principal

Next Scheduled Review Date

2026