

Policy Number	Ratification Date	Reviewed	Review Date
3	2019	June 2020	June 2021



# ASSESSMENT & REPORTING

Assessment, formative and summative, is embedded in Elsternwick Primary Schools' yearly assessment schedule which details the triangulation of data to inform reporting and planning. Teachers are responsible for maintaining correct records and keeping data and tracking systems up to date.

Relevant whole school tracking documents, including the Assessment Schedule, Triangulation Spreadsheet and Individual Education Plan (IEP) Spreadsheet, are shared on google drive. These tracking documents ensure the timing and accountability of school systems for assessment, monitoring of student growth and individual IEP progression.

Elsternwick Primary School provides opportunities to meet with all parents in February to learn about their children, (Meet and Greet), and at structured Parent Teacher Conferences at the start of semester 2. Additionally, students supported by the Program for Students with Disabilities (PSD) are monitored and reviewed by a student support group, to plan the support that will be required.

## Aim

Assessment is the ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about learners' progress and achievement to improve learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes.

## Action

Teachers will design assessments that generating rich, robust and comprehensive evidence of student learning.

At Elsternwick Primary School assessment will:

- be ongoing and encompass assessment for learning, of learning and as learning.
  - Assessment for learning: occurs when teachers use inferences about student progress to inform their teaching (formative assessment)
  - Assessment as learning: occurs when students reflect on and monitor their progress to inform their future learning goals (formative assessment)
  - Assessment of learning: occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards (summative assessment).
- follow the assessment tasks as outlined in the EPS Assessment Schedule.
- ensure that multiple sources of data and evidence are collected through a process of data triangulation. That is, using at least three sources of assessment data to capitalise on strengths and reduce weaknesses that can stem from using a single source. This evidence will be recorded in a whole school tracking tool.

At Elsternwick Primary School student outcomes will be:

- reported against the Victorian Curriculum F-10 achievement standards, which includes towards foundation levels A-D, and the standards outlined in the EAL developmental continuum.
- reported directly against the achievement standards (not the level or band descriptions, or content descriptions).
- reported against the achievement standards defined for each learning area and capability taught, consistent with the teaching and learning program(s) schools have designed.
- Communicated to parents/carers continuously via our education management system, Compass, following the EPS whole school assessment schedule.

## Evaluation

The Assessment Policy and EPS Assessment Schedule will be reviewed annually as part of the review process leading to budget formation. Responsibility for this will rest with the Leadership Team.

## Relevant Links

- [Student Assessment and Reporting](#)
- [Student Reporting Requirements](#)
- [Understand Assessment Design](#)
- [ACARA](#)