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ASSESSMENT POLICY

This policy was last ratified by School Council on

Rationale:

Assessment is the ongoing process, whether formal or informal, of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning.

General Principles

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

1. Assessment **FOR** learning occurs when teachers use inferences about student progress to inform their teaching. It is frequent and can be formal or informal (e.g. quality questioning, anecdotal notes, written comments), embedded in teaching and provides clear and timely feedback to the teacher. It has a formative use providing evidence that informs, or shapes, short term planning for learning.
2. Assessment **AS** learning occurs when students reflect on and monitor their progress to inform their future learning goals. It is regularly occurring, formal or informal (e.g. peer feedback buddies, formal self-assessment) and helps students take responsibility for their own past and future learning. It builds metacognition as it involves students in understanding the standards expected of them, in setting and monitoring their own learning goals, and in developing strategies for working towards achieving them.
3. Assessment **OF** learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning.

Assessment works best when it is ongoing and based on clear statements of purpose. Goals, standards and the criteria against which we measure success should be explicit. Assessment criteria need to be understandable and explicit so students know what is expected of them from each assessment they encounter.

All assessment methods should allow students to receive feedback on their learning and performance, so assessment serves as a developmental cycle aimed at improving student learning. Assessment should also provide students and staff with opportunities to reflect on both their practice and their overall learning.

Implementation:

- Teachers accurately assess student achievement against state-wide standards and progression points detailed within the AusVELS to achieve consistency across the school.
- Teachers use a variety of assessment strategies to guide future lessons in order to enhance student learning
- Teachers effectively use student self-assessment and reflection as a form of assessment
- Teachers will follow a whole-school assessment schedule, (see attached) which includes a variety of assessment strategies, providing multiple sources of information about student achievement. This includes, but is not limited to tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes such as NAPLAN and school entry assessment tests.



Assessment-Schedule BPS-2014-updated.

- Teachers use a manageable system of keeping records that provides a rich mixture of observations, anecdotal notes, results, reflections and discussions.
- Teachers moderate student work samples so that they can apply consistent judgements of student progress against AusVELS across the school
- Teachers develop individual learning improvement plans for designated students in consultation with students, parents and where appropriate, others with specific expertise.
- Teachers integrate assessment strategies throughout their planning.
- Students self-assess against ongoing, individual learning goals.
- Information is provided for parents regarding our assessment practices informally at any stage of the year through such formats as newsletters and class notes, or upon specific request.
- Students for whom English is a second language will have their progress in English reported against the ESL Companion to the AusVELS.

Responsibilities

1. Assessment Team:

- ◆ Review the assessment program yearly.
- ◆ Workshop staff via PLT's in new resources and new developments in assessment.
- ◆ To inform parents about the school's assessment practices.

2. Teachers:

- ◆ Follow the assessment schedule
- ◆ Collect and record data and implement strategies accordingly.

Evaluation:

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