



ASSESSMENT AND REPORTING POLICY

PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Wayi School.

DEFINITIONS

Formative assessment is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

Summative assessments usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively since they can inform future planning for student learning.

POLICY

- Teachers at Wayi School assess and monitor student learning and performance accurately and comprehensively against the Victorian Curriculum F-10 (inclusive of levels A-D) achievement standards.
- Therapists at Wayi School assess and monitor student progress accurately and comprehensively against individual goals that address physical and communication needs.
- Teachers at Wayi School formally record assessment information for every student on Compass.
- Formative and summative assessments are used to improve student learning by accurately determining current performance, as well as areas of future need and development.
- Wayi School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the school year, including through twice-annual formal reporting.
- Wayi School ensures ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program.
- This policy should be read in conjunction with Wayi School's Assessment Schedule (Appendix 1).
- The English Online Interview (EOI) is mandated for all Prep students in Victorian government schools and will be conducted within the specified timeframe at Wayi School.
- Wayi School ensures that teachers, parent/carer(s) and students have access to accurate information about student performance.
- Wayi School will provide two written reports to parents/carers per year that provides accurate information about student performance.
- Wayi School will provide teacher judgements for all curriculum areas taught to the Department (via CASES21) each semester.

Wayi School teachers accurately assess student achievement against Achievement Standards detailed within the Victorian Curriculum for students enrolled in Years F-10. A Whole School Curriculum Plan has been developed and identifies the Learning Area across each band of schooling (2-year period) responsible for teaching and

assessing the Victorian Curriculum Standards (A-D and F-4). Teaching and Learning Leaders review this document each year and adjust where necessary.

Wayi School has an assessment schedule (Appendix 1) that outlines the compulsory assessment tasks to be completed by class teachers and the dates that the results of these tasks are due each term.

Students at Wayi School will have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

The Seesaw interactive learning platform is used to provide links between classroom learning and home through a digital platform.

Within the Department's Framework for Improving Student Outcomes (FISO 2.0) 'Assessment' is identified as one of 5 core elements that reflect the evidence of what makes the most difference to student outcomes. Wayi School has aligned the design and delivery of school-based assessment to FISO 2.0.

Assessment Strategies

- Teachers at Wayi School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside peer assessment, student self-assessment and reflection.
- Therapists at Wayi School use a cyclic process of observation, goal development, implementation, assessment and review to determine progress and achievement.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents informed of student progress.
- Teachers will use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, work samples, observations, portfolios, student and teacher conferences, communication diaries and student self-assessment.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs. Modifications may include explicit instruction, scaffolding, visual aids.
- Wayi School, in consultation with the Student Support Group (SSG), will develop Individual Education Plans (IEPs) for all students in consultation with students, parents/carers, therapists, and where appropriate, with outside agencies.
- All student Individual Education Plans (IEP) will identify appropriate and challenging goals that address educational, social-emotional, therapeutic and behavioural needs.
- The IEPs will identify key Literacy and Numeracy Goals, as well as Learning Behaviour Goals.
- Student progress towards the IEP Learning Goals is assessed by the classroom teacher/s at the end of each semester. The IEP report is completed and shared at the following Student Support Group (SSG) meeting.
- Teachers will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum and the 'Towards Foundation Level Victorian Curriculum' where applicable.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

Feedback on Assessment

Teachers, therapists, assistants and leadership provide continual verbal, visual and written feedback to students on their progress and achievements. In-class, cross-class and whole-school acknowledgement and celebration of achievements is a significant component of School-Wide Positive Behaviour Supports.

Teachers and therapists use the online learning management system, Compass, to set up and communicate student learning tasks. Students and parents can view the details of the tasks, the assessment elements using the Seesaw interactive learning platform.

Throughout a unit of work and across a semester, students will receive feedback on their progress towards, and achievement of, the key knowledge, skills and understandings of the unit.

Students will receive feedback about their current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

Modes of feedback include but are not limited to:

- one on one conferencing incorporating visuals and other supports appropriate for the individual student
- whole class discussion about common errors and misconceptions
- anecdotal 'on the spot' verbal and/or visual feedback
- written comments
- completed assessment rubrics
- peer-assessment
- self-assessment
- video evidence.

Staff regularly participate in moderation activities involving assessment rubrics and work samples so that consistent teacher-judgement of student progress can be applied to the Victorian Curriculum Standards across the school.

Reporting to Parents

Wayi School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

Wayi School will provide two written reports to parents/carers per year.

The report will be in a written format easy for parents/carers to understand and will be accessible in hardcopy and/or digital form with the option to translate text from English to another language, to cater to our school community.

- Wayi School will report directly against the Victorian Curriculum F-10 Achievement Standards, including the Victorian Curriculum F-10 EAL Achievement Standards.
- Both student achievement and progress will be included in the report.
- Student achievement and progress are reported using a five-point scale for all learning areas with detailed individualised commentary on English, Maths, and Personal and Social Capabilities.
- Wayi School uses a learning goals scale for other areas of the curriculum.
- Opportunities will be provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Reports will be kept at the school for the time periods specified by the Department.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available for where required.

Parents/carers and students (as appropriate) meet to provide information on what students know, what they can do and how they can improve once per term during Student Support Group (SSG) meetings. Interpreting services are made available where required.

Parents/carers may request additional meetings with teaching staff and therapists at mutually agreed times.

The school community will be informed of student learning outcomes data via the Annual Report.

COMMUNICATION

This policy will be communicated to our school community in the following ways:

- included in staff induction processes and staff training
- available publicly on our school's website
- included in staff handbook
- discussed at staff briefings/meetings as required
- included in transition and enrolment packs
- discussed at parent information sessions
- hard copy available from school administration upon request.

FURTHER INFORMATION AND RESOURCES

- [Curriculum Programs Foundation to 10 policy](#)
- [Assessment of Student Achievement and Progress Foundation to 10 policy](#)
- [Reporting Student Achievement and Progress Foundation to 10 policy](#)
- [Framework for Improving Student Outcomes 2.0](#)
- [Framework for Improving Student Outcomes \(FISO 2015-2021\) Curriculum planning and assessment dimension](#)
- [Minimum standards and requirements for school registration](#)
- [Understanding, assessing and reporting on English language proficiency](#)
- [Victorian Curriculum F-10 EAL reporting resource](#)
- [Individual Education Plan policy](#)

RELATED POLICIES AND RESOURCES

- Related Policies:
 - Statement of Values and School Philosophy
 - Curriculum and Student Learning Overview

POLICY REVIEW AND APPROVAL

Policy last reviewed	July 2022
Approved by	Principal
Next scheduled review date	July 2023 - to ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter.

Appendix 1: Assessment Schedule

Wayi School Assessment Schedule

● as need arises ✓ must do

				Primary				Secondary			
Learning Area	Assessment	Purpose	Type	T1	T2	T3	T4	T1	T2	T3	T4
English	Teacher Judgements against the VC F-10 standards	Tracking student achievement in English in all three modes (Writing, Reading and Viewing, and Speaking and Listening)	OF		✓		✓		✓		✓
	English Online Interview Mandated - Module 1 (Prep)	Identify starting point to inform planning in each mode of English	FOR, OF	✓							
	Abilities Based Learning and Education Support (ABLES): Read and Write & Moderation of learning evidence	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF			✓				✓	
	Abilities Based Learning and Education Support (ABLES): Speaking and Listening & Moderation of learning evidence	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF			✓				✓	
	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	PM Benchmarking	Running record/oral reading assessment - decoding, fluency and comprehension	FOR, OF	✓	✓	✓	✓	✓	✓	✓	✓
	NAPLAN	For tracking progress in Reading, Writing, Language Conventions	OF	●					●		

Mathematics	Teacher Judgements against the VC F-10 standards	Tracking student achievement in Mathematics in all three strands (Number and Algebra, Measurement and Geometry, and Statistics and Probability)	OF		✓		✓		✓		✓
	Mathematics Online Interview - Prep and new students.	Tracking student progress in Mathematics in all three strands.	FOR	✓							
	Abilities Based Learning and Education Support (ABLES): Maths & Moderation of learning evidence	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF			✓					✓
	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	NAPLAN	For tracking progress in all strands	OF	●				●			
The Humanities	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	Pre and Post Common Learning Tasks	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
Health and Physical Education	Teacher Judgements against the VC F-10 standards	Tracking student achievement in both Health Education and Physical Education	OF		✓		✓		✓		✓
	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓

	Abilities Based Learning and Education Support (ABLES): Movement and Physical Activity & Moderation of learning evidence	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF			✓				✓	
	Pre and Post Common Learning Tasks	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
Science	Teacher Judgements against the VC F-10 standards	Tracking student achievement in Science	OF		✓		✓		✓		✓
	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	Pre and Post Common Learning Tasks	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
The Arts	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	Pre and Post Common Learning Tasks	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
Technologies	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	Abilities Based Learning and Education Support (ABLES): Digital Literacy	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF			✓				✓	
	Pre and Post Common Learning Tasks	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓

Capabilities	Victorian Curriculum Continuum Rubric Mapping	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
	Abilities Based Learning and Education Support (ABLES): Self/Emotion; Social; Self/Self and Creative & Critical Thinking	Tracking student achievement and progress and goal setting/monitoring of improvement.	FOR, AS, OF			✓				✓	
	Pre and Post Common Learning Tasks	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓
Additional Assessment	Therapy needs on individual basis	Goal setting/monitoring of improvement	FOR	●	●	●	●	●	●	●	●