Fitzroy North Primary School

# Assessment and Reporting Policy

### HELP FOR NON-ENGLISH SPEAKERS

If you need help to understand the information in this policy, please contact Fitzroy North Primary School on 03 9481 5860 or fitzroy.north.ps@education.vic.gov.au.

## 1. PURPOSE

Assessment is a critical element of the work we do as educators at Fitzroy North Primary School. Assessment, and subsequent reporting, provide students, teachers and parents with essential insights into a child's achievements and areas for further learning. At Fitzroy North Primary School we utilise various forms of assessment that provide information about the effectiveness of our programs. It is important to establish a common understanding of what is being assessed and why, as well as the criteria for success, in order to make accurate judgements about student learning.

This Assessment and Reporting policy takes into account the mandated Victorian Curriculum F-10 whilst providing the Primary Years Programme (PYP) perspective. It outlines the purpose, key components, strategies, and tools for effective assessment and reporting in line with best practices.

## 2. PURPOSE OF ASSESSMENT

At Fitzroy North Primary School, our teachers use a wide range of assessment tools to inform the design, development and evaluation of teaching and learning programs. Our assessment practices ensure all students are catered for across all areas of the curriculum, can access the curriculum they are being taught, and are able to receive timely feedback about their learning progression. Our assessments span various disciplines, including English, Mathematics, Arts, Humanities, Science, Health and Physical Education, Italian and Mandarin, Technologies, Critical and Creative Thinking, Ethical, Cultural, and Personal and Social Capabilities. A wide range of assessments support teachers to observe data trends and inform teacher judgements for reporting purposes. Assessment practices support the delivery and evaluation of the Primary Years Programme. All teaching staff are responsible for reporting on the learning and development that has occurred in their subject areas.

## 3. ASSESSMENT TYPES

Assessment, tailored for improved learning and understanding, encompasses three primary approaches:

- **Formative Assessment:** Assists teachers and students in planning for future learning. This form of assessment occurs throughout the learning process, at various stages, around the attainment of learning objectives. It is an assessment that occurs in an ongoing manner and continually monitors student progress.
- **Diagnostic Assessment:** Informs teaching by using student progress inferences. Provides insights into a student's prior knowledge and possible misconceptions before commencing a learning task.
- **Summative Assessment:** Occurs at the teaching and learning cycle's conclusion, allowing students to demonstrate acquired knowledge.

Teachers utilise evidence of learning for judgements on student achievement against set standards. Strategies such as observations, common assessments, and tools including rubrics, checklists, continuums,

anecdotal records and self-assessments, form a comprehensive assessment approach at Fitzroy North Primary School. Variability in strategies and tools ensures the effective evaluation of learning experiences.

## 4. REPORTING

Reporting serves to provide feedback from assessments to inform parents about their child's strengths, areas for improvement, and future learning. It also aids student understanding of their progress, offering avenues for improvement both at school and at home.

Continuous reporting serves as a visual record of continual student growth, showcasing successes, reflections, and learning journeys. Continuous reporting at Fitzroy North Primary School:

- Engages parents, students and teachers
- Reflects the values of our school community
- Is comprehensive, honest, and fair
- Is clear and understandable to all stakeholders
- Celebrates student achievements in real time
- Enables teachers to cater for individual student needs as they arise

## 5. PARENT TEACHER CONFERENCES

Conferences provide essential opportunities for teachers, parents and students to develop a common understanding of a student's progress and areas for future development. At Fitzroy North Primary School, our Parent-Teacher conferences are held twice annually, and involve discussions of celebration and areas for improvement. Parent-teacher conferences provide rich opportunities for all stakeholders to be present, involved and aware of the learning journey of the learner.

## 6. FORMAL REPORTS

Formal school reports are written twice a year, at the end of each school semester. These reports assess each child's progress against the Victorian Curriculum standards using an A-E rating. They encompass student achievements and progress, against a continuum of learning progressions. Some students require alternative forms of reporting including: EAL (English as Additional Language) report or ABLES (Abilities Based Learning and Education Support), based on their learning and development needs.

## 7. POLICY REVIEW AND APPROVAL

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| Consultation | Policy and Curriculum Subcommittee – October 2024 |
| Endorsed by School Council | 20 November 2024 |
| Next review date | Before end 2026 |