



Elwood Primary School No 3942

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Student Assessment Policy

PURPOSE

To provide an ongoing process of gathering, analysing and interpreting, using and reflecting on data to make informed and consistent judgements about student progress and achievement to improve learning.

BROAD GUIDELINES

1. EPS undertakes a range of student assessment and reporting activities to inform and support our students' learning.
2. Assessment is incorporated into the planning of all units of work.
3. A variety of assessment tools is required to determine student achievement. These may include student conferences, pre- and post-testing, anecdotal records, projects, and involvement in statewide standardised testing processes such as NAPLAN and school entry assessment tests.
4. EPS reflect and audit assessment tools to ensure they reflect best practice.
5. Moderation between teachers is used as an integral part of the process to enhance objectivity and shared understandings of judgements.
6. Assessment for the Victorian Curriculum requires a range of assessment practices to be used with three overarching purposes:
 - a. Assessment for learning occurs when teachers use inferences about student progress to inform their teaching.
 - b. Assessment as learning occurs when students reflect on and monitor their progress to inform their future learning goals.
 - c. Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.

IMPLEMENTATION

1. A range of assessment tools are documented and adhered to through the Assessment Schedule as part of team planning.
2. Teachers and teams develop a manageable system of keeping records to provide a rich mixture of observations of student learning and assist with making consistent, on-balance judgements on achievement.
3. Teachers develop Individual Learning Plans for appropriate students in consultation with

parents and, where appropriate, with other educational specialists such as speech therapists.

4. For students on PSD (Program for Students with Disability) have individual learning goals. Progress towards these learning goals is assessed and reported by the SSG (Student Support Group) meetings held each term.
5. Students for whom English is a second language will have their progress in English assessed in relation to stages as identified in Victorian Curriculum and English as an Additional Language stages.
6. Teacher moderation of assessment processes is continually developed and implemented each term through staff and team meetings.

RESOURCES

1. Victorian Curriculum and Assessment Authority
<http://www.vcaa.vic.edu.au/>
2. Department of Education and Training Victoria
<http://www.education.vic.gov.au/Pages/default.aspx>
3. Department of Education and Training Victoria – Assessment and Reporting Guidelines
<http://www.education.vic.gov.au/school/teachers/support/Pages/assessment.aspx>

POLICY HISTORY

Version Approval Date:	Summary of changes:	Next Review:
August 2007	Policy Created, council approved	3 year cycle or as needed
April 2010	Amendments made by Sub Committee, School Council	3 year cycle or as needed
May 2017	Amendments made by Sub Committee, School Council	