

POLICY TITLE: Assessment of Student Achievement and Progress

DATE RATIFIED: June 2024

REVIEW DATE: June 2026

ENPS MISSION: We maximise the potential of all; empowering independence, excellence, innovation and engagement with the world.

Critical Engagement
with the World

Academic Excellence

Inclusive Learning
Environment

Personal and Social
Well being

RATIONALE

Assessment is integral to all learning and teaching. Assessment identifies what students know, understand, can do, and value at different stages in the learning process. It is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to determine the next stage of learning and drive student learning and growth.

The implementation of the Assessment of Student Achievement and Progress Policy aims to clarify for all stakeholders, including students, teachers, educational support staff and parents the assessment process including a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made.

THEORY OF ACTION

If Assessment at Essendon North Primary School is clearly documented, based on shared understandings, expectations, practices and vision, *then* students, parents and staff will be clear on:

- the reason for the assessment
- what is being assessed
- the criteria for success
- the method of assessment

and students will be provided with the optimum conditions for growth and maximise their potential.

PURPOSE

At Essendon North Primary (ENPS) through the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements we are able to differentiate and plan collaboratively for the varying needs of students.

At ENPS effective assessment practices enable staff to make balanced judgements and accurately communicate student learning and growth.

At ENPS through effective assessment practices we provide feedback on the learning process, including provision of opportunities for students to respond to and act on feedback and take responsibility for their own learning.

At ENPS we employ a range of assessment practices with three overarching purposes:

- 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).

At ENPS the purpose of assessment is to guide students through the five essential elements of learning (inclusive of all curriculum areas):

- acquisition of knowledge
- understanding of concepts
- mastering of skills
- development of attitudes
- decision to take action

At ENPS the communication of student learning and growth is transparent, collaborative, relevant and reflective. We use a range of reporting formats that describe the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

IMPLEMENTATION

Victorian Government schools, like Essendon North Primary School, are required to assess student performance with reference to the Guidelines to the Minimum Standards and Requirements for School Registration issued by the Victorian Registration and Qualifications Authority (VRQA).

As a Victorian Government school, ENPS is obligated to meet department standards in relation to assessment. This includes:

- making sure there is ongoing assessment of each student's performance, and that this assessment is embedded in the school's curriculum program
- assessing student performance against the Victorian Curriculum F-10 achievement standards.
- assessing EAL against the Victorian Curriculum F-10 EAL
- formally record assessment information for every student
- monitoring student performance
- having policies and procedures that outline expectations for the assessment, recording and monitoring of student performance
- making sure that teachers, parent/carer(s) and students have access to accurate information about student performance. This requirement can be met through the minimum requirement for twice-annual formal reporting to parent/carer(s).
- documenting how they will assess student learning as part of their school-based curriculum program, including formative and summative assessment
- the mandating of assessing all Foundation and Year One students with the English Online Interview (EOI) in Term One.

In line with the IB PYP *From Principles into Practice*, assessment at ENPS is divided into the four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching.

- **Monitoring** - aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.
- **Documenting** - is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria
- **Measuring** - aims to capture what a student has learned at a particular 'point in time'. Not all learning can be, or needs to be, measured. Each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.
- **Reporting** - informs the learning community. At ENPS we use a range of reporting formats that describe the progress and achievement of the students' learning, identifies areas for growth and contributes to the efficacy of the programme.

Across all these closely related areas we have a strong focus on:

- **Feedback:** At ENPS effective feedback for learning is ongoing, timely and respectful of the learner. Feedback informs a student and/or teacher about the students performance relative to learning goals. Feedback redirects or refocuses the teacher and student actions so they can align effort and activity with a clear outcome. Teachers and students provide formal and informal feedback in a variety of forms.
- **Reflection:** At ENPS reflection is recognised as an essential component of the learning process. Embedded within learning and teaching, metacognitive processes are modeled, taught and independently practiced using a repertoire of tools from Foundation to Year Six. At ENPS reflection is inclusive of the 'what' and 'how' of learning.
- **Goal Setting:** At ENPS setting goals is critical to the process of learning, teaching and assessment. Through explicit teaching, modeling and independent practice, students build their capacity to set, monitor and evaluate SMART (specific, measurable, achievable, realistic and timely) goals from Foundation.

ASSESSING

At ENPS we assess students' prior knowledge and experience, monitor progress and achievement and use the data and evidence gathered to plan next steps for learning and teaching. Learning experiences provide data on students' knowledge, skills and understandings and can be used for both formative and summative assessment.

It is an expectation that students, teachers and parents are aware of the purpose of and need for specific assessments.

- **Formative Assessment:** At ENPS formative assessment is an active and intentional process where teachers and students work together to continuously and systematically gather evidence of learning with the express goal of improving student achievement. Formative assessment informs planning and establishes next steps for learning, both individually and collectively.
- **Summative Assessment:** At ENPS summative assessment provides students, teachers, and parents with visible evidence and demonstration of skills, knowledge and understandings in relation to the specific unit of inquiry and/or learning task. Effective summative assessment informs and improves the learning and teaching process, measures understanding and prompts students towards action.

- **Assessment Strategies:** At ENPS the following assessment strategies are expectations of teacher practice when gathering information about students' learning.

Observations: Teachers observe and keep anecdotal records of student learning, individually and or collectively for specific academic, social and physical tasks or general participation.

Performance Assessments: Assessment by teachers and/or peers of specific responses to tasks with established and agreed upon success criteria. Responses may take a variety of forms and use many skills.

Process Focused Assessments: Observation and recording of student responses and actions regularly throughout the process of task completion.

Selected Responses: Single occasion assessments such as tests and quizzes.

Rich Assessment Tasks (Open-ended tasks): Students respond to a stimulus, responses may include written answer, drawing, diagram, a solution or a combination.

Conferences: Teacher-student conferences occur frequently as part of learning and assessment and provide ongoing opportunities for reflection, goal setting and feedback between teachers and students.

Peer and Self Assessment: Students are supported to play an active role in the assessment process, reflecting on and monitoring their progress to inform their future learning goals. They are provided with continual opportunities and scaffolding to use appropriate assessment tools for peer and self-assessment.

Year Level Assessments: Ongoing, data and evidence gathered and analysed as Professional Learning Communities to inform learning and teaching.

Whole School Assessments: As per ENPS Assessment Schedule, for the purpose of gathering and analysing data and evidence to inform learning and teaching and communicating learning and growth to students, parents and teachers.

External (Standardised) Assessments: State and National assessments for the purposes of benchmarking and whole school planning and data gathering and analysis. These include NAPLAN, Fountas and Pinnell benchmarking, Progressive Achievements Tests (PAT) for Reading and Maths, Mathematics Online Interview (MOI) and English Online Interview (EOI).

Moderation: At ENPS, time is scheduled for Professional Learning Communities (PLCs) to moderate student learning which informs learning and teaching, as well as reporting decisions in regards to student achievement and growth.

RECORDING

At ENPS, assessment data is recorded for different purposes.

Individual teacher records: Year long documentation of evidence and data to show student learning and growth. Methods of recording are determined at an individual teacher level. All staff working with students are responsible for documenting and communicating student learning and growth (inclusive of programs external to classroom programs).

Professional Learning Communities (PLC) records: Team level data that is collected and analysed to drive planning, learning and teaching decisions. Methods of recording are determined at a PLC level, which is supported by our Assistant Principal (Data, Assessment and Reporting), as well as our Literacy Learning Specialist and Maths Learning Specialist.

School Level Data: Student data at a whole school level is recorded and analysed on Accelerus Data Tracking online system. All teaching and support staff have access to this data.

Assessment Tools: At ENPS the following assessment tools are expectations of teacher practice when recording information about students' learning.

Rubrics: Established set of criteria developed by teachers and/or students for assessing student learning processes and/or products.

Exemplars: Student work samples that provide a model of the expected standard of achievement

Checklists: Lists that provide data, statements, information, expectations for teachers and/or students to mark against.

Anecdotal Records: A record of observations of students both general and targeted that are systematically organised and can be referred to for analysis, decision making and reporting.

Continuums: Representations that show developmental stages of learning and can show progress or achievement towards an identified goal.

Thinking Routines: Visible thinking routines can be used as a tool for assessing students knowledge, skills and understandings.

CONTINUOUS REPORTING (at ENPS we use the terminology 'Communicating Student Learning and Growth')

At ENPS the process of communicating student learning and growth is conducted continuously throughout the year, using a range of reporting strategies. Reporting describes the achievements and progress of the students' learning, identifies areas for growth, and contributes to the building of home-school partnerships.

Written Reports

Unit of Inquiry Learning Updates: A Learning Update is provided at the end of Term One and Term Three. These updates provide a current snapshot of learning and achievement in the areas of English and Mathematics, as well as other curriculum areas that have been covered in the unit/s of inquiry at each year level. The Learning Update also encompasses learning and achievement in Specialist subjects; Physical Education, Health & Wellbeing, Mandarin and the Arts.

The Learning Update format at ENPS includes::

- An overview of the content taught in each curriculum area across the term
- A list of specific skills that correlate with the Victorian Curriculum and student performance in relation to each skill and the topics highlighted in the overview
- A learning continuum that reflects the student's level of achievement in relation to this particular content. The continuum includes:
 - **Not Assessed** - Students may not have been present when the learning experiences were completed.
 - **Emerging** - Working below the level expected at this time of the year.
 - **Developing** - Working towards the level expected at this time of the year.
 - **Demonstrating** - Working at the level expected at this time of the year.
 - **Advancing** - Working above the level expected at this time of the year.
 - **Extending** - Working well above the level expected at this time of the year.
- An individual student learning goal for key curriculum areas that reflect the next steps for learning and growth.

Semester Reports: These reports align with the VCAA (Victorian Curriculum and Assessment Authority) and the Victorian Department of Education and Training (DET) F-10 Curriculum and Reporting Guidelines. This type of report is provided at the end of Semester One and Semester Two. Semester Reports sit alongside our student Learning Updates as a component of our continuous reporting of student learning and growth at ENPS.

Semester Reports include:

- a graphical summary showing the student's current Victorian Curriculum level and their growth over the last 6 months for English, Mathematics and Science (in December).
- as required, a graphical summary showing the student's current Victorian Curriculum (EAL) level and their growth over the last 6 months for English as an Additional Language.
- a graphical summary showing the Victorian Curriculum domains appropriate to the year level taught through units of inquiry during the semester.
- a graphical summary showing the Victorian Curriculum domains appropriate to Specialist subject areas; Physical Education, Health & Wellbeing, Mandarin and The Arts.
- a graphical summary showing attitude to learning and behaviour.
- a summary of attendance.

Abilities Based Learning and Education Support (ABLES) Reports: ABLES is a curriculum assessment and reporting suite that:

- Allows teachers to assess the learning readiness of students with disabilities and additional needs
- Generates reports for individualised learning planning
- Provides guidance and strategies to help teach students based on their individual learning needs, linked to the Victorian Curriculum and resources
- Tracks student progress and achievement over time.

Teachers utilise five assessment tools covering one learning area and one capability. These include:

- *English – Speaking and listening:* covers the development of functional communication skills leading towards recognition and use of the social conventions of communication.
- *English – Reading and writing:* covers the development of the use and interpretation of symbolic forms of representation leading towards early reading and writing.
- *Personal and social capability:* covers the development of skills to support personal/emotional and social/relational dispositions, intelligences, and sensibilities. This includes self awareness (specifically for autistic students) including the development of basic skills related to attention, memory and becoming an independent learner.

Individual Education Plans (IEPs): An IEP describes the adjustments, goals and strategies designed to meet the educational needs of an individual student to enable them to reach their potential. An IEP is essential in guiding the educational planning and monitoring of a student's unique learning needs. It is the practice and process that will have the greatest impact in supporting students.

IEPs are required for:

- Students in statutory Out-of-home care (OOHC)
- Koorie students (as required by Marrung - Victorian Aboriginal Education Plan 2016-2026 strategy)
- Students supported under the Program of Students with Disabilities (PSD) and Disability Inclusion
- Students in youth justice (custody and community)
- Students in re-engagement programs under contract arrangements with another school or provider
- Students undertaking Flexible Learning Options (FLOs).

IEPs are highly recommended for:

- Students with additional needs
- Students not achieving to their potential
- Students at risk of disengagement
- Students who are young carers (where appropriate)
- Any other students determined by the school as needing an IEP.

The development of IEPs is a collaborative effort and are best developed by a Student Support Group (SSG) using a student-centered planning approach.

Student demonstrations of learning

Learning Portfolios: At ENPS, *Student Learning Portfolios* can be:

- a collection of *work samples* that demonstrate student growth and progress throughout the year, which may include student workbooks
- a collection of *reflections*, both student and teacher, that demonstrate student growth and progress throughout the year
- a collection of *multimedia* work samples and reflections.

Students share Learning Portfolios with their parents at our end of year Exhibition of Learning.

Year Six Exhibition: At ENPS students in Year Six demonstrate their understanding of an issue or opportunity they have chosen to explore. They undertake their investigation both individually and with their peers, together with the guidance of a mentor. Through the exhibition, students demonstrate their ability to take responsibility for their learning—and their capacity to take action—as they are actively engaged in planning, presenting and assessing learning.

The exhibition is a powerful demonstration of student agency, as well as the agency of the community that has nurtured them through their years in the PYP. The learning community participates in the exhibition, supporting and celebrating the development of internationally minded students who make a positive difference in their lives and the lives of others.

Conferences

Parent Teacher Interviews: These are held at mid-year and provide an opportunity for parents to discuss their child's Semester Report. During the interview, the teacher will discuss each student's achievement, growth and next steps in learning. In 2024, Specialist Teachers will also facilitate parent teacher interviews (where required).

Exhibition of Learning: This takes place towards the end of the school year (usually in December) and takes the form of a student-led conference, involving the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously. The conference involves the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. The Exhibition of Learning also includes a Specialist component where students can showcase and demonstrate their understanding, skills and knowledge through a variety of different situations. There may be several performances, events and gallery walks on simultaneously and across the school during the exhibition.

Informal conferences: These can occur at any time at the request of the parent/carer or the classroom teacher and are held to discuss specific needs or concerns or plan for next steps in learning.

Student - teacher conferences: These occur in the classroom on a daily/weekly basis and are designed to give students feedback so they can reflect on their learning and further refine and develop their skills. These individual conferences occur frequently in order to support and encourage the student's learning and teacher planning.

Student Support Group (SSG) Meetings: These are held each term (or as required) and provide ongoing and focused educational planning to support the social, emotional, physical and academic learning needs of students with PSD funding and as part of Disability Inclusion. SSG meetings provide the opportunity for stakeholders to meet on a regular

basis to discuss directions, monitor progress, review and establish appropriate shared actions for the student's learning and development.

Learning Support Group (LSG) Meetings: These are held for students who do not have PSD funding, however the students have additional needs. Individual Education Plans (IEPs) are developed as part of this process.

ROLES and RESPONSIBILITIES

The role and responsibility of the *School* is to:

- build a community of practice with shared approaches and a common language
- ensure assessment is reflective of our guiding statements
- align teaching, learning and assessment
- continue to build and promote consistency and quality over time
- ensure assessment practices are positive and meaningful
- promote an environment of trust and respect by demonstrating, as a school, a model for continual improvement where everyone is held accountable
- provide opportunities for and support professional learning needs of staff to ensure effective assessment practices

The role and responsibility of the *Staff* is to:

- modify and extend every stage of the teaching and learning process
- plan in response to student inquiries and interests
- develop criteria for producing a quality product or performance
- to provide timely, specific and purposeful feedback to students in a variety of formats
- promote self and peer assessment, goal setting and reflection
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a range of learning styles, intelligences, abilities and different cultural contexts
- assess student work analytically (separate scores for different aspects of the work), holistically (single scores) and for overall evaluation
- assess their own practice and identify goals for improvement in an ongoing manner.

The role and responsibility of the *Student/s* is to:

- communicate their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills
- use a range of learning styles, intelligences and abilities to express their understanding
- know and understand in advance the success criteria for producing a quality product or performance
- be reflective and engage in both self-assessment and peer assessment
- learn in the context of real-life experiences that could lead to further inquiries
- engage with global contexts and understand differing points of view
- analyse their learning, understand what needs to be improved and master the skills required to do so.

The role and responsibility of the *Parents* is to:

- view evidence of their child’s learning and development
- develop an understanding of their child’s progress
- provide opportunities to support and celebrate their child’s learning
- develop an understanding of the Victorian Curriculum expectations and PYP curriculum framework
- show support for the learning and teaching taking place in the school.

RELATED POLICIES and DOCUMENTS

This policy should be read in conjunction with the following policies and guidelines:

- *ENPS Student Support Group Guidelines*
- *ENPS Individual Education Plan Expectations*
- *ENPS Assessment Schedule*
- *Curriculum Programs Foundation to 10*
- *EAL Support and Funding*
- *Framework for Improving Student Outcomes (FISO 2.0)*
- *Reporting Student Achievement and Progress Foundation to 10*

REFERENCES

From Principles into Practice, International Baccalaureate Organisation

Assessment in the PYP: Annotated Samples <https://ibpublishing.ibo.org>

Victorian Department of Education and Training, *Assessment Advice*,

<http://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx?Redirect=1>

HELP FOR NON-ENGLISH SPEAKERS



If you need help to understand the information in this policy please contact Essendon North Primary School on (03) 9379 3979.

POLICY REVIEW AND APPROVAL

Policy Last Reviewed	June 2024
Consultation	School Council
Approved By	Kate Barletta
Next Scheduled Review Date	June 2026