



Glendal Primary School Assessment and Reporting Policy

Rationale

- Assessment and Reporting is an integral part of teaching and learning.
- It involves the assessment of an individual pupil's progress and evaluation of the school's policies and programs in line with the Victorian Curriculum.
- Assessment is ongoing and cumulative.
- Teachers, pupils and parents all have roles to play in the processes of assessment.
- Information related to each child's progress is shared with parents on a regular basis, via work samples, formal and informal meetings and individual learning plans (ILPs).

It is the function of the Assessment and Reporting Program to:

- enable the teachers and the school's administration to evaluate the effectiveness of the educational programs.
- enable students to reflect on their progress and achievements in preparation for future learning.
- provide a basis for making decisions about each student's learning needs.
- provide a process by which the school informs parents and guardians of their children's progress.

Guidelines

- Assessment and Reporting practices will take account of the individual's rights to privacy and confidentiality.
- Reporting on student progress shall be constructive, positive and informative with an emphasis on the child's developing skills, abilities and application.
- The work samples and semester reports should assist teachers, parents and students to collaborate towards future learning.

Implementation

- A variety of ongoing relevant assessment methods shall be used. The school has outlined English and Mathematics Assessment Schedules.
- Student reporting shall be based on the progress of each student and shall be non-comparative.
- Teachers shall maintain a variety of written records on each student to guide them in the assessment process according to the school's assessment schedules.
- Copies of semester reports and other electronic assessment information is stored on Compass (an online program) for individual students.
- Individual files will be maintained on children with special needs and will include medical and student services assessments, written reports, profiles and minutes of relevant meetings (e.g. Parent Support Group meetings known as P.S.G. meetings).
- Parent/teacher/student (three-way) conferences will be held at the end of Terms 1 and 3 each year to discuss progress and set future learning goals.
- A semester report, including a written comment on social and emotional progress, will be composed at the end of each semester (end of Terms 2 and 4).
- English, Mathematics and Integrated Studies work samples will be provided to parents on a regular basis.
- Interviews may be arranged at any time during the year, at parent or teacher request.

Evaluation

Policy ratified 18th of June, 2018 at School Council