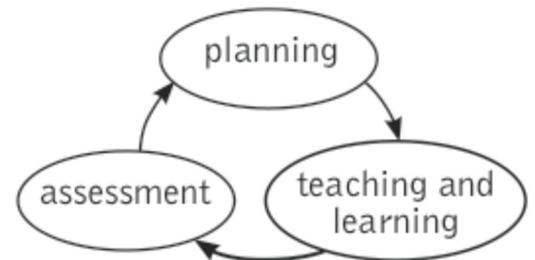## ASSESSMENT POLICY

### RATIONALE

Assessment is an integral part of planning for teaching and learning. Assessment is used in schools to develop programs for student learning and to provide an indicator of student learning progress.
*Formative* – assessment for learning that provides information useful to planning
*Summative* – assessment of learning that provides a summation of a student's progress

Many assessment tasks fit into both categories. Strathmore Primary School believes that formative assessment is best understood as an on-going, cyclical process. The diagram demonstrates this belief, whereby assessments of student learning continually provide feedback and vital information for the planning and implementation of future teaching and learning, which in turn provides a context for further assessment.

### AIMS

Strathmore Primary School holds the following aims with regards to assessment:

- Implementation of a comprehensive assessment program from P-6 and a comprehensive assessment schedule across each school year to ensure timely collection and analysis of data.
- Consistency and clear understanding amongst teachers of the purpose for assessment.
- A focus on growth in student learning, for every student and across cohorts, reflected in differentiated teaching and learning, and measured by triangulated assessment and data.
- Use of assessment and data to inform planning for learning and measurement of learning progress of each student and across whole cohorts.
- Differentiated assessments to reflect differing levels of progress and student learning needs.
- Use of both externally and internally generated common assessment tasks within each level.
- Use of both formative and summative assessment items.
- Use of relevant and authoritative assessment items linked to curriculum outcomes.
- Triangulation of assessment and data to inform reporting.
- Accurate data collection and effective communication of data between teachers.
- All teachers take responsibility for assessment and data, including collection, analysis, planning for learning and reporting.

### IMPLEMENTATION

Strathmore Primary School will implement the following processes:

- The school will appoint an Assessment and Data Co-Ordinator who will work in conjunction with other members of the school's leadership team on roles including:

- Co-ordination of the annual assessment schedule and externally generated, whole-cohort assessment items such as NAPLAN, PAT and On-Demand
  - Collating whole-cohort data from externally generated assessments
  - Co-ordinating the school's reporting and data collection software
  - Providing leadership to staff regarding the implementation of assessments and the collection, recording and analysis of data by each teacher
- An Assessment and Reporting Budget will be established and evaluated each year to ensure adequate resource provision across the school.
- The school will implement externally generated assessments to enable triangulation of data, including items such as:
  - Running Records (P-2, and beyond where deemed necessary)
  - Writing Moderation Rubrics
  - PAT Reading and PAT Maths
  - On-Demand Testing in Reading and Maths
- Internally generated common assessment tasks will be:
  - Developed by Professional Learning Teams (PLTs) according to specific learning goals as indicated in curriculum planning and linked to the Victorian Curriculum
  - Differentiated to enable students to demonstrate differing levels of progress at, below and above the expected level
  - Created in a manner to enable ease of editing by PLTs and/or school leadership
  - Stored in a digital format on the school server
  - Implemented consistently across classes, including consistent marking and scoring
  - Reviewed prior to, and following implementation for suitability to the purpose of assessment
- Teachers will use effective means of collecting, recording and collating data such as spreadsheets and checklists, including keeping digital versions on the school's server, to enable accurate data collection and handling and effective communication of data between teachers
- Teachers will use triangulated assessment data when planning for student learning and when reporting to parents in school reports.
- Teachers and PLTs will set goals for student learning as measured by assessment data that reflect a focus on student learning growth and effective attainment of essential learning at the expected level of progress.

## EVALUATION

This policy will be reviewed as part of the school's on-going review cycle. It is anticipated that the policy will be reviewed after four years of implementation, however, changes as deemed necessary by the school's leadership and/or changes in Departmental terminology may necessitate that the policy is reviewed at an earlier time. The Assessment and Reporting Budget and the yearly assessment schedule will be reviewed on an annual basis.

**THIS POLICY WAS LAST RATIFIED BY SCHOOL COUNCIL ON …… 21ST AUGUST, 2017**