Rationale:
Regular assessment is an integral part of planning for teaching and learning. Assessment is used in schools to develop programs for student learning as well as 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 can fit into both of these categories. Strathmore Primary School believes that formative assessment is best understood as an on-going, cyclical process. The diagram below 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 and analysis.

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
- A clear purpose and understanding amongst teachers for assessment items
- Consistent implementation of assessment items
- A focus on growth in student learning, for every student and across cohorts, as planned for by teachers, 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 assessment items to reflect the differing levels of progress and learning needs of students
- 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 handling and effective communication of data between teachers
- All teachers to take responsibility for assessment and data, including collection, recording, analysis, planning for learning and reporting
Implementation:
Strathmore Primary School will implement the following processes to enact the assessment policy:

- 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 software
  - Providing leadership to staff regarding the implementation of assessments and the collection, recording and analysis of data by each teacher
- A P-6 Assessment Map will be established to track key aspects of the assessment schedule across all school levels
- 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)
  - Narrative Writing Moderation (using the Narrative Writing Assessment NAPLAN rubric)
  - NAPLAN Years 3 and 5
  - PAT-R Comprehension Years 3-6
  - PAT Maths Years 3-6
  - On-Demand Testing – Reading Years 3-6 (and end of Year 2)
  - On-Demand Testing – Number Years 3-6 (and end of Year 2)
- Internally generated common assessment tasks will be:
  - Developed by Professional Learning Teams (PLTs) according to specific learning goals as indicated in curriculum planning, linked to school scope and sequence documents and AusVELS and the Australian 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, when deemed necessary 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 to ensure suitability for the purpose of the 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 ongoing review cycle. 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 in.... November, 2014