



## BEAUMARIS PRIMARY SCHOOL

### ASSESSMENT, REPORTING AND INDIVIDUAL LEARNING PLAN POLICY

#### RATIONALE:

- Accurate and comprehensive assessment of student performance against state-wide standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those areas in need of support and assistance.

#### AIMS:

- To assess school and student performance accurately and comprehensively against state-wide standards.
  - To improve student learning by accurately determining current performance as well as areas of future need and development.
- Individual Learning Plans (ILP) and Individual Learning Extension Plans (ILEP) specific:
- To identify and provide for the individual educational needs of students.
  - To provide a process by which students and parents can become more involved in the learning and direction of the student.

#### IMPLEMENTATION:

- The Australian Curriculum in Victoria (AusVels) Standards will form the basis for assessment, evaluation and reporting.
- Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning, rather than simply a prelude to reporting achievement.
- The school will follow a whole-school assessment schedule for teachers which will include a variety of assessment strategies, including online and on demand assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in standardised testing processes such as NAPLAN and school entry assessment tests.
- Staff will participate in moderation professional development involving assessment maps and annotated work samples so that staff can apply consistent judgements of student progress against AusVels standards across the school.
- Self-assessments by students against individual learning goals will be a feature of our assessment regime.
- Item analysis of NAPLAN results will focus on both individual and cohort future learning.
- The school will assess the achievements of students with disabilities in the context of the AusVels. Program support groups will help develop individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the program support group.
- Students for whom English is a second language will have their progress in English reported against the ESL Companion to the AusVels.
- Student Wellbeing Interviews will be offered in Term 1.
- Parent teacher interviews will be conducted in Term 2 and Term 4.
- Written report formats will provide information on student progress in each of the AusVels domains, twice a year.
- Student reports will be kept electronically providing information on student progress.
- The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
- A school Assessment Tracking system will be maintained across all levels within the school.
- The leadership team will review the reporting procedure regularly in line with DEECD guidelines.

#### ILP / ILEP SPECIFIC

- Our school will progressively develop individual learning improvement and extension plans for students in consultation with students, parents and where appropriate, with others with specific expertise.
- Monitoring of outcomes should be positive, realistic, supportive and appropriate for each student according to their individual capabilities.
- ILP's and ILEP's will support a student's learning for the duration of 8-10 weeks. At the conclusion of this period an ILP or ILEP and the student progress will be evaluated by the class teacher and parents. The need for implementing a new ILP or ILEP will be discussed during the review cycle.
- Goals may be academic, behavioural, physical or social in nature.
- ILP's will be developed for students working more than six months below and ILEP's will be developed for students working well above the expected achievement in any AusVels learning area where the specific learning content within the class needs to be adjusted to cater for the individual student.

**EVALUATION:**

This policy will be reviewed with whole staff, student and school council input as part of the school's three-year review cycle.

**Ratified by School Council:**

**2014**

**To be reviewed: 2017**

The following DEECD link contains a comprehensive list that defines and explains commonly used words, acronyms or abbreviations by the Department –

<http://www.education.vic.gov.au/about/department/Pages/acronymsatoe.aspx>