# ASSESSMENT AND REPORTING POLICY

**Help for non-English speakers**

If you need help to understand the information in this policy, please contact Kala Primary School Administration Office Staff.

## PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Kala Primary School.

## DEFINITIONS

**Formative assessment** is any assessment that is used to improve teaching and learning. It is timely and iterative. It can be immediate or planned. Best-practice formative assessment is where each step of the assessment process is deeply embedded in, and carefully considered as part of, the school's curriculum program and teachers' units of work/learning sequences. Formative assessment information enables teachers and students to answer questions like: How is learning progressing? What will be learned next?

**Summative assessments** usually occur at the end of a unit of work/learning sequence. They are often formal assessment items or tasks that provide evidence of students' knowledge, skills and understanding at a point in time. Summative assessments usually occur at the end of a unit of work/learning sequence. Summative assessments can also be used formatively since they can inform future planning for student learning.

## POLICY

The process of assessment and reporting provides accurate, comprehensive, and valuable information about student learning and informs planning and school-based decision making.

A number of performance indicators are used to provide data for analysis and review. This is necessary in order to modify and/or review education progress to optimise all student learning and performance. It is essential that effective and comprehensive monitoring and feedback takes place in order that all students move towards their potential and are individually supported to progress to the next stages of their learning.

Thorough assessment enables teachers to reflect on and modify their practice to suit students' individual needs. It provides an overview of learning across the school and identifies and addresses areas in need of specific focus. Thorough assessment also enables teachers to strengthen and consolidate all aspects of student learning.

At Kala Primary School:

- teachers assess and monitor student learning and performance accurately and comprehensively against the Victorian Curriculum F-10 (inclusive of levels A-D) achievement standards
- teachers formally record assessment information for every student on Compass
- teachers and students work in partnership to understand current learning needs, identify gaps and develop strategies to guide future learning.
- the application of formative and summative assessment is used to improve student learning by accurately determining current performance, as well as areas of future need and development
- there is continuous sharing of assessment information formally and informally with parents/carers throughout the school year, including through twice-annual formal reporting

- there is ongoing assessment of each student's performance, and this assessment is embedded in the school's curriculum program.
- the Year 1 Phonic Check Literacy assessment is mandated for all Grade 1 students in Victorian government schools and will be conducted within the specified timeframe at Kala Primary School
- teachers, parent/carer(s) and students have access to accurate information about student performance
- two written reports per year are provided to parents/carers which provide accurate information about student performance
- teacher judgements for all curriculum areas taught are provided to the Department (via CASES21) each semester.

This policy should be read in conjunction with Kala Primary School's Assessment Schedule (Appendix 1).

Kala Primary School teachers accurately assess student achievement against Achievement Standards detailed within the Victorian Curriculum for students enrolled in Years F-6. A Whole School Curriculum Plan has been developed and identifies the Subject/Curriculum Area across each band of schooling (2-year period) responsible for teaching and assessing the Victorian Curriculum Standards (F-10). Teaching and Learning Leaders review this document each year and adjust where necessary.

Kala Primary School has an assessment schedule (Appendix 1) that outlines the compulsory assessment tasks to be completed by class teachers and the dates that the results of these tasks are due each term.

Students at Kala Primary School have multiple and varied opportunities to demonstrate learning and achievement. Teachers use assessment tasks that cover multiple curriculum levels to ensure that evidence of learning and growth is captured for every student.

The Compass /Class Dojo platforms will be used to provide links between classroom learning and home through a digital platform.

Within the Department's Framework for Improving Student Outcomes (FISO 2.0), 'Assessment' is identified as one of 5 core elements that reflect the evidence of what makes the most difference to student outcomes. Kala Primary School has aligned the design and delivery of school-based assessment to FISO 2.0 through the use of evidence and data to assess student learning growth, attainment and wellbeing capabilities and to design and implement priorities for improvement.

## Assessment Strategies

- Teachers at Kala Primary School apply formative assessment practices (to inform teacher instruction and curriculum planning with a focus on feedback to guide future learning) and summative assessment practices (to determine what the student has learned at the end of a sequence of learning), alongside peer assessment, student self-assessment and reflection.
- Ongoing assessment guides future lessons and learning and keeps students and parents informed of student progress.
- Teachers use a variety of assessment strategies to gather evidence about student achievement. The agreed assessment processes and tasks are documented in the Subject Unit Designs and Learning Sequences. The assessments may include, but are not limited to, tests and assignments, projects, portfolios, performances, discussions and student-teacher conferences.
- Assessment tasks are developed to support students to show their knowledge, skills and understandings and will include clear instructions, relevant supporting documents (scaffolds, planning documents, etc) and allow sufficient time for completion. Teachers will make modifications to the task to cater for students with additional learning needs.

- Kala Primary School, in consultation with the Student Support Group (SSG), will develop Individual Education Plans (IEPs) for students who are part of the Disability Inclusion (DI) program, Koorie students and students in 'Out of Home' care - in consultation with students, parents/carers and where appropriate, with outside agencies.
- The IEPs identify key Literacy and Numeracy Goals, as well as Learning Behaviour Goals.
- Student progress towards the IEP Learning Goals is assessed by the classroom teacher at the end of each semester. The IEP report is completed and shared at the following Student Support Group (SSG) meeting.
- Teachers assess the achievements of students with disabilities and additional needs in the context of the Victorian Curriculum F-10 (including Levels A-D).
- The English language proficiency of English as an Additional Language (EAL) students is assessed using the Victorian Curriculum F-10 EAL – EAL Curriculum.

### Feedback on Assessment

Teachers use the online learning management system, Compass, to set up and communicate student learning tasks. Students and parents can view the details of the tasks, the assessment elements and rubric (if applicable) and the due date.

Throughout a unit of work and across a semester, students will receive feedback on their progress towards, and achievement of, the key knowledge, skills and understandings of the unit.

Students ~~r~~eceive feedback about their current learning and areas for future learning in a timely, ongoing manner for all areas of learning and development. Students will be provided the opportunity to reflect on their individual goals, gather evidence to ascertain achievement and set new ones to drive future learning.

Modes of feedback include but are not limited to:

- one on one conferencing
- whole class discussion about common errors and misconceptions
- anecdotal 'on the spot' verbal feedback
- written comments
- reading and writing conferences
- completed assessment rubrics
- peer-assessment
- self-assessment.

Where possible, staff participate in cross marking of assessment tasks (moderation) involving assessment rubrics and work samples so that staff can apply consistent judgements of student progress against Victorian Curriculum F-10 Achievement Standards across the school.

### Reporting to Parents/Carers

Kala Primary School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the term/semester, including through twice-annual formal reporting.

Kala Primary School provides two written reports to parents/carers per year.

The report is in a written format easy for parents/carers to understand and is accessible in digital form with the option to translate text from English to another language, to cater to our school community.

- Kala Primary School reports directly against the Victorian Curriculum F-10 Achievement Standards for version 2.0 and the Victorian Curriculum F-10 EAL Achievement Standards for version 1.0.

- Both student achievement and progress are included in the report.
- Achievement and progress are shown along a continuum, including the student's current teacher judgment (assigned as a score) for every curriculum area taught over the semester and progress is shown from the last time that curriculum area was reported on.
- A five-point scale is used when reporting on student achievement and progress:
    - An age-related five-point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, is used for reporting against the achievement standards in English, Mathematics and Science (where applicable).
    - Kala Primary School uses either a learning goals scale or a learning dimensions scale for other areas of the curriculum.
- Opportunities are provided for parents/carers and students to discuss the school report with teachers and/or school leaders.
- Reports are kept at the school for the time periods specified by the Department.

Parent-teacher interviews, conducted twice-yearly, enable the opportunity to discuss the students' progress and how they can continue to be supported at home. Interpreting services will be made available where required.

Informal opportunities for parents/carers to meet with teachers will occur before and after school with all teaching staff being present in their learning community between 8.35am-8.45am and 3.15pm - 3.25pm.

The school community will be informed of student learning outcomes data via the Annual Report.

### Additional reporting considerations for students with a disability and/or additional learning needs

Schools are required to report on the achievement of all students, including those with a disability and/or additional learning needs. Kala Primary School customises the student reports for students with a disability and/or additional learning needs.

When reporting the achievement and progress for students with a personalised learning and support plan, Kala Primary School:

- uses the full student report format they have customised or components of it
- chooses a different way of reporting progress that is better suited to the individual student's needs, ensuring that all curriculum areas taught are reported on.

For students with personalised learning and support planning, learning progress is reported against curriculum area achievement standards and/or against documented learning expectations as identified in their plan.

## COMMUNICATION

This policy will be communicated to our school community in the following ways:

- included in staff induction processes and staff training
- available publicly on our school's website
- included in staff handbook
- discussed at staff briefings/meetings as required.
- discussed at parent information sessions
- hard copy available from School Administration upon request.

## FURTHER INFORMATION AND RESOURCES

- Curriculum Programs Foundation to 10 policy
- Assessment of Student Achievement and Progress Foundation to 10 policy

- Reporting Student Achievement and Progress Foundation to 10 policy
- Framework for Improving Student Outcomes 2.0
- Victorian Teaching and Learning Model 2.0
- Minimum standards and requirements for school registration
- Tools to Enhance Assessment Literacy for Teachers of EAL (TEAL)
- English as an Additional Language - Resources on support teaching EAL
- Individual Education Plan policy
- Towards Foundation Victorian Curriculum F-10 Guidelines for Students with Disabilities
- Students with Disability
- Abilities Based Learning and Education Support

## RELATED POLICIES AND RESOURCES

- Related Policies:
    - *Statement of Values and School Philosophy*
    - *Curriculum and Student Learning Overview*

## POLICY REVIEW AND APPROVAL

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| Policy last reviewed | July 2025 |
| Approved by | Principal |
| Next scheduled review date | July 2028<br>To ensure ongoing relevance and continuous improvement, this policy will be reviewed every 3-4 years thereafter. |

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## APPENDIX 1: ASSESSMENT SCHEDULE

| * as need arises ✓ must do ♦ below benchmark ● above benchmark | | | | Foundation | | | | Year 1 | | | | Year 2 | | | | Year 3 | | | | Year 4 | | | | Year 5 | | | | Year 6 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Learning Area | Assessment | Purpose | Type | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 |
| English | Teacher Judgements against the VC F-10 standards | Tracking student achievement in English in all three modes (Writing, Reading and Viewing, and Speaking and Listening) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Year 1 Phonics Check | Identify students at risk in reading | FOR, OF | - | | | | ✓ | | | | | | | | | | | | | | | | | | | | | | | |
| | Moderation of learning evidence | Tracking student achievement and progress in all strands | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Learning Conferences | Includes:<br>Goal setting/monitoring of improvement in the three modes.<br>Running record/oral reading assessment - decoding, fluency and comprehension<br>Comprehension assessment - literal, inferential and evaluative<br>Writing assessment - text structure, vocabulary, expressing and developing ideas, creating texts<br>Speaking and Listening assessment - language variation, interacting, responding to literature | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| | Pre- and Post-Common Assessment Tasks | Ongoing short-cycle assessment to track progress in all three modes of English | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Word Study (Little Learners Love Literacy) | Tracking student progress in the modes of Writing, and Reading and Viewing: Spelling | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | NAPLAN | For tracking progress in Reading, Writing, Language Conventions | OF | | | | | | | | | | | | | ✓ | | | | | | | | ✓ | | | | | | | | |
| | School-selected, standards-referenced proprietary assessment tools (e.g. PAT tests) | Tracking student progress in specific focus areas in the three modes of English | FOR, OF | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ |
| | Annotated Work Samples | Work samples include written feedback, linked to a rubric and student learning goal. Formative assessment to support curriculum planning and differentiation in the modes of Writing and Reading and Viewing. | FOR | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| **Mathematics** | Teacher Judgements against the VC F-10 standards | Tracking student achievement in Mathematics in all three strands (Number and Algebra, Measurement and Geometry, and Statistics and Probability) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |

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| | Mathematics Online Interview | Tracking student progress in Mathematics in all three strands. | FOR | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ♦ | | ♦ | | ♦ | | ♦ | | ♦ | | ♦ | | ♦ | | ♦ | | |
| | Fractions and Decimals Online Interview | Tracking student progress in the Number and Algebra strand | FOR, AS, OF | | | | | | | | | | | | | | ● | | ● | | ● | | ● | | ✓ | | ✓ | | ✓ | | ✓ |
| | Learning Conferences | Includes: Goal setting/monitoring of improvement | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Pre and Post Common Assessment Tasks | Ongoing short-cycle assessment to track progress in all three strands | FOR, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | NAPLAN | For tracking progress in all strands | OF | | | | | | | | | | | | | ✓ | | | | | | | | ✓ | | | | | | | | |
| | Annotated Work Samples | Work samples include written feedback, linked to a rubric aand student learning goal. Formative assessment to support curriculum planning and differentiation | FOR, OF | | | | ● | | | | ● | | | | ✓ | | | | ✓ | | | | ✓ | | | | ✓ | | | | | ✓ |
| | Moderation of learning evidence | Tracking student achievement and progress in all strands | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in all strands | FOR | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | |

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| | Pre- and Post-Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in the chosen Language **(TBC in 2026)** | FOR, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| **Science** | Teacher Judgements against the VC F-10 standards | Tracking student achievement in Science | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre- and Post-Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in Science | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | Digital Assessment Library Assessments | Formative assessment to support curriculum planning and differentiation in Science | FOR | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | |
| **The Arts** | Teacher Judgements against the VC F-10 standards | Tracking student achievement in the Arts as taught across the two-year band (Dance, Drama, Media Arts, Music, Visual Arts) | OF | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ |
| | Pre and Post Common Assessment Tasks | Ongoing short-cycle assessment to track student progress in the Arts (Dance, Drama, Media Arts, Music, Visual Arts) | FOR, AS, OF | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| | Digital Assessment Library Assessments (Critical and Creative Thinking) | Formative assessment to support curriculum planning and differentiation for Critical and Creative Thinking | FOR | | | | | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | ✓ | | | | | | | |
| Additional Assessment | Abilities Based Learning and Education Support (ABLES) | Goal setting/monitoring of improvement in: English (all modes), Mathematics (Number and Algebra, and Measurement and Geometry), Physical Education, Capabilities (Critical and Creative Thinking, and Personal and Social), Digital Literacy | FOR | ● | | ● | | ● | | ● | | ● | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | |
| | Tools to Enhance Assessment Literacy of English as an Additional Language (TEAL) including Reading and Vocabulary assessment for English as an Additional Language students (RVEAL) | Goal setting/monitoring of improvement for EAL students (Years F-6) in Reading and Vocabulary Skills | FOR | | | | | | | | | | | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | ● | | |