

ASSESSMENT AND REPORTING POLICY

PURPOSE

The purpose of this policy is to outline expectations for the assessment, recording and monitoring of student performance at Endeavour Hills Specialist 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

- Teachers at Endeavour Hills Specialist School assess and monitor student learning and performance accurately and comprehensively against the Victorian Curriculum Levels A-D and F-4 achievement standards.
- Therapists at Endeavour Hills Specialist School assess and monitor student progress accurately and comprehensively against individual goals that address physical, social-emotional and/or behavioural needs.
- Teachers at Endeavour Hills Specialist School formally record assessment information for every student on the Endeavour Hills Assessment Page in Sentral.
- Formative and summative assessments are used to improve student learning by accurately determining current performance, as well as areas of future need and development.
- Endeavour Hills Specialist School ensures that there is continuous sharing of assessment information formally and informally with parents/carers throughout the school year, including through twice-annual formal reporting.
- Endeavour Hills Specialist School ensures ongoing assessment of each student's performance, and that this assessment is embedded in the curriculum program.
- This policy should be read in conjunction with Endeavour Hills Specialist School's Assessment Schedule (Appendix 1).
- The English Online Interview (EOI) is mandated for all Prep students in Victorian government schools.

Endeavour Hills Specialist School teachers accurately assess student achievement against Achievement Standards detailed within the Victorian Curriculum for students. A Whole School Victorian Curriculum Map has been developed and identifies the Learning Area/Subject across each band of schooling (2-year period) for (A -D and F-4). Teaching and Learning Leaders review this document each year and adjust where necessary.

Endeavour Hills Specialist 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 Endeavour Hills Specialist 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.

A software app Sentral is used to provide links between classroom learning and home through a digital platform.

Within the Department of Education's Framework for Improving Student Outcomes (FISO) 'Curriculum Planning and Assessment' is identified as one of six dimensions that lead to high-impact improvement in student learning outcomes. Endeavour Hills Specialist School has aligned the design and delivery of school-based assessment to FISO.

Assessment Strategies

- Teachers at Endeavour Hills Specialist School use a combination of formative assessment for learning (to focus feedback and guide future learning) and summative assessment of learning (to determine what the student has learned at the end of a sequence of learning), alongside student self-assessment and reflection.
- Therapists at Endeavour Hills Specialist School use a cyclic process of observation, goal development, implementation, assessment and review to determine progress and achievement.
- Assessment is used in an ongoing way, to guide future lessons and learning, as well as to keep students and parents/carers 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, or student-teacher conferences.
- Assessment tasks are developed and individually modified to ensure each student has the best opportunity to demonstrate their knowledge, skills and abilities. Modifications may include explicit instruction, scaffolding, visual aids.
- Each student enrolled at Endeavour Hills Specialist School has an Individual Learning Plan (ILP) which identifies appropriate and challenging goals that address educational, social-emotional, therapeutic and behavioural needs in consultation with parents/carers and where appropriate, students and external agencies.
- The English language proficiency of English as Additional Language EAL students will be assessed using the Victorian Curriculum F-10 EAL.

Feedback on Assessment

Teachers, therapists, assistants and leadership provide continual verbal, visual and written feedback to students on their progress and achievements. In-class, cross-class and whole-school acknowledgement and celebration of achievements is a significant component of School-Wide Positive Behaviour Supports.

Teachers and therapists use the online learning management system, Google Classroom, to set up and communicate student learning tasks as appropriate to the needs and abilities of the students – particularly at times when students are unable to attend school onsite because of medical, behavioural or pandemic requirements. Students and parents can view the details of the tasks and the assessment elements.

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

Students receive feedback about their current learning and areas for future learning in a timely ongoing manner for all areas of learning and development. Students 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:

- individual conversations that include visuals and other supports appropriate for the individual student;
- whole-class discussion;
- anecdotal 'on the spot' verbal and/or visual feedback;
- written comments;
- completed assessment rubrics;
- peer-assessment;
- self-assessment.

Staff regularly participate in moderation activities involving assessment rubrics and work samples so that consistent teacher-judgement of student progress can be applied to the Victorian Curriculum Standards across the school.

Reporting to Parents

Endeavour Hills Specialist School ensures regular sharing of assessment information formally and informally with parents/carers throughout the term, including formal written reports provided to parents/carers twice a year.

Reports are written in an accessible format that is easy for parents/carers to understand and are available in digital form with the option to translate text from English to another language, to cater for the diverse cultural make-up of our community.

Endeavour Hills Specialist School reports directly against the Victorian Curriculum Levels A to D and F-4 achievement standards or, if reporting on students for whom English is an additional language, either the EAL Companion to the AusVELS or the Victorian Curriculum F-10 EAL achievement standards, and physical, social-emotional and/or behavioural goals as determined by the ILP.

Student achievement and progress are reported using a five-point scale with detailed individualised commentary on English, Maths, Personal and Social Capabilities, and therapeutic goals.

Endeavour Hills Specialist School uses a learning goals scale for other areas of the curriculum.

Parents/carers and students (as appropriate) meet to discuss the school report with teachers and/or school leaders at least twice a year.

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

Parents/carers may request additional meetings with teachers and/or therapists at any time.

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

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 website
- Included in staff handbook
- Discussed at staff briefings/meetings as required
- Included in enrolment packs
- Discussed at information sessions
- In hard copy upon request from the office

FURTHER INFORMATION AND RESOURCES

- Curriculum Programs Foundation to 10
- Framework for Improving Student Outcomes
- Reporting Student Achievement and Progress Foundation to 10
- Framework for Improving Student Outcomes (FISO) the Curriculum planning and assessment dimension
- Minimum standards and requirements for school registration
- Understanding, assessing and reporting on English language proficiency
- Victorian Curriculum F-10 EAL reporting resource

RELATED POLICIES AND RESOURCES

The following school policies are also relevant to this policy:

- Statement of Values and School Philosophy
- Assessment Schedule

REVIEW PERIOD

Policy last reviewed	July 2021
Approved by	Principal
Next scheduled review date	July 2022

Appendix 1: Assessment Schedules

Whole-school Assessments – data used to inform mid and end of year reports.

	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
ENGLISH											
Pre-spelling OR SA Spell Test											
PM Benchmark											
ABLES English: Speak/Listen											
ABLES English: Read/Write											
MATHS											
Maths Online Interview											
Nelson Maths Test											
Personal and Social Capabilities											
ABLES Self/Emotion											
ABLES Social											
ABLES Self/Self											

Single Cohort Assessments - data used to inform teacher practice, moderation & differentiation

	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
ENGLISH											
PREP English Online Interview											
JUNIORS Reading Mastery – levelling											
MIDDLES Reading Mastery – levelling											
SENIORS Reading Mastery – levelling											
MATHS											
JUNIORS Money (teacher-made)											
MIDDLES Time (teacher-made)											
SENIORS Measurement (teacher-made)											

Endeavour Hills Specialist School Assessment Schedule

* as need arises ✓ must do				JUNIORS				MIDDLES				SENIORS				
Learning Area	Assessment	Purpose	Type	T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4	
English	English Progression Points	Tracking student progress in English	OF		✓		✓		✓		✓	✓	✓	✓	✓	
	English Online Interview	Tracking student progress	OF	✓												
	South Australian Spelling Test	Spelling of words	FOR OF			✓			✓		✓		✓		✓	
	ABLES: Read and Write	Reading and writing	FOR		✓				✓				✓			
	ABLES: Speak and Listen	Speaking and listening	FOR		✓				✓				✓			
	Teacher Checklists/Rubrics	Analysis student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Running records	Oral reading and comprehension	FOR OF	✓	✓	✓	✓	✓	✓	✓	✓	✓				
Mathematics	Maths Progression Points	Tracking student progress	OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Mathematics Online Interview	Tracking student progress	FOR	✓												
	Time and Money	Number and algebra				✓		✓	✓	✓	✓					
	Pre and Post Common Learning Tasks	All strands	FOR, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Humanities	History	Tracking student progress	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Geography	Tracking student progress		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Economics and Business	Tracking student progress										✓	✓	✓	✓	
	Civics and Citizenship	Tracking student progress										✓	✓	✓	✓	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Physical Education	Physical Education Progression Points	All strands	OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
The Arts Visual Arts	Visual Arts Progression Points	All strands	OF	✓	✓	✓	✓			✓	✓			✓	✓	
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	✓	✓	✓	✓			✓	✓			✓	✓	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓			✓	✓			✓	✓	
The Arts Music	Performing Arts Progression Points	All strands	OF	✓	✓	✓	✓	✓	✓					✓	✓	
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	✓	✓	✓	✓	✓	✓					✓	✓	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓					✓	✓	
The Arts Dance	Performing Arts Progression Points	All strands	OF	✓	✓	✓	✓			✓	✓	✓	✓			
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	✓	✓	✓	✓			✓	✓	✓	✓			
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓			✓	✓	✓	✓			
Science	Science Progression Points	All strands	OF	✓	✓	✓	✓	✓	✓					✓	✓	
	Pre and Post Common Learning Tasks	All strands	FOR, AS, OF	✓	✓	✓	✓	✓	✓					✓	✓	
	Teacher Checklists/Rubrics	Analysis of student achievement	FOR, AS, OF	✓	✓	✓	✓	✓	✓					✓	✓	
Personal and Social Capabilities	Self / Emotion	Tracking student progress	OF	✓	✓	✓	*	*	*	*	*	*	*	*	*	
	Self	Tracking student progress	OF	✓	✓	✓	*	*	*	*	*	*	*	*	*	
	Self / Self	Tracking student progress	OF	✓	✓	✓	*	*	*	*	*	*	*	*	*	
Additional Assessment	Therapy needs on individual basis	Goal setting / monitoring improvement	FOR, AS, OF	*	*	*	*	*	*	*	*	*	*	*	*	