

ASSESSMENT POLICY

OUR PURPOSE

Assessment in schools provides information about student learning to inform and guide future teaching and learning, monitor and evaluate student progress and report achievement to parents and the relevant authorities. Teachers gather, identify and interpret information about students' learning for these purposes.

OUR POLICY

Assessment is an integral part of the teaching and learning cycle in all key learning areas and occurs through both formal and informal activities for all students, including those with disabilities and other learning needs.

The timing, frequency and nature of assessment processes are time efficient and manageable for teachers and students.

The school places emphasis on consistency in teacher judgment across each year and within each stage.

Teachers keep records of assessment to inform their own curriculum planning, to assist in the monitoring of individual students and to facilitate whole school evaluation of the effectiveness of teaching and learning programs.

Assessment data is used to determine access to support programs within and beyond the school.

OUR PRACTICE

As part of cooperative planning, teachers plan;

- common teaching and learning experiences and related assessment strategies, which include observation; analysis of oral and written work and specific assessment tasks;
- assessment strategies appropriate to the full range of learning needs;
- a timeline for the teaching/ learning cycle, including the implementation of assessment strategies.

- There is collaborative development of assessment tasks and processes.
- Valid and reliable strategies are used;
- School organisation may be used to support assessment processes.
-

Teachers on each stage will meet at least once per semester to moderate work samples to ensure there is consistency of teacher judgment in relation to:

- the rubric of indicators used to establish whether student are achieving benchmark levels or working above or below them;
- the stage in which each student is working;
- the level at which each student is achieving.

- Teachers maintain personal written or digital records of student assessment.
- Teachers contribute assessment data to a whole school database for the purpose of generating reports on whole school performance and reports to parents. This includes:
 - benchmark achievement data;
 - learning intervention data;
 - other assessment data as necessary.

Students whose achievement levels are causing concern are referred to the Learning Support Team, which uses available data to determine priorities for learning assistance and other intervention programs and services.