

Caulfield South Primary School

C.S.P.S.

Assessment Policy

Purpose

The purpose of assessment is to gather reliable information for teachers to make informed judgements about the progress of students against specific task criteria and achievement against common standards. At Caulfield South Primary School we consider assessment to be integral to planning for effective teaching and learning. Assessment provides students with the opportunities demonstrate their knowledge, skills and understandings. Caulfield South Primary School also uses assessment to provide feedback to students and reporting to parents and teachers on the student learning process. We assess to inform the next steps required to improve student performance and provide quality teaching and learning opportunities. We do this by working collaboratively to evaluate student learning and plan for future growth.

Guidelines

The Primary Years Programme (PYP) and Victorian Essential Learning Standards (VELS) will form the basis for assessment and evaluation.

As mandated in the Assessment and Reporting Essential Agreement, teachers will follow the Whole School Assessment Schedule and use a variety of formative and summative assessment strategies in order to collect and record assessment data.

Students will receive clearly stated goals and criteria which makes assessment explicit, purposeful and understandable.

Teachers will assess students' prior knowledge to effectively inform their planning.

Assessment data will be used to identify and support differentiated learning and support student performance.

Teacher assessment will be constructed around an understanding of how students learn. Samples of students' work will be collected regularly as a record of progress and collated in the form of portfolios.

This policy is available to all members of the school community.

Implementation

- Written reports will be provided at the end of Semester 1 and 2. Prep Interviews will be held at the start of the year as are pastoral interviews for other year levels. Mid-year parent/teacher interviews and other meetings upon request of parents or teachers will be provided.
- Structures are in place for the development and implementation of assessment and reporting of the IB learner profiles.
- Students are given opportunities to reflect on their own learning and through interactions with their teachers and peers.
- Teachers endeavour to provide feedback on all essential elements of the written curriculum (knowledge, concepts, skills, attitudes, actions).
- Student portfolios, work samples and regular diagnostic assessment will assist tracking of student learning over time (refer to Student Portfolio Essential Agreement).
- Continual self-reflective practice by teachers and school administrators will ensure ongoing, constructive evaluation of the programme.

Evaluation

This policy will be re-assessed in three years.