

MT BARKER SOUTH PRIMARY SCHOOL ASSESSMENT POLICY

Rationale:

The DECD **Curriculum, Assessment, and Reporting Policy (CAR)** – requires all government schools to have an Assessment Policy.

The **Curriculum Framework** identifies five key principles of assessment. Assessment must be -

- • **Valid** – Assessment information on the actual ideas, processes, products and values which are expected of students.
- • **Educative** - Assessment should make a positive contribution to student learning.
- • **Explicit** – Assessment criteria should be explicit so that the basis for judgements is clear and public.
- • **Fair** – Assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.
- • **Comprehensive** – Judgements on student progress should be based on multiple kinds and sources of evidence.
- Student assessment should focus on what students can do themselves rather than how they are performing compared with their peers. This requires monitoring of each student's progress, assessing students' performance in relation to the Outcomes and Standards Framework, and making 'on-balance' judgements to determine achievement of a level.

Using assessment information teachers are able to –

- • make on-balanced judgements about the levels of students' performance;
- • produce informed reports for students and their parents about learning progress;
- • accurately **review** and analyse the school's overall performance;
- • develop **School Improvement Plans** that reflect identified future curriculum provisions; and
- • produce an annual **School Report** that clearly reflects the school's performance

Expectations:

Assessment at Mt Barker South Primary School will –

- • Involve goal setting for literacy and numeracy improvement and this will be documented in the School Improvement Plan and in each child's One Plan.
- • identify students' achievements and the extent of their progress in relation to the Australian Curriculum
- • assist with identification of students at learning risk through our 3 Wave Intervention approach;
- • improve all students' learning;
- • allow students to set and review goals for their learning regularly;
- • motivate students to learn because their learning is personalised;
- • improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- • allow for improvement by determining with the Governing Council realistic priorities; and
- • broaden home/school links that will enable parents to further assist with their children's learning

Assessments at Mt Barker South Primary School need to –

- • ensure that teachers have worked collaboratively with colleagues both within and between other schools so that consistent judgements are made in relation to student progress against the Outcomes and Standards Framework.
- • provide for students the opportunity to demonstrate their knowledge, skills, understandings and abilities;
- • be clear as to whether or not the process or the finished product is being assessed. Students need to know and understand the criteria associated with the assessment task;
- • acknowledge student differences by providing a range of opportunities and strategies for students to successfully achieve the assessment task;
- • incorporate judgements from a range of sources;
- • provide opportunities for students to be involved in planning their own assessments, goal setting, undertaking self and peer reflections;
- • ensure that the teachers on-balance judgement about a student's level is an informed and professionally-derived eg through moderation processes
- • include NAPLAN, ESL scales, whole school qualitative and quantitative data and reflect progress against the Australian Curriculum

Assessment strategies include the following - Teacher and peer observations

Teacher journals

Checklists and matrices

Criterion referencing self and peer assessment

Open ended tasks

Student/teacher/parent learning conferences

Teacher constructed tests and screenings

NAPLAN results

Student portfolios

Individual Education Programs/Plans eg One Plans

Negotiated evaluations

Individual and group self-reflection

A combination of the above mentioned assessment strategies are used by the teachers, overtime with their students, to determine whether or not tasks have been successfully achieved and whether outcomes against the Australian Curriuclum have also been achieved. By using a range of assessment strategies staff at our school are able to make accurate on-balance judgements about their students' performances.

Finally all student data gathered, overtime at Mt Barker South Primary School is used by the staff

- • when **reviewing and self-assessing** the overall performance of the school
- • when determining **school priorities – developing the school improvement plan**
- • when planning for student improvement eg throughplanning,programming, One Plans and our 3 Wave Intervention approach and
- • when producing Mt Barker South Primary School's annual **School Report**
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In developing this 'Assessment Policy' Mt Barker South Primary School has ensured that its actions clearly reflect the intent of DECD 'Curriculum, Assessment and Reporting' Policy.