



Dingley Primary School Assessment Policy

Written by	Principal
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1. Rationale:

At Dingley Primary School, we have established eight key teaching and learning principles. Each principle is a common reference point, a shared guide. Each principle will assist staff to identify, design, implement and evaluate teaching and learning practices that expand our students' ability to be successful learners. The eight key principles are:

- Principle 1: We work in a collaborative culture
- Principle 2: We emphasise inquiry focussed teaching
- Principle 3: We use assessment for future learning
- Principle 4: We teach each child at their 'point of need'
- Principle 5: We use learning goals and success criteria
- Principle 6: We use quality questioning
- Principle 7: We provide effective feedback
- Principle 8: We continually enhance our curriculum knowledge

1.1. Assessment is integral to all teaching and learning. It is the ongoing process of:

- gathering, analysing and reflecting on evidence
- making informed and consistent judgments to improve future student learning
- identifying what students know, understand and can do at different stages of their learning journey
- identifying the next point of need for individual students.

1.2. Teachers at Dingley Primary School use a variety of assessment techniques to establish prior knowledge, target individual needs, and plan learning experiences accordingly to improve student performance and make consistent judgements about student progress.

1.3. Effective assessment practices enable staff to make balanced judgements and effectively provide feedback on student learning and growth.

1.4. As an authorised IB Primary Years Programme school, Dingley Primary School aligns with the PYP philosophy that;

1.5. "Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning". (PYP: Principles into Practice, 2018)

1.6. Students play "a vital role in the assessment process and (this) engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of and as learning (Harlen, Johnson 2014) to support effective learning and teaching". (PYP: Principles into Practice, 2018)

2. Purpose:

Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:

- Assessment FOR learning – occurs when teachers use inferences about student progress to inform their teaching.
- Assessment AS learning – occurs when students reflect on and monitor their progress to inform their future learning goals.
- Assessment OF learning – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards.



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3. Guidelines:

- 3.1. Assessment practices and procedures are overseen by the Executive Leadership Team, ensuring all DET and IBO guidelines are met.
- 3.2. Assessment includes a broad range of approaches that have been carefully selected to provide a balanced view of a student's learning and the effectiveness of the teaching and learning sequence. It is imperative at Dingley Primary School that multiple sources of data are collected and analysed in order to provide judgement on student's achievements.
- 3.3. There is a school-wide assessment schedule that outlines when mandated assessments are conducted across all year levels of the school in a calendar year.
- 3.4. In addition to the assessment schedule, teachers conduct ongoing assessment, both formal and informal, in consultation with team members.
- 3.5. Students regularly take an active role in their own assessment with the ultimate aim of becoming 'self-adjusters' of their own learning
- 3.6. Students regularly engage in self- and peer-assessment.
- 3.7. Moderation of assessment is used to ensure consistency and reliability of teacher judgements.
- 3.8. School-wide data management systems and processes are in place to support teachers to record and analyse student data. It is an expectation that data is consistently referred to during collaborative planning to ensure differentiation across the school.
- 3.9. A variety of reporting methods are used to provide information to parents/carers and students on student progress in each of the learning areas.
- 3.10. The Victorian Curriculum and IBO documentation, PYP: Principles into Practice (2018), form the basis for assessment and evaluation.

4. Assessment types:

At Dingley Primary School, we use the following types of assessments:

- 4.1. **Formative assessments** include a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment. Teachers use inferences about student progress to inform their teaching and they reflect on and monitor their progress to inform their future learning goals.
- 4.2. **Summative assessments** evaluate student learning at the end of a unit/concept. These occur when teachers use evidence of student learning to make judgements on student achievement against goals and standards.
- 4.3. **Standardised assessments** are formal assessments that have been designed to measure a child's achievement compared to other children his or her age. The whole school assessment schedule outlines standardised assessments in literacy and numeracy that are conducted in an academic year, as per DET guidelines:
 - the Mathematics Online Interview is conducted with Prep students at the beginning of the school year.
 - the English Online Interview is conducted with Prep and Year 1 students at the beginning of the school year.
 - the NAPLAN tests in Reading, Writing, Language Conventions and Numeracy are conducted annually in March for Year 3 and 5 students. These national tests provide information on how students are progressing, support improvements in teaching and learning, and provide a framework to compare performance around Australia. Reports from this assessment are distributed to parents in Semester Two.



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5. Assessment areas:

At Dingley Primary School, we assess the knowledge, understanding and skills of our students in the following areas, in line with the Victorian DET and IB guidelines:

- 5.1. Language – English and LOTE (Auslan)
- 5.2. EAL (English as an Additional Language) for identified students
- 5.3. Mathematics
- 5.4. Visual Arts
- 5.5. Performing Arts
- 5.6. Health and Physical Education
- 5.7. Science, Humanities, Technologies and Health – primarily assessed through the Programme of Inquiry
- 5.8. Approaches to Learning: Thinking, Social, Communication, Self-Management and Research skills
- 5.9. Victorian Curriculum Capabilities – Personal & Social capability, Intercultural capability, Ethical capability, Critical & Creative thinking
- 5.10. Learner Profile Attributes

6. Assessment strategies/tools:

The following assessment strategies are an expectation of teacher practice at Dingley Primary School when gathering information about student learning and performance:

- 6.1. **Anecdotal records** are brief written notes based on observations of students. These occur consistently on a day-to-day basis, with teachers focusing on individual student, small group or whole class observations. Observations are systematically organised and recorded on tools such as crosschecks, checklists etc. and used as a form of evidence when triangulating data to make a judgement on student performance.
- 6.2. **Work samples** are constantly reviewed by teachers, in collaboration with students, to assess what they can do and where their learning needs to be directed in future.
- 6.3. **Open-ended tasks** are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a diagram or a solution. They are presented to students to challenge their thinking, enabling teachers to elicit individual responses from students and differentiate assessment.
- 6.4. **Rubrics** are an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.
- 6.5. **Continuums** are visual representation of development stages of learning. They show a progression of achievement or identify where a student is in a process.
- 6.6. **Checklists** are lists of information, data, attributes or elements that should be present.
- 6.7. **Formal assessment** can include pre- and post-assessments to identify what students know, where their learning needs to be directed and what they have learnt at the end of a unit/concept.
- 6.8. **Project-based tasks** are completed at the conclusion of some units to show student understanding.

7. Reporting:

Reporting is the process by which assessment information is communicated to help students, parents, teachers and the system make decisions by providing information about what students know and can do, together with recommendations for their future learning.

Dingley Primary School teachers pride themselves on an 'open-door' policy, allowing consistent communication between the school and parents/carers about the progress of their child/children. In addition, the following formal opportunities to report on student learning are provided each year at Dingley Primary School:

7.1. **Written reports**

Written reports follow a consistent, school-wide structure, communicating student performances against Victorian Curriculum standards in Literacy, Mathematics, Capabilities, Units of Inquiry, Physical Education, Performing Arts, Visual Arts and LOTE.

Written reports on student progress are issued each semester (twice per year) in June and December. In addition to the semester reports, an 'interim' report is issued to parents/carers in Term 1 and Term 3. This report provides parents/carers with 'moment in time' feedback as to their child's progress. Reports are distributed via the Compass parent portal.



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7.2. Conferences

Getting to know you interviews – To enhance the relationship between the home group teacher, student and parents/carers, students at Dingley Primary School begin the year with a teacher/parent/carer meeting. It is also a time for parents/carers to inform the school of any relevant information that may support their child in the coming year

Parent-Teacher Interviews – *Parent- Teacher interviews are primarily teacher-led and occur between a teacher, student and parent/carer at the end of semester one. They involve discussions about student successes and areas to work on.*

Additional interviews may be arranged by appointment at either parent or teacher's request.

7.3. Individual Education Plans (IEPs)

Individual Education Plans (IEPs) are designed for students with additional literacy, numeracy and social/developmental learning needs as well as Koorie students and/or students in statutory Out-of-home care. They have a specific focus and are a set of strategies designed to help students achieve short-term goals.

The school has in place selection criteria to assist each home group teacher in identifying which students will have an individual learning plan in place. Where students are identified as requiring an ILP, parents are informed and asked to be supportive of the goals at home.

Resources:

- Victorian curriculum and assessment authority. Victorian Curriculum Foundation – 10.
<http://victoriancurriculum.vcaa.vic.edu.au/>
- Victorian Department of Education:
<https://www.education.vic.gov.au/school/teachers/teachingresources/practice/Pages/assessment.aspx>
- International Baccalaureate Organization, Making the PYP Happen. Cardiff 2009.
- International Baccalaureate Organization, PYP: Principles into Practice. 2018.
- Compass portal.
<https://dingleyps-vic.compass.education/login.aspx?sessionstate=disabled>

8. Evaluation:

- 8.1. This policy will be reviewed as part of the school's three-year review cycle.