



Assessment and Reporting Policy

Purpose:	To monitor and assess children's progress and achievement and how this is reported to caregivers
Scope:	Principal, Guides
Implemented by:	Principal
Approved by:	WP Board
Reviewed:	As regulatory changes arise or improvements are identified every 2 years
Communicated via:	Team Induction and Training, WP Website

Guides sit alongside children when assessing learning. Assessment is conducted through a variety of speaking, listening and written tasks to measure and track progress. Children are also offered the opportunity for self-reflection and to provide informal peer feedback. Children receive feedback on learning progress at the time of their learning, as well as a summary of their learning development. Caregivers are formally kept informed of learning progress through regular updates from the Guides through Seesaw and Connection Conferences. Formal reports are provided to Caregivers at the conclusion of each semester.

Lesson planning is informed by learning information. A range of diagnostic tools are used to provide formative knowledge aligned with the Australian Curriculum achievement standards. This learning information will be analysed to identify areas of future learning focus.

Assessment and Reporting Policy

The assessment at Woodline Primary is both formative and summative. It involves discussion between the child and their Guide. We provide next steps for children which illustrates for them how to achieve their next learning goal. When appropriate, we ask children to self-assess their learning in order to ensure ownership and develop intrinsic motivation; the desire to succeed and strive for improvement.

Children's progress in all curriculum areas is tracked through a reliable formative and summative assessment rhythm that identifies any learning difficulties at an early stage. Learning is differentiated according to ability, skill, confidence and attitude in order to ensure that each child has the opportunity to fulfil their potential and flourish within our caring learning community.



Caregivers are involved in the feedback through:

- Ongoing feedback through Seesaw
- Termly connection conferences
- Emails and in person updates from Guides
- Sharing in the learning conversation with their child throughout the year
- Semester Reports

The Assessment and Reporting Policy at Woodline Primary outlines that the school must:

- provide individual children with feedback on their learning
- use child learning information to inform planning for future learning programs
- make judgments of children's achievement in relation to Australian Curriculum achievement standards
- communicate with Caregivers about child achievement and progress

The Australian Curriculum is drawn upon to inform assessment practices at Woodline Primary.

All Guides are required to assess children's learning and collect data about children's achievement of expected standards. This learning information will be used to inform the teaching, learning and assessing cycle to support improvement and progress in children learning growth.

Purpose

Effective assessment should promote learning and provide information about learning goals and growth. We aim to develop a relevant, meaningful, engaging and challenging assessment culture that is embedded in the learning program being implemented at Woodline Primary.

Defining Assessment

Assessment is integral to all effective planning, teaching and learning. It identifies what children know, understand, can do and feel at different stages in the learning process. Assessment informs teaching and learning by providing feedback to children, Guides and caregivers about learning journeys.

The information gathered and analysed about children's performance and understanding is seen as evidence of learning and should address three crucial questions for the learner:

1. Where am I now?
2. Where am I trying to go?
3. How can I get there?



At Woodline Primary, we recognise that assessment can be formative and summative. To this end, we draw upon three forms of assessment to inform our practice and assess child learning:

- Assessment FOR learning (formative) – This occurs when Guides use inferences about children’s progress to shape the teaching program. It is diagnostic because it identifies strengths and weaknesses, prior understandings, attitudes, learning needs, etc. Assessment for learning occurs during units to measure growth over time and allow for improvements and adjustments.
- Assessment AS learning (formative) – This occurs when children reflect on and monitor their progress to inform their future learning goals. It emphasises the role of the child, providing authentic and productive opportunities for children to self and peer assess. Assessment as learning is a vehicle for helping children develop, practice and become comfortable with reflection and with critical analysis of their own learning.
- Assessment OF learning (summative) – This occurs when Guides use evidence of children’s learning to make judgments on children’s achievement against goals and standards. It can involve summative assessments completed at the end of units of instruction to sum up what children know, can do, and understand; however, when used effectively, this information can also be used formatively to plan forward. Assessment of learning has a strong focus on outcomes, endpoints and products.

Process

Assessing (and recording) and reporting is informed by our teaching and learning program, and is aligned with ACARA planning and reporting guidelines.

Assessment is directly connected to learning across all subject disciplines. Specific assessment tasks are included in curriculum documents for each subject.

When assessment learning information is referred to at Woodline Primary, we mean data collected that will provide evidence of children’s learning. This may include:

- Child work samples
- Numerical data derived from standardised assessments, performance scales, rubrics, etc.
- Video of children working independently and collaboratively
- Audio of child responses and reflections
- Photographs of children’s learning samples, interpretations and learning in action
- Graphic representations of children’s thinking



Reporting

At the conclusion of each semester, Guides present formal reports via the School Management System (Compass). The reports will contain:

- Five-point scale for all Learning Areas against the Australian Curriculum achievement standards
- Guide reflection
- Child's reflection

Reporting to the Commonwealth Government

The Commonwealth Government, and in particular the Australian Curriculum, Assessment and Reporting Authority (ACARA), has reporting requirements from all schools. ACARA is responsible among other things for the national assessment program aligned to the national curriculum that measures children's progress; national data collection and reporting program that supports (i) analysis, evaluation, research and resource allocation; and (ii) accountability and reporting on schools and broader national achievement.

Woodline Primary will collect and provide data on child learning outcomes and child background data as required under the Data Standards Manual: Child Background Characteristics, and also child attendance data. Woodline Primary will record the required data in its School Management System (for further information see <http://child-management-software.com/2013/10/11/acara-data-capture-update-for-australian-schools>) and submit as required.

Table of Amendments

Version number	Date	Short description of amendment
1.0	June 2020	New policy
2.0	December 2022	Language updates
3.0	September 2024	Removed unnecessary information Updated language to be in line with all policies
Scheduled review date		December 2026