



Robinvale College

"Great Learning for a Thriving Community"

Robinvale College Assessment and Reporting Policy

College Council President:	<u>Mara Richards</u>	Date: 23 rd February 2022
College Principal:	Sara Broster	Date: 23 rd February 2022
Date Ratified: 23 rd February 2022		Date to be Reviewed: February 2023

Rationale

Accurate and comprehensive assessment and reporting of student performance aids in establishing open communication, helps to improve student learning, assists in establishing future direction, and helps to identify areas of exemplary performance, as well as those in need of support and assistance.

Aims

1. To assess and report student performance accurately and comprehensively.
2. To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance by implementing the Robinvale College Assessment Schedule.
3. To provide staff with ongoing and timely assessment data to inform teacher planning and reporting.
- 4.

Assessment

The School is responsible for accurately assessing student achievement, as well as whole school performance, in a variety of areas.

Assessments will be used to identify future goals and lessons, rather than simply a prelude to reporting achievement.

Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in standardised testing processes such as ACER testing and school assessment tasks such as Early Years Numeracy Interview, PM Benchmark (F&P), Running Records etc.

Teachers will use a manageable system of keeping records that can provide a rich mixture of observations of student learning.

Teachers will use a triangulation of data to make judgements about, and report on, student achievement in relation to the EAL Companion to the Victorian Curriculum, Victorian Curriculum Achievement Standards and Progression Points, VCE Curriculum and VCAL Curriculum.

Teachers will use moderation to base judgements on Victorian Curriculum.

All students have an ongoing Individual Student Engagement Plan. The school will use the individual student engagement plans for identified students to plan for ways to engage students in remote learning and provide support for students where appropriate.

The school will assess the achievements of students with disabilities and impairments in the context of the Victorian Curriculum levels where appropriate. Teachers, the PSD Coordinator and Educational Support Staff will develop individual student profiles containing learning goals in each key learning area for each student. Progress towards learning goals will be assessed by the classroom teacher and discussed at SSG meetings when they reconvene.

Students for whom English is another language will have their progress in English assessed in relation to the stages of the EAL Companion to the English Victorian Curriculum.

Formative assessment during remote learning

Know the purpose: There are many tools that can be used to check for understanding, so knowing the purpose of the assessment and the available tools is important. It is important to have regular routines, but at the same time teachers still need to have a variety of ways to undertake formative assessment. Teachers should select a couple of tools that will work well for them and their students and fit the purpose of the assessment.

Focus on feedback: When checking for understanding, it's important to communicate the feedback that comes from it. Use learning tasks for students to submit their work and provide the students with timely feedback via either a comment box or the conversation stream in the Learning Task. Teachers can provide written feedback through annotations on student work that is uploaded or provided in hard copy. Feedback can be emailed to the student using their at schools email. Oral feedback can be given through short videos or sound recordings, or through personal communication with the student. Teachers may want to schedule, short individual sessions with students, to assess their learning and provide feedback.

Collect data over time: Formative assessment is a process, and it's important to collect evidence of learning over time. While teachers may teach and dictate which digital tools students can use, teachers need to work with students to have them document their learning along the way. Students need to be given guides or checkpoints to let them know what they need to submit and when they need to do so. As a means of collecting learning evidence, teachers could ask students to submit reflection notes or even videos or send photos of their progress. Screenshots using the Snipping Tool and mobile phone scanning tools also work well.

Make it useful: There is no point in collecting data unless it is used to inform teaching. Teachers might find out that a session didn't go so well and that learning may need to be revisited, or that specific students need further support and resources to help them grasp concepts. Teachers need to differentiate to support student learning.

In addition to checking in on academic learning, teacher need to ensure they check in on students' well-being and their overall remote learning experience. Simple questions can be used to gather student feedback about how they feel about remote learning:

- What's working well?
- What's not working well?
- What would make this better for you?

Summative Assessment during remote learning

One of the challenges of undertaking summative assessment remotely is the authentication of student work. Authentication of student work may require some changes to the way assessments are presented and submitted. Some ways that teachers can ensure the authenticity of student work are:

- Create assignments that require students to quote from materials the teacher provides. Upload a 'library' of materials to the Resources Tab in Compass, then ask students to quote from them as part of their work. This will check how well students can reference and cite work and makes it much more difficult for students to copy.
- Create questions or assignments that require students to use their personal experiences to answer. Since every student has a different context and different experience this will make it easy to see if students are doing their own work.
- Use plagiarism checkers when students submit individual work. As part of the assessment process, have students submit drafts of their work prior to the final submission.
- Ask students questions about their work during sessions. It is hard for students to talk spontaneously about their work if it isn't their own.

Whole School Assessment Timeline

	February	March		April		May		September		November			Ongoing throughout the year
F	Early Year Interview - online interview (Foundation only)												# InitialLit testing is ongoing throughout the year(see table below)
Year 1													
Year 2													
Year 3		Sutherland Phonological Awareness Test (Revised)	South Australian Spelling	ACER PAT Maths	ACER PAT Reading	NAPLAN	*Fountas and Pinnell reading (year 3-6)	ACER PAT Reading	ACER PAT Maths	Sutherland Phonological Awareness Test (Revised) SPAT-R	South Australian Spelling	Fountas and Pinnell reading	
Year 4		Sutherland Phonological Awareness Test (Revised)	South Australian Spelling	ACER PAT Maths	ACER PAT Reading	*Fountas and Pinnell reading (year 3-6)		ACER PAT Reading	ACER PAT Maths	Sutherland Phonological Awareness Test (Revised) SPAT-R	South Australian Spelling	Fountas and Pinnell reading	

Year 5		South Australian Spelling	ACER PAT Maths	ACER PAT Reading		NAPLAN	*Fountas and Pinnell reading (year 3-6)	ACER PAT Reading	ACER PAT Maths		South Australian Spelling	Fountas and Pinnell reading	
Year 6		South Australian Spelling	ACER PAT Maths	ACER PAT Reading		*Fountas and Pinnell reading (year 3-6)		ACER PAT Reading	ACER PAT Maths		South Australian Spelling	Fountas and Pinnell reading	
Year 7			ACER PAT Maths	ACER PAT Reading		NAPLAN		ACER PAT Reading	ACER PAT Maths				
Year 8			ACER PAT Maths	ACER PAT Reading				ACER PAT Reading	ACER PAT Maths				
Year 9			ACER PAT Maths	ACER PAT Reading		NAPLAN		ACER PAT Reading	ACER PAT Maths				
Year 10			ACER PAT Maths	ACER PAT Reading				ACER PAT Reading	ACER PAT Maths				

Reporting

Robinvale College is responsible for reporting on student achievement to the students themselves, to parents/carers other teachers and schools, and to the College Council through the annual report.

The purpose of reporting is to:

- report student progress and achievement in Foundation to year 12.
- provide parents/carers with clear, individualised information about progress against the achievement standards
- identify the student's areas of strength and areas for improvement.

The school will provide parents/carers with at two written reports on student achievement, indicating progress against Victorian Curriculum levels in all key-learning areas, the VCE and VCAL Curriculums (in senior years). Students for whom English is another language will have their progress in English reported in relation to the stages of the EAL Companion to the English Victorian Curriculum.

Reports will include:

- a description of the areas of the Curriculum taught
- a succinct descriptive assessment of student learning achievement, based on the Achievement Standards in the Victorian Curriculum F-10, VCE and VCAL Curriculum and/or the EAL Companion to the Victorian Curriculum
- a five point scale when reporting on student achievement and progress.
- An age-related five point scale, where the quality of a student's achievement against what is 'expected' for students of that year level at the time of reporting, for reporting against the achievement standards.
- A learning dimensions scale for areas of the curriculum.

A minimum of two and a maximum of four Learning Tasks will be reported on for each subject per semester.

Robinvale College will provide opportunities for parent/carer/teacher interviews each term, whether through parent teacher interviews or student led conferences. In addition, the school will report the achievements of students with disabilities and impairments through SSG Meetings where the student's goals are reviewed and revised. These meetings will be postponed until the end of the remote learning and social distancing requirements.

The school will provide all required performance data to DET.

Expectations of Staff, Students, Parents / Carers during remote learning

Expectations of staff:

Teachers will provide a teaching and learning program that provides multiple opportunities for students to learn the skills, content, concepts and knowledge that they will then be assessed and reported on. This will be provided both through online content and as hard copies.

Teachers will follow the whole school assessment schedule timeline, as set out in this policy.

Teachers will maintain accurate and timely record keeping of assessment and reporting data, using the agreed system.

Teachers will provide timely feedback to students and parents/carers in relation to assessment and reporting.

Expectations of students:

Students will actively participate in and attempt all set assessment tasks, to the best of their ability.

Students will authentically engage in assessment tasks by ensuring that the assessment is the student's own work.

Students will engage in feedback with their classroom teacher.

Students will maintain confidentiality in regard to assessment - Students will refrain from entering into discussions with other students about required assessments, where all students have not yet completed the required assessment. The event that a student is absent during an assessment task, they will be expected to complete the task at the earliest available opportunity. Until all students have completed the required assessment, no student who has already undertaken the assessment shall discuss the nature of the task with the student who was absent. The teacher will not return the complete assessment to students until all students have undertaken the task. Should this take longer than two weeks from the date of the original task, an alternative task will be given to the absent student.

Expectations of parents:

Parents / carers will support their child/ren to engage in their learning.

Parents will engage in regular conversations with school staff in relation to their child's learning progress and achievement, to identify areas for celebration and areas for improvement and further support

Parents / carers will support their child/ren to actively participate and attempt all set assessment tasks as set out by the classroom teacher and the school.

Transferring students

Where students are transferring to Robinvale College from another school it is the role of parents / carers to provide the College with previous assessment data and report from the child's previous school. Where a child is transferring from Robinvale College to another school we will provide requested assessment and reporting documentation to the transferring school upon request, pending parent / carer approval.

School Annual Report

The school's Annual Report provides parents/carers and the community generally with a clear overview of how Robinvale College is performing in relation to:

- student performance at the school, and how the school compares with other Victorian government schools
- student outcome results with regard to learning achievement, engagement and wellbeing for the latest school year
- school comparison data to other schools, that identifies whether a school is performing higher than, lower than, or broadly similar to the expectation of schools with similar student intake characteristics.

Each school also provides an 'About our School' statement, which provides context for the data contained in each school's performance summary and outlines the school's achievements and plans for the future.

The Annual Report informs parents/carers and the wider school community of the school's successes, activities and achievements throughout the year.

Evaluation

The assessment and reporting policy will reviewed as part of the four year annual review process, ratified by College Council at the beginning of every year.

Links and Appendices

Curriculum Framework Policy

ISEP Process

VCE Assessment Policy

Internet Policy and Procedures

Philosophy Policy

<https://www.vcaa.vic.edu.au/news-and-events/latest-news/Novel%20coronavirus%20update/Pages/ContinuityofLearning.aspx>

<https://www.education.vic.gov.au/school/teachers/teachingresources/Pages/Teachingandremotelearning.aspx>