Croydon Community School & OPTIONS
Assessment, Student Policy

PURPOSE

To ensure Croydon Community School & OPTIONS develops school-wide processes and procedures for student assessment.

To ensure the school complies with DET policies and guidelines.

SCOPE

Schools undertake a range of student assessment and reporting activities to inform and support student learning.

Parents/carers need to be made aware of the school's assessment processes.

DEFINITION

Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements about student progress to improve future learning.

Reporting communicates comprehensive information about student learning and achievement in different forms to a range of audiences for a variety of purposes. Comprehensive reporting covers three major areas:

- Student reporting: schools report to parents/carers using student reports, strengthening family partnerships by engaging teachers and families in regular and meaningful communication about students' learning needs
- School reporting: schools report to the local community via their annual report, providing a concise summary of the school's achievements and progress
- System reporting: the Department reports systemic improvement to the broader educational community through state-wide and national reports, providing statistical and related information about Victorian educational outcomes

POLICY

The school recognises the profound influence assessment has on the motivation and self-esteem of students and are crucial influences on learning.

Authentic assessment

All students at the school develop an Individual Learning Plan in consultation with their advisor/s. In addition, Individual Education Plans will be developed for students requiring additional support in accordance with DET guidelines. These documents will establish achievable goals – Abilities Based Learning and Educations Support (ABLES) goals – stating the student's strengths and targets for their future learning as well as home and school activities that will complement this. This plan will be negotiated (where appropriate) between student, teacher and parents/carers prior to and during the course of the year.

Each term our students exhibit their work to peers, families, mentors and teachers, providing evidence of achievements of their learning goals and reflecting on the process of their learning.

Record keeping guidelines and student file information will be consistent across the school and regularly updated.

Student reflection and self-assessment strategies will be implemented to involve students in their own goal setting and learning.

If practicable, the school will select from the range of assessment tools available on the Insight Assessment Platform.

Feedback to students will be timely, given early and regularly within learning activities, projects / units, or promptly during conferencing after assessment tasks such as Exhibitions, so that students have sufficient opportunity to use the feedback for improving subsequent performance. The style of feedback links to the style of assessment.

Individual Learning Plans will also be written for students requiring extension programs.

This policy should be read in conjunction with the school's *Data Analysis & Use Policy*.

FURTHER INFORMATION AND RESOURCES

Reference:

www.education.vic.gov.au/school/principals/spag/curriculum/pages/assessment.aspx

Please refer also the school's:

- Archives & Records Management Policy
- Children At Risk Policy
- Curriculum Framework Policy
- Data Analysis and Use Policy
- Reporting Student Progress and Achievement to Parents Policy
- Teaching and Learning Policy

REVIEW CYCLE

This policy, first developed in this format in February 2019 and will be reviewed as part of the school's three-yearly review cycle or if guidelines change (latest DET update late June 2018).