Assessment and Reporting Policy 2022

Assessment and reporting are vital processes that provide information about what students know and can do, allowing teachers to make recommendations for their future learning.

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

Reporting communicates comprehensive information about student learning and achievement at a point in time. Reporting will be in different forms, will be tailored to meet the needs of our community and will be used for a variety of purposes.

The purpose of student reports is to:
- provide parents/carers with clear, individualised information about progress against the Victorian Curriculum achievement standards in prep to 6.
- Identify the student's areas of strength and areas for improvement.
- strengthen family partnerships by engaging teachers and families in regular meaningful communication about students' learning needs.

We believe:

At Irymple South Primary School, we believe that assessment and reporting is an ongoing process. As such, we believe that reporting continuously throughout the year will strengthen student ownership of their own learning through reflection, feedback and goal setting and inform parents/caregivers of progress in a timely manner.

Continuous Reporting will be undertaken in various formats throughout the year:

Term 1	**Introductory Video** Publish on Seesaw by the end of week 3	**Seesaw – Video Diary** Spelling & Numeracy (week 5/6 & week 9)	**Learning Conference** **Purpose:** How we learn in our classroom	
Term 2		**Seesaw – Video Diary** Reading & Writing (week 3 & week 9)	**Learning Celebration** **Purpose:** To engage parents in classroom programs and for students to share their learning	**Formal report - Accelerus**
Term 3		**Seesaw – Video Diary** Spelling & Numeracy (week 3 & week 9)	**Learning Conference** **Purpose:** To discuss the Semester 1 report and to highlight and celebrate growth	
Term 4		**Seesaw – Video Diary** Reading & Writing (week 3 & week 9)	**Learning Celebration** **Purpose:** To engage parents in classroom programs and for students to share their learning	**Formal report - Accelerus**

CLASS   **Seesaw e-Portfolios**   FAMILY

PURPOSE	CRITERIA for 2022
- e-portfolios make classroom learning more accessible to parents, teachers and administrators - They provide a window into student learning - They showcase both student achievement and student learning over time - They provide additional assessment information beyond what can be collected from traditional letter grade - They provide students with a vehicle for regular feedback and dialogue with their teachers - They allow students to think critically and reflect upon their work - They enable teachers to develop a picture of the learning that is taking place and show them areas that need more attention - e-portfolios increase student engagement, promote a continuing conversation about learning between teachers, parents, and students, and extend academic lessons beyond school walls - Digital portfolios also offer opportunities for students to showcase skills and intelligence that often are not measured on standardised tests. - Creating digital portfolios provides an opportunity to develop competency in the use of digital technologies.	1.Students will post a minimum of 4 tasks to Seesaw per semester. Each semester will consist of: 1 maths task, 1 reading task, 1 writing task & 1 spelling task 2.The posts will vary at each grade level. Each post should highlight learning growth over time. The first video diary at the beginning of each term will outline what students are currently learning and reference a criteria (eg. learning pathway) and tools and strategies they are learning (planning phase of the Visible Learning Cycle). Each student will be able to monitor and evaluate their own growth and articulate this in the second video diary towards the end of the term (monitoring and evaluating phase of the Visible Learning Cycle). With students taking full responsibility, they will be able to share this learning with parents. 3.There is no limit on the amount of posts but we have to be mindful of not overusing the app as parents will disengage. 4. These posts have replaced report comments at mid year as part of our commitment to continuous reporting.

CRITERIA FOR SPECIALIST CLASSES

- Upload **one post per student per semester** and Student of the Week if you want to.
- The posts will vary at each grade level in the classroom. We need to consider:
    - Title
    - What the child has achieved in the task, directly linked to learning intention, success criteria
    - Student reflection of their performance against the task
- Comments will be addressed to the child.

- We will inform the students that a post has gone on SeeSaw during class time so that they can tell those at home.
- There is no limit on the amount of posts. Additional posts can be shares of class photos etc.
- These posts have replaced report comments at mid and end of year.

REPORTING GUIDELINES

LEARNING AREAS	CAPABILITIES
The Arts: - Dance (Specialist) - Drama (Specialist) - Media Arts - Music (Specialist) - Visual Arts (Specialist) - Visual Communication Design (MAPPEN) **English (Class Program)** - English - English as An Additional Language **Health and Physical Education (Specialist)** **The Humanities:** - Civics and Citizenship (MAPPEN) - Economics and Business (MAPPEN) - Geography (MAPPEN) - History (MAPPEN) **Mathematics (Class Program)** **Science (Specialist)** **Technologies** - Design and Technologies (MAPPEN) - Digital Technologies (Integrated)	**Critical and Creative Thinking** **Ethical** **Intercultural** **Personal and Social**

REPORTING REQUIREMENTS

1. We will provide a written student report twice a year to the parents or carers of each child.

2. Student reports are required to be in an accessible form and easy for parents or carers to understand. We provide an online version and hard copy is available on request.

3. We use the Victorian Curriculum Achievement Standards (see below).

4. Both achievement and progress against the achievement standards are required to be included in the student report.

5. A five point scale is to be included in every student report to provide more detail on the student's learning and to rate the quality of the student's achievement and progress against the achievement standards. This requirement cannot be met by using the existing levels of the curriculum.

Foundation Stage (Prep–Year 2)
Schools report student achievement against the achievement standards in five focus areas: English, mathematics, health and physical education, the arts, and personal and social capability.

These areas all have a standard at foundation.

The focus at the foundation stage (P-2) is on these five curriculum areas. If schools choose to teach other curriculum areas then these should be reported against.

Schools are required to report against the achievement standard in:

- English and mathematics twice a year indicating:
    - the level of achievement reached by each student
    - the age-related expected level of achievement for each student.
- Exceptions are where it has been determined by schools in partnership with parents and carers to be unnecessary for an individual student.
- English achievement standards are set out in the three modes to be reported on: reading and viewing, writing, and speaking and listening.
- Mathematics achievement standards are set out in the three strands to be reported on: number and algebra, measurement and geometry, and statistics and probability.
- Physical education twice a year. This is reported separately to health education.
- Health education, the arts, and personal and social capability. These are reported on as they are taught over the two-year band of school in line with each individual school's learning program(s).

In the foundation stage, schools may choose to structure teaching and learning programs around the five outcomes of the [Victorian Early Years Learning and Development Framework (VEYLDF)](#)

Breadth Stage (Years 3–8)

Schools report student achievement against the achievement standards in all learning areas and capabilities with a focus on English, mathematics and science.

Schools are required to report against the achievement standard in:

- English and mathematics twice a year indicating:

    - the level of achievement reached by each student

    - the age-related expected level of achievement for each student

- Exceptions are where it has been determined by schools in partnership with parents and carers to be unnecessary for an individual student.

- English achievement standards are set out in the three modes to be reported on: reading and viewing, writing, and speaking and listening.

- Mathematics achievement standards are set out in the three strands to be reported on: number and algebra, measurement and geometry, and statistics and probability.

- Science at least once a year. This commences in year 3, or earlier if this is part of the teaching and learning program, and is required to include:

    - the level of achievement reached by each student

    - age-related expected level of achievement for each student.

- Physical education twice a year. This is reported on separately to health education.

- All learning areas and capabilities. These are reported on as they are taught over the two-year band of school in line with each individual school's learning program(s). These include health education, the arts, the humanities, languages, technologies and the four areas of capabilities (personal and social, ethical, intercultural, and critical and creative thinking).

TEACHING AND LEARNING OUTLINE

Below is an outline of our 'Inquiry' teaching and learning cycle for reporting against the learning areas in the Victorian Curriculum.

The table outlines units of work that detail the learning areas and capabilities that are specifically taught.

English and Maths are not included in the overview. These two core learning areas are integrated but have specific programs outlined in school overviews and team planning documents. English and Maths are reported against twice annually.

Digital Technologies is part of our everyday practice, where classes leverage digital technologies to support teaching and learning. It is also included with our 2 year cycle of Inquiry Units.

Specialist Areas:
Music, Visual Arts, Health & Physical Education and Science (3 - 6) will be reported against twice annually.

Our odd and even teaching and learning cycle will determine what learning areas and capabilities will be reported against during that Semester.

All Departmental requirements are adhered to.

REPORTING: STANDARDS AND CAPABILITIES

ODD YEAR	Term 1 and 2	Term 3 and 4
Grade Prep	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade One	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade Two	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade 3 & 4	English Maths Health and PE Music Visual Arts History Geography Science Civics and Citizenship Digital Technologies Creative and Critical Thinking Capability Ethical Intercultural Capability Personal and Social Capability	English Maths Health and PE Music Visual Arts Civics and Citizenship Design and Technologies Digital Technologies History Personal and Social Capability Creative and Critical Capability Ethical Capability
Grade 5 & 6	English Maths Health and PE Music Visual Arts Science History Civics and Citizenship Personal and Social Capability Intercultural Capability Critical and Creative Thinking Capability	English Maths Health and PE Music Visual Arts Economics and Business Design and Technologies Digital Technologies Personal and Social Capability Critical and Creative Capability Ethical Capability

EVEN YEAR	Term 1 and 2	Term 3 and 4
Grade Prep	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade One	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade Two	English Maths Health and PE Music Visual Arts Personal and Social Capability	English Maths Health and PE Music Visual Arts Personal and Social Capability
Grade 3 & 4	English Maths Health and PE Music Visual Arts History Digital Technologies Personal and Social Capability Intercultural Capability Ethical Capability Critical and Creative Capability	English Maths Health and PE Music Visual Arts Geography Civics and Citizenship Design and Technologies Science Digital Technologies Personal and Social Capability Critical and Creative Capability
Grade 5 & 6	English Maths Health and PE Music Visual Arts History Civics and Citizenship Geography Intercultural Capability Personal and Social Capability Critical and Creative Capability	English Maths Health and PE Music Visual Arts Economics and Business Design and Technologies Civics and Citizenship Science Language Digital Technologies Personal and Social Capability Ethical Capability Creative and Critical Capability

INQUIRY UNITS OF WORK – WHOLE-SCHOOL TEACHING AND LEARNING PLAN

Please note that Mathematics and English are covered in all the below units, simply not outlined.

Odd Year	Term 1 – In Our Community	Term 2 – Sustainability	Term 3 – Social Justice	Term 4 – Creativity
Foundation	**IN OUR COMMUNITY** Health and PE History Geography Personal and Social Intercultural Critical and Creative	**OUR SUSTAINABLE WORLD** Geography Science Health & PE Personal and Social Intercultural Critical and Creative	**FAIRNESS & FRIENDSHIP** History Health and PE Personal and Social Ethical Critical and Creative	**TOPSY TURVY TALES** Design and Technologies Science Health and PE Critical and Creative Personal and Social
Years 1 & 2	**PLACES AND SPACES** Geography Design and Technologies Science Health and PE Personal and Social Creative and Critical Ethical	**TIPTOE THROUGH OUR WORLD** Design and Technologies Geography Personal and Social Ethical Creative and Critical	**CELEBRATING DIFFERENCES** History Geography Health and PE Personal and Social Intercultural Ethical Civics and Citizenship	**ROBOT BUDDIES** Digital Technologies Science History Design and Technologies Personal and Social Critical and Creative
Years 3 & 4	**FIRST CONTACT** History Digital Technologies Design and Technologies Geography Civics and Citizenship Creative and Critical Thinking Intercultural Personal and Social	**THE BLUE MARBLE** Design and Technologies Science Geography Personal and Social Ethical Creative and Critical	**SOMEONE ELSE'S SHOES** Civics and Citizenship Health and PE Personal and Social Creative and Critical Ethical	**FRAME BY FRAME** Digital Technologies Design and Technologies History Personal and Social Creative and Critical
Years 5 & 6	**MAKING DEMOCRACY** History	**THINK GLOBAL, ACT LOCAL**	**CARE FOR THE KIDS**	**BIZARRE BAZAAR** Economics and

	Civics and Citizenship Personal and Social Intercultural Critical and Creative	Geography Science Personal and Social Critical and Creative Intercultural	Digital Technologies Civics and Citizenship Personal and Social Ethical Creative and Critical	Business Design and Technologies Personal and Social Critical and Creative
Even year	**Term 5 – Identity**	**Term 6 – Change**	**Term 7 – Discovery**	**Term 8 – Connections**
Foundation	**SHAPING IDENTITY** Health and PE History Science Personal and Social	**THE CHANGING WORLD** Science History Geography Health and PE Personal and Social Intercultural Critical and Creative	**THE BRIDGE AND BEYOND** Design and Technologies Science Personal and Social Critical and Creative	**GREAT AND SMALL** Design and Technologies Science Geography Health and PE Personal and Social Critical and Creative
Years 1 and 2	**GROWING OLDER AND WISER** Health and PE Science History Personal and Social Critical and Creative	**STIMULATING SCIENCE** Science Geography Health and PE	**LIGHT AND SOUND** Digital Technologies Design and Technologies Science Health and PE Personal and Social Critical and Creative	**THROUGH GENERATIONS** History Geography Personal and Social Critical and Creative Ethical
Years 3 and 4	**THE GAME OF LIFE** Health & Physical Education History Personal and Social Intercultural Ethical	**INTO THE UNKNOWN** History Digital Technologies Critical and Creative Personal and Social	**FORCES AND FUNCTIONS** Digital Technologies Design and Technologies Science Critical and Creative Personal and	**OUR ISLAND HOME** Science Geography Civics and Citizenship Personal and Social Critical and Creative

			Social	
Years 5 & 6	**MUSEUMS IN MOTION** History Design and Technologies Civics and Citizenship	**ETHICS AND EMOTIONS** Health & Physical Education Design and Technologies Personal and Social Ethical Intercultural Critical and Creative	**THE JOURNEY TO DISCOVERY** Digital Technologies Design and Technologies Science Critical and Creative Personal and Social	**DATA AND DECISIONS** Digital Technologies Design and Technologies Economics and Business Critical and Creative Personal and Social