

ASSESSMENT AND REPORTING POLICY

Rationale:

To ensure that assessment and reporting is an integral part of teaching and learning where:

- 1.1 Assessment tools and procedures accurately measure student achievement, identify student needs and inform future direction within a child inspired curriculum.
- 1.2 Reporting methods provide comprehensive feedback to parents/teachers on students' learning and meet DET accountability requirements.
- 1.3 The Learning Co-operative Philosophy, that all children are unique and, as such, have their own unique learning agenda, is enacted and parents' wishes that their children are not judged and compared against others are respected.

Aims:

- To accurately assess and report student achievement against the Victorian Curriculum, using a range of appropriate assessment tools and strategies that align with Learning Co-operative Philosophy.
- To improve student learning by accurately determining areas of future need, as well as areas of current exemplary performance.
- To assist in program planning by identifying areas of need.
- To provide parents and students with regular verbal feedback across all areas of the Victorian Curriculum.
- To record student progress through continuous reporting, mid-year and end of year reports in a written format to parents.
- To empower each individual student to take ownership over their learning and allow students the opportunity to undertake appropriate self-assessment.

LEARNING CO-OPERATIVE

alternative primary school

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Implementation:

- Assessment will take the form of teacher observation and feedback from daily, close interaction with each student, in addition to diagnostics tests in maths, quizzes, formative questioning, projects, open ended tasks, one-one conferencing, demonstrations by students, peer teaching, feedback from online programs (e.g. Reading Eggs/Nessy) and annotated work samples, both on virtual learning platforms and in hard copies in student portfolios.
- Due to the fluid nature of our class levels to allow for comfortable differentiation, assessment will often be more formative than summative.
- Comparative reporting against the student's peers is not undertaken at the Learning Co-operative as peer comparison is rarely meaningful in such small cohorts.
- Self-assessment by students against their Individual Learning Plan goals will be encouraged.
- A portfolio of each student's work encompassing the 8 Learning Areas will be annotated according to the Victorian Curriculum Achievement Standards and can be viewed by parents and students on request. Portfolio cover sheets reflecting the Victorian Curriculum will be used by teachers to scaffold each student into the next level of learning along differentiated pathways.
- Digital portfolios on Seesaw with annotated work samples and 'I can' statements, based on the Victorian Curriculum standards, will provide an opportunity for continuous reporting and self-assessment, with parents and students able to access ongoing, immediate relevant assessment and reporting information.
- Records of student participation in activities will be recorded in the Learning Co-operative 'Day Book'.
- Records of student progress and achievement data will be monitored on a central, inhouse 'tracking' spreadsheet covering all 8 Learning Areas in the Victorian Curriculum.
- Written descriptive reports will be provided to the student's parent or guardian at the end of each semester. They will take the form of written reflections on each Learning Area on the student's Individual Learning Plan, which is produced in a collaboration between students, parents and teachers. These reflections will provide information on student progress and achievement against standards of the Victorian Curriculum and areas for improvement in clear language.
- Written summary reports, recording student progress and achievement on a 5-point scale against national standards will be prepared by teachers each semester and will be available to parents by request.
- The Learning Co-operative has a particularly close partnership between parents and teachers due to the parent's high involvement in running the school and helping weekly with curriculum activities. Frequent informal discussion between parent and teacher will allow for regular sharing of details around each student's learning needs and desires, allowing for

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collaborative, targeted support or extension in the areas of academic, social and emotional learning.

- Formal verbal reporting will be offered to parents via a three-way (parent-student-teacher) conference each semester at which each student's Individual Learning Plan will be discussed and updated to reflect that student's learning desires, strengths and needs and reflections on learning in the 8 Learning Areas.
- Regular discussion at joint parent and teacher at fortnightly Monday night meetings around each individual student will allow for reporting from the wider community on the academic, social and emotional learning of each student. Procedures will be put in place to support and challenge each student during the meeting, by timetabling and matching the child to an adult who can work with them where appropriate.
- Regular staff meetings and NCCD meetings will focus on individual students' progress, needs and achievements and provide opportunities for moderation.
- Access to the National Assessment Program – Literacy and Numeracy assessments is offered to each student at year 3 and 5.
- Students for whom English is a second language have their progress in English assessed against the stages of the ESL companion to the English Victorian Curriculum.
- The school assesses the achievements of students with disabilities and impairments in the context of ABELS or Victorian Curriculum and the goals developed by the NCCD co-ordinator depending on the needs of the student.
- Teachers will be encouraged to attend ongoing professional development in documentation, records, assessment and reporting practices
- Student learning outcomes will be reported in the Annual Report to the School Community provided to the DET and on the school website in a manner that protects the privacy of individual students in such a small school.

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Evaluation:

Teachers will update participation data daily and review participation and tracking data weekly to identify areas of focus. Staff meetings will regularly (at least twice per term) look at whole school tracking data to identify areas/individuals that require focus. Teacher judgements based on learning outcomes in the Victorian Curriculum will be moderated once a term to ensure consistency.

The Coordinator and the Board will review the effectiveness of the school's Assessment and Reporting Policy on a cyclical basis in accordance with DET guidelines.

This Policy was ratified by the board of The Learning Cooperative **11/10/2021**


This policy will be reviewed each three years as part of the ongoing overall policy review process.

Chairperson's signature



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(MYRA THEISZ)

Version and revision control record

Date	Version	Approver	Next Review Date
15/10/2021	1	Name: MYRA THEISZ Position: Chairperson of the School Board Signature: 	October 2024