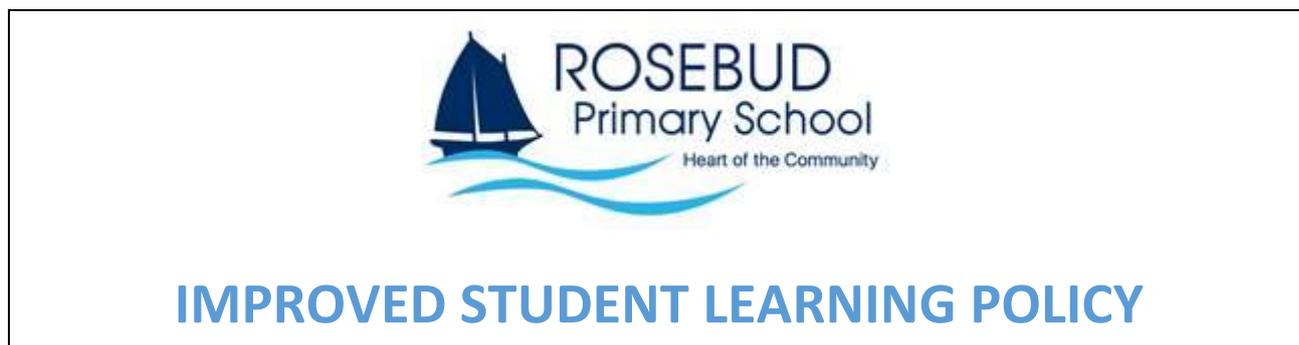


	Policy Name:	Improved Student Learning	Date of approval:	28/5/2018
	Responsible:	Curriculum Leaders	Review date:	05/2022



Rosebud Primary school utilises data to make informed decisions about student learning at a grade, year, curriculum and whole school level. We understand the importance of data to inform teaching, and utilise a variety of assessment practices to gather information. Individual Learning Plans (ILP's) are completed for all students considered 'at risk' (12 months behind the expected standard) or requiring extension (12 months above). ILP's are communicated to parents to ensure ownership and support from families. ILP's are reviewed and updated quarterly.

Rosebud Primary School uses 'Sentral' to report and track student progress.

The process of improving student learning at Rosebud Primary School involves the following key steps:

1. Individual Assessment within each grade.
2. Year level teams meet each weekly and discuss student progression.
3. Areas of concern or success are reported to Leadership.
4. Professional Learning Team's meet fortnightly to discuss best teaching practice and review assessment and data within the school.
5. Leadership review data and make informed decisions at School Improvement Team meetings, implementing actions with the intent to improve student learning.

Rosebud Primary School uses the following 'formal' assessment tools:

- Running Records (Reading)
- Diagnostic Spelling tests
- 'Cold' Writes (writing moderation)
- PAT (Progressive Achievement Testing F-6)
- On Demand Testing (Grade 3-6)
- Diagnostic Maths Tests
- NAPLAN (Grade 3 and 5)

Types of assessment practices:

Diagnostic assessment

- is often undertaken at the beginning of a unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class
- can involve formal measurements (e.g. IQ/aptitude tests, fitness tests) that are used to establish a starting point or baseline OR informal measurements (e.g. observation, discussions, questioning)

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- informs programming and planning, and learning and teaching methods used, as well as assessment choices

Formative assessment

- is the practice of building a cumulative record of student achievement
- takes place minute by minute, day to day
- includes learning experiences and is ongoing, informal observations throughout the term, course, semester or unit of study
- is used to monitor students' ongoing progress and to provide immediate and meaningful feedback
- assists teachers in modifying or extending their programmes or adapting their learning and teaching methods
- is very applicable and helpful during early group work processes

Summative assessment

- assists you to make judgements about student achievement at certain relevant points in the learning process or unit of study (e.g. end of course, project, semester, unit, year)
- can be used formally to measure the level of achievement of learning outcomes (e.g. tests, labs, assignments, projects, presentations etc.)
- can also be used to judge programs, teaching and/or unit of study effectiveness (that is as a form of evaluation)
- is used for student reports

Informal assessment involves:

- systematically observing and monitoring students *during* class learning and teaching experiences
- interacting with students to gain a deeper knowledge of what they know, understand and can do
- roving the classroom and posing questions, guiding investigations, motivating and quizzing students
- providing opportunities for students to present or report upon their learning and teaching experiences
- collecting, analysing and providing information

Formal assessment involves:

- the use of specific assessment strategies to determine the degree to which students have achieved the learning outcomes
- assessment strategies including: online testing, exams, reports, projects, presentations, performances, or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolio entries
- individual and/or collaborative tasks that usually attract a mark (group work may include both an individual and group component)

This policy will be reviewed every four years.