

Hughes Primary School

Assessment Policy

Assessment and Reporting Policy

School Context

Hughes Primary School is nestled in leafy grounds and provides an exemplary education to over five hundred students. At Hughes, our mission is to create lifelong learners who are committed to achievement, inclusion, resilience and respect. Hughes Primary School has mainstream classes from Preschool to Year 6 (4-12 year olds). We host the Southside Primary Introductory English Centre (SPIEC), and a Small Group Program (SGP).

Our motto *'Learning for Life'* captures our commitment to ensuring students have the knowledge, skills and experiences needed to be active and informed citizens. The teaching teams at Hughes have very high levels of pedagogical knowledge and skills, including expert knowledge of teaching strategies, to improve student learning and wellbeing. The curriculum is rigorous and there are high expectations regarding meeting the needs of individual learners. Ongoing professional learning of all Hughes staff is an important priority as is the development of a whole school reflective culture focused on improving classroom teaching.

Philosophy and beliefs that support and underpin our Assessment and Reporting Policy

At Hughes Primary School, assessment and data are foundational for strategic decision making, high-quality differentiated teaching and learning while understanding and responding to the whole child. We believe in putting students at the centre of data discussions and utilise strategies such as disciplined dialogue, spiral of inquiry and response to need to focus our thinking, planning and responding to data. We value assessment as an ongoing process and a tool for all students' continuous learning and growth. It is used to inform teaching and learning by identifying what students know, understand and can do at different stages in the learning process. Student data and reflections are considered in planning to determine where to next and for differentiation.

Our assessment and reporting values are aligned with the IB philosophy in that assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. Additionally, we teach and assess the Australian Curriculum for students in Kindergarten - Year 6 and preschool students the Early Years Learning Framework (EYLF). We believe students become effective, self-regulated learners when they actively engage in assessment and respond to constructive feedback. This process encourages them to reflect on their progress, set meaningful learning goals, and make informed decisions about the steps needed to achieve those goals.



We acknowledge the four dimensions of assessment and reporting: monitoring, documenting, measuring and reporting on learning. These four dimensions have been outlined by teachers specific to Hughes Primary School context in *addendum 1*.

Assessment

What makes effective assessment?

Effective assessments are authentic, clear and specific, varied, and developmentally appropriate. We use assessment to determine what our students already know, understand and can do, so that we can build on these to connect existing and new learning. We use assessment to diagnose areas for challenge and intervention. Hughes Primary believes in a process of monitoring, documenting, measuring and analysing learning. We embed a collaborative process for teachers to create tools to assess and moderate learning alongside adhering to local and national assessment requirements while also addressing the learner profile, concepts and approaches to learning.

Purpose of assessment for our school community

It is our policy to promote a positive attitude towards learning, encourage the pursuit of individual success and allow all children to flourish. The primary purpose of assessment is to describe and evaluate learning while providing constructive feedback on the learning process. Assessment guides our collaborative planning, directs teaching strategies and allows us to assess student performance relative to national, state and local standards.

We believe parents and carers become more informed when they understand their child's learning goals and track their progress. By supporting their child's learning journey, they enhance skill development and deepen understanding. Through sharing insights with the learning community, they foster their child's joy of learning and contribute to their growth as a successful learner. We aim to:

- Provide timely and constructive feedback to students, parents/carers
- Assess and acknowledge what students have learned
- Use formative assessment as an ongoing opportunity to use students' prior knowledge and skills to inform teaching and learning
- Facilitate constructive discussions between teachers, students and parents/carers
- Engage in data driven conversations related to benchmarks and system testing to guide planning for teaching and learning
- Offer differentiated learning opportunities for all students to reflect on individual goals, strengths and achievements
- Communicate the nature and effectiveness of PYP teaching and learning programmes to parents/carers.
- Selected students will also have:
 - Individual Learning Plans
 - Personalised grades (P grades)
 - English as an Additional Language or Dialect (EALD) (further information in *addendum 2*)

Hughes Primary depends on the commitment and involvement of students, parents/carers, teachers, learning support assistants and administrative staff to achieve its effective assessment and reporting aims.

Students are supported to:

- Set realistic and achievable goals
- Demonstrate and communicate their learning and understanding
- Reflect and celebrate their learning

Parents are encouraged to:

- Share and support their child's learning through attending student-led learning journeys, assemblies and school events
- Provide feedback to their child when attending their learning journey
- Celebrate their child's efforts, goals, strengths, attitudes and learning

Teachers are expected to:

- Provide constructive and timely feedback to students
- Collaboratively develop assessment tasks that inform teaching and learning
- Regularly collect quantitative and qualitative data that can be used to inform students, parents, staff, schools and the wider community. This is done through our Whole School Data Tracker using a range of assessment tools to mark student progress.
- Engage in Professional Learning Communities to support student growth
- Celebrate and acknowledge student achievement through Seesaw portfolios, assemblies and end-of-unit showcases.

Year 6 Exhibition

As a culmination of their learning across their eight years at Hughes Primary School, Year 6 students engage collaboratively in a student-led inquiry. The PYP Exhibition is a powerful tool for assessing learning as it allows students to demonstrate their knowledge, skills, and understanding through a collaborative, inquiry-driven project, showcasing their growth as independent, reflective, and self-directed learners. Students set learning goals to take ownership of their educational journey and direct their inquiry with purpose. Setting goals helps them to focus their efforts, reflect on their progress, and develop essential self-regulation skills. This process aligns with the PYP's emphasis on student agency, encouraging learners to identify their strengths, address areas for growth, and take meaningful steps toward achieving their personal and academic aspirations.

National and School-Based Assessment Requirements

Hughes Primary School ensures compliance with national assessment requirements by effectively implementing key programs such as NAPLAN and the Year 1 Phonics Check. Through NAPLAN, the school assesses the literacy and numeracy skills of students in Years 3 and 5, aligning with national standards and using the results to inform teaching practices and support student learning. Similarly, the Year 1 Phonics Check evaluates foundational phonics knowledge, providing valuable insights into students' early reading development. These assessments are seamlessly integrated into the school's broader assessment framework, ensuring students receive targeted support while maintaining a focus on holistic learning.

Hughes Primary School employs PAT Assessments, Bee Spelling, and Reading Benchmarks as part of its whole-school approach to assessment, ensuring a consistent and comprehensive understanding of student progress. Together, these tools create a cohesive framework that supports data-informed teaching, enhances individual learning pathways, and strengthens whole-school accountability for student achievement.

Feedback and Reporting

Reporting is the communication to all stakeholders about the assessment and monitoring of learning outcomes. The primary purpose of reporting is to improve and support learning, providing parents and educators with the means to participate in decisions about a child's education within a mutually respectful partnership. Therefore, reporting will provide a comprehensive, informed statement of what the child has learnt and still needs to learn, across all the essential elements of the programme. Reporting is a public embodiment of our schools values, and reflects the values of the community. Reporting takes many forms and can be formal or informal, including formal report cards, conferencing, parent/teacher conversations, work samples, portfolios and the PYP Exhibition. Our report tools must communicate clearly and precisely.

Four Dimensions of Assessment - Hughes Primary School

<p>Monitoring Learning <i>To check the progress of learning against personal learning goals and success criteria.</i></p> <ul style="list-style-type: none"> ● Observations ● Anecdotal notes ● Conferencing ● Whiteboard checks ● Check ins ● Learning reflections ● Student conversations ● Checklists ● Interactive games ● Small group work ● Work samples ● Exit tickets ● Post it notes ● Think, pair, share ● Chin it, bin it ● Daily review ● Paddle pop sticks ● Thinking routines ● Peer feedback ● Questions + answers ● Informal assessments ● Games 	<p>Documenting Learning <i>To compile the evidence of learning</i></p> <ul style="list-style-type: none"> ● Anecdotal notes ● Workbooks, products ● Rubrics ● Check lists ● Assessment tasks ● Google forms ● Inquiry board ● Data tracker ● Goals ● Seesaw ● Photos ● Conferencing notes ● Observation guides ● Google classroom
<p>Measuring Learning <i>To capture what a student has learned at a particular 'point in time' and analyse the data to inform learning and teaching</i></p> <ul style="list-style-type: none"> ● National and school-based assessments (NAPLAN, BASE, Year 1 Phonics Check, PAT, MYMC, PM Benchmarks, F&P) ● Rich tasks ● Mental computation ● Pre and post testing ● Assessment tasks ● Summative assessments ● Taking action ● Moderation ● Rubrics ● Google forms 	<p>Reporting on Learning <i>To describe the progress and achievement of students' learning</i></p> <ul style="list-style-type: none"> ● Mid and end of year reports ● Parent/carer interviews ● Whole school data trackers ● Individual Learning Plans ● Emails/phone calls

Individual Learning Plans, Personalised Grades and English as an Additional Language or Dialect.

Individual Learning Plans (ILPs)

Some children have an individual learning plan (ILP). The plan helps identify goals and adjustments needed to achieve them.

It is developed by a team who work together, including the:

- child or young person, where possible
- parents or carers
- principal or delegate
- Disability Education Coordination Officer or executive teacher
- classroom teachers
- other support staff, where appropriate.

The plan is regularly monitored, reviewed and updated. The school usually meets with families twice a year, to create and review the plan.

Personalised Grades (P Grades)

A 'P Grade' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

English as an Additional Language or Dialect (EALD)

EALD is a program of study based on the language learning needs of students whose first language is not English. Our school maintains a strong and supportive EALD focus. EALD students are supported by highly qualified EALD teachers. Every effort is made to assist these students to follow the mainstream English curriculum. This occurs in class with tailored, individual assistance and at an appropriate pace for their language learning needs. In addition to concentrating on the language development of EALD students, teachers monitor and assist students in the language requirements of other subjects, including research, assignments or tasks which have a high literacy component or specialised vocabulary. The EALD program develops the four macro skills of listening, speaking, reading and writing to a level where the students will achieve success in both their academic and personal lives.