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Assessment for Learning and Reporting Policy

Assessment for Learning "refers to the process of gathering and analysing information as evidence about what children know, can do and understand. It is part of an ongoing cycle (see attached) that includes planning, documenting and evaluating children's learning". (Early Years Learning Framework, p.17)

Assessment for Learning enables educators in partnership with families, children and other professionals to:

- Plan effectively for children's learning
- Document and communicate children's learning and progress
- Determine to what extent all children are progressing towards identified learning outcomes
- Identify children who may require additional support
- Evaluate the effectiveness of learning opportunities, environments and experiences offered
- Reflect on pedagogy (our professional teaching practices)

As educators we will:

- Collect information (data) about children's learning through photographs, conversations with parents and children, staff observations, work samples, Individual Learning Plans (ILPs), Learning Stories, observation scales (Leuven or Reflect, Respect, Relate) and reports obtained from other support agencies (eg. DECD Support Services, Disability SA, Community Health, private support services, etc)
- Document children's learning against the Early Years Learning Framework Outcomes
- Use this information to implement plans for future learning
- Involve children's and parent's voice in *Assessment for Learning* processes where appropriate
- Use the information gathered to support, challenge and extend children's learning
- Report children's progress to parents/caregivers through ILPs, children's learning journals, Statements of Learning (final term), interviews and formal and informal conversations.

Parents/caregivers will:

- Support the staff in their provision of curriculum appropriate for their child/children, by actively engaging in *Assessment for Learning* processes through written and verbal feedback to their child/children and to kindergarten staff.

Children will:

- Feel as though they are valued members of the kindergarten and that their 'voice' is heard. This will be obvious to children in that the kindergarten environment will reflect their learning and ongoing needs, and that staff and parents will work together to enhance children's sense of belonging
- Have conversations with parents/caregivers and kindergarten staff, which will provide informal information and feedback.

REFERENCES:

Early Years Learning Framework

Assessment for Learning in DECD Childhood Services Policy 4.6.14