

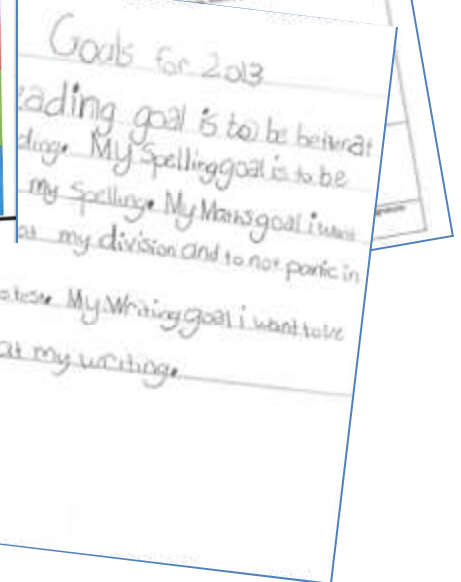
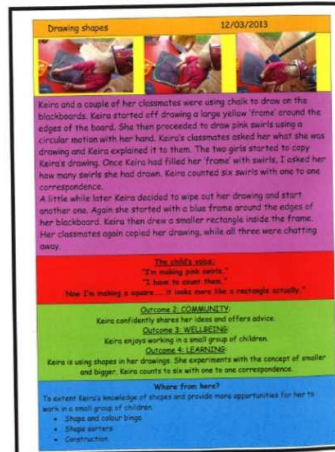
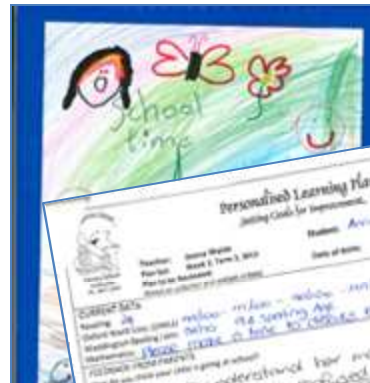
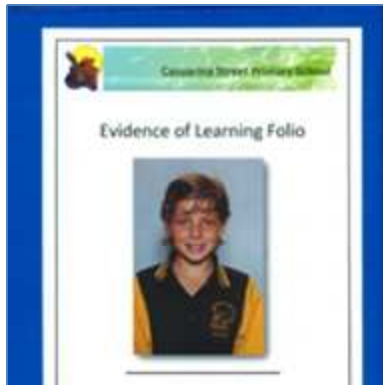
Casuarina Street Primary School

ELFs @ CSPS



Evidence of Learning Folio Draft Policy

2013-2015

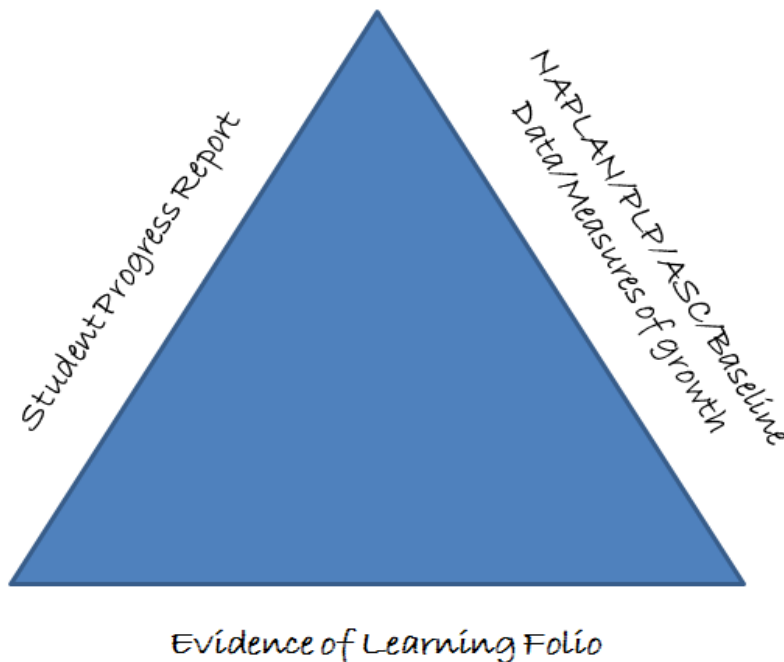


Why?

Evidence of Learning Folios are in place to:


- **Showcase the work used to make a judgement** on student performance across Curriculum areas.
- Provide **opportunities for a student to reflect** on his/her work.
- Enable **a student to monitor his/her own progress** and achievement.
- Reveal a student's **progress overtime to the student, teachers and parents**.
- Make student work and achievement available to others for **information, evaluation** and in **planning next steps**.
- **Improve forms of evidence used in parent-teacher conferences** and allow students to **'tell their story'**.

A Triangulation of evidence



ELFs form part of a triangulation of evidence at CSPS, where our standardised testing through NAPLAN provides progress to whole school, regional and national targets; our baseline data demonstrates growth within a year alongside an A-E measure which shares student performance at expected level. Evidence of Learning Folios provide the story behind these judgements and the samples used towards the outcomes shared in our progress reports to parents. They also allow us to celebrate and provide the qualitative evidence which demonstrates the growth and achievements of our students.

Organisation



Casuarina Street Primary School

Student Evidence of Learning Folio

Contents Page

Student Information

Student Information Record
Student Progress Reports (Semester 1 and 2)

English: Evidence of Learning and samples used to make judgements

Writing
Speaking and Listening
Reading and Viewing

Mathematics: Evidence of Learning and samples used to make judgements

Number and Algebra
Measurement and Geometry
Statistics and Probability

Science: Evidence of Learning and samples used to make judgements

Other Learning Areas: Evidence of Learning and samples used to make judgements

Evidence of Learning Folios are organised into the following sections, Student Information, English, Mathematics, Science and Other Learning areas.

All evidence is placed in a Blue ring bound folder with the student's picture on the front and his/her name along the spine.

The back may be used if students wish to place in information or stimulus to that current year that provides further ease in locating their ELF.

Colour coded dividers relating to these areas should be used to separate evidence of learning and information within the folio.

Plastic pockets can be used sparingly, but students should be able to open out evidence to share with others easily. Pockets should not be used for evidence students would like to share in the Early Years team. In most cases, evidence can be hole-punched and inserted into the folio.

Student information details are provided by the administration team using an existing template; this can be provided when establishing ELFs for new students. Copies of Student Progress Reports are also included in the student information section.

- Staff new to CSPS should be inducted in the use of ELFS as part of our Programming, assessment and Reporting Handbook when they first join the school.
- ELFs for any students commencing should be in place within 5 weeks of their enrolment at CSPS.
- ELFs should be stored in classrooms and be visible so students can access them to share at any time.
- ELFs will be handed in at the end of the year (Week 10) and re-organised by the administration team into new classes for teachers to collect prior to the start of the New Year to ensure familiarisation with the achievements of students.

Expectations for Evidence Provided

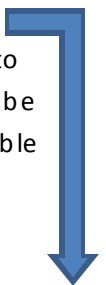
- An **on balance judgement** is made for each grade assigned/judgement made
- **At least 3 pieces of evidence should be available to support each judgement made** in all modes, strands and Learning areas. A piece of evidence may demonstrate elements of standards across a number of learning areas or across strands within a learning area. It is important that these connections can be made.
- All tasks assessed **need to be related to the teaching/learning program undertaken** in class and in line with the CSPS WSCAP for reporting requirements during that Semester.

Providing a Context

For **work samples included** in an ELF **there must be a Context provided** including:

1. **Description of task and process towards the evidence used**
2. **Level of support provided to a student (Independent (I), With Little Support (WLS), With Support (WS) or Significant Support Required to complete task (SS))**
3. **Judgement made (A-E)**

CSPS Evidence of Learning Summary Records should be used **to highlight where elements of the achievement standards have been demonstrated**. Teachers may choose to use a separate format to share their context, or adapt the record to include this, but highlighting within the standard should be available to provide an indication of overall achievement or next steps required. Records are available for all subject areas and will be created to reflect further AC areas as they are released.



Evidence may take the form of:

- Pictures/Photographic evidence
- Checklists against an Achievement Standard
- Observations
- Planning/drafting and process towards a final product
- Written samples
- Ongoing teacher records/conversations/comprehension activities
- Videos/footage/electronic forms of evidence
- Independent samples/journals/investigations/project outcomes
- Formal assessments/timed and standardised assessment materials

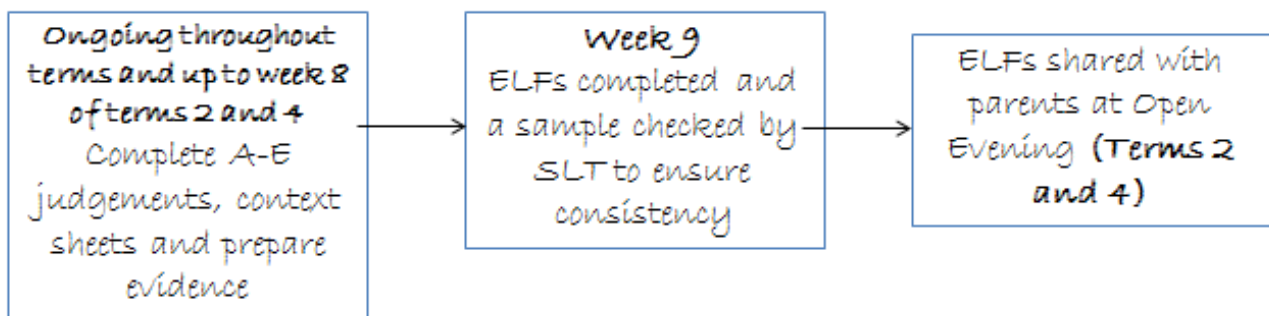
Mathematics		Name of Student:	
Evidence of Learning Summary Record (2-5)		Teacher:	Class:
On Balance Judgement in strands at Achievement Standard:		Number and Algebra	Measurement and Geometry
Year 2 Achievement Standard		Year 3 Achievement Standard	
Number and Algebra Recognise increasing and decreasing number sequences involving 2s, 3s and 5s. Represent multiplication and division by grouping into sets. Count to and from 1000. Perform simple addition and subtraction calculations using a range of strategies. Associate collections of Australian coins with their value. Identify the missing element in a number sequence. Divide collections and shapes into halves, quarters and eighths.		Number and Algebra Recognise the connection between addition and subtraction. Solve problems using efficient strategies for multiplication. Model and represent unit fractions. Represent money values in various ways. Count to and from 10 000. Classify numbers as either odd or even. Recall addition and multiplication facts for single digit numbers. Correctly count out change from financial transactions. Continue number patterns involving addition and subtraction.	
Measurement and Geometry Recognise the features of three-dimensional objects. Interpret simple maps of familiar locations. Explain the effects of one-step transformations. Order shapes and objects using informal units. Tell time to the quarter hour and use a calendar to identify the data and the months included in seasons. Draw two-dimensional shapes.		Measurement and Geometry Identify symmetry in the environment. Match positions on maps with given information. Recognise angles in real situations. Use metric units for length, mass and capacity. Tell time to the nearest minute. Make models of three-dimensional objects.	
Statistics and Probability Make sense of collected information. Describe outcomes for everyday events. Collect data from relevant questions to create lists, tables and picture graphs.		Statistics and Probability Interpret and compare data displays. Conduct chance experiments and list possible outcomes. Carry out simple data investigations for categorical variables.	
Year 4 Achievement Standard		Year 5 Achievement Standard	
Number and Algebra Choose appropriate strategies for calculations involving multiplication and division. Recognise common equivalent fractions in familiar contexts. Make connections between fraction and decimal notations up to two decimal places. Solve simple purchasing problems. Identify unknown quantities in number sentences. Describe number patterns resulting from multiplication. Use the properties of odd and even numbers. Recall multiplication facts to 10 x 10 and related division facts. Locate familiar fractions on a number line. Continue number sequences involving multiples of single digit numbers.		Number and Algebra Solve simple problems involving the four operations using a range of strategies. Check the reasonableness of answers using estimation and rounding. Identify and describe factors and multiples. Explain plans for simple budgets. Order decimals and unit fractions and locate them on number lines. Add and subtract fractions with the same denominator. Continue patterns by adding and subtracting fractions and decimals. Find unknown quantities in number sentences.	
Measurement and Geometry Compare areas of regular and irregular shapes using informal units. Solve problems involving time duration. Interpret information contained in maps. Use scaled instruments to measure temperatures, lengths, shapes and objects. Convert between units of time. Create symmetrical shapes and patterns. Classify angles in relation to a right angle.		Measurement and Geometry Connect three-dimensional objects with their two-dimensional representations. Describe transformations of two-dimensional shapes. Identify line and rotational symmetry. Use appropriate units of measurement for length, area, volume, capacity and mass. Calculate perimeter and area of rectangles. Convert between 12 and 24 hour time. Use a grid reference system to locate landmarks. Measure and construct different angles.	
Statistics and Probability Identify dependent and independent events. Describe different methods for data collection and representation, and evaluate their effectiveness. Students list the probabilities of everyday events. Construct data displays from given or collected data.		Statistics and Probability Compare and interpret different data sets. List outcomes of chance experiments with equally likely outcomes and assign probabilities between 0 and 1. Pose questions to gather data, and construct data displays appropriate for the data.	
Task number	Summary of Task Completed	Level of Support when completing task (Independently, with little support, with support, with significant support)	

Maintenance

- ELFs should be maintained in line with the expectations of the CSPA Assessment and Reporting timeline shared each semester with all teaching staff. **Evidence older than 18 months old (3 Semesters) can be sent home with students for them to keep.** This is to ensure that students can see progress in work across this period and share this with others.
- **ELFs are established in Preschool** and the evidence included (as well as Preschool report) links directly to the Outcomes of the Early Years Learning Framework and the Assessment of Student Competencies. This evidence, linked to a particular outcome or competency is included in ELF to provide transition teams a starting point at the beginning of a student's first formal year of schooling.
- For students leaving CSPA, the content of the ELF may be taken with them in certain cases (see below), but the organisational elements and the folder itself should be retained by the school for use with another student.
- For a student **moving to a school interstate** - all contents of the ELF (excluding organisational) can be sent with the family to support a new school in building a picture of the child's achievement. A formal request for the interstate transfer of additional materials is made by the new school following enrolment.
Within NT - ELF contents are retained to be sent to a new school when a request for student records is made upon enrolment.
- For students identified by the school, parents/family or previous school as likely to be remaining at CSPA for a short period of time, evidence should be kept in a transitioning folder (this may hold evidence for a number of students) until the period of time shared in 'Organisation' has passed and an ELF can be created or it is identified that the student will remain at CSPA.
- An audit for materials needed for additional students are made by the Administration team at the end of the term prior to reporting (Terms 1 and 3) and teachers provide requests for additional resources which are then prepared for the start of the following term.
- A sample of ELFs are collected and reviewed at the end of each reporting period to ensure alignment with expectation in this policy and to provide support where necessary. This will happen in week 8 of terms 2 and 4.
- Following the completion of school photos in term 1, new photograph cover sheets are provided for the start of term 2 to be added to existing ELFs.
- Following end of term 4 reporting and conferencing requirements (see 'Links with Community') ELFs are collected and provided to administration staff to collate into new class groups.

Links with community

- Information about CSPS ELF's is included in **Parent Handbooks, on the school website, provided through school newsletters and information open days.**
- ELF's should be used in establishing new targets for Personalised Learning Plans (PLPs) with all students before the end of term 1 for that academic year.
- ELF's should also form a large part of any formal Parent/Teacher interviews conducted as part of PLP reviews towards targets set during the academic year.
- An information evening to clarify the use of ELF's in 'progress towards' standards in Semester 1 and 'Achievement of' the standards in Semester 2 is provided to parents during term 2 each year, to provide clarification in support of the release of mid-year reports.
- **Surveys will be completed** on a yearly basis with parents to seek feedback and suggestions for ways in which they would like to see evidence at CSPS used for 'Links with the Community'.
- Moderated evidence produced as a result of inter-team, school or cross-school moderation should be included in ELF's as validated evidence and used to support other judgements being made and to increase the validity of these across subject areas.
- **The use of Learning Journeys and Student Portfolios** within Preschool and Transition teams complement the ELF's with key evidence from these being included in ELF's in Preschool and providing an easily shared bank of evidence for students to explain to parents and family.
- In Transition, although not formally reporting on student achievement in English and Mathematics, explicit links to elements of the Foundation Achievement Standard met by a sample of evidence are included within a Learning Journey sample. This is in place to support parents understanding of the standards and also how the evidence relates to an element of it.
- Specialist teams work alongside class teachers to ensure the evidence they provide on student achievement is included and also can be shared confidently by students and teachers.



Student work completed after week 8, Term 2 may be retained to be utilised for ongoing evidence in Semester 2.