# Digital Portfolio Guidelines

## Rationale

Student digital portfolios are a form of reporting and communication about each child's learning over the year. They will be a collection of student work samples from across the Victorian Curriculum. Through the use of digital portfolios, students will be encouraged to take greater responsibility for their own learning. Digital portfolios will be a form of assessment and communication and they will form a learning partnership between the child and school. All digital portfolio samples (learning artefacts) will be aligned with the RGLPS Essential Learnings ('I can …' statements) and have a supporting progress report delivered through Compass.

## Scope

This policy applies to all classes within the school.

## Purpose

Student digital portfolios are a collection of work samples or common assessment tasks that are an ongoing reflection of student development to support the semester's work. Digital portfolios will assist to identify student's strengths and opportunities for improvement as well as celebrate achievements. Common assessment tasks and student work samples will be collected progressively and assessed against the RGLPS Essential Learnings and the Victorian Curriculum. Tasks will be reflected upon by students, teachers, and parents.

## Guidelines

Teachers will facilitate students to complete and post a minimum of the following portfolios on Seesaw:

- *1 Integrated (1 per term)*
- *1 number (1 per term)*
- *1 applied maths (per semester)*
- *1 writing (1 per term)*
- *1 reading (1 per term)*
- *1 speaking and listening (one per semester)*
- *1 spelling (one per semester)*
- *1 ICT (one per semester)*

For each student work sample, there will be a clear statement about which area of the curriculum is being assessed. This statement will correspond to a particular Compass progress report area (Essential Learning). This is the expectation across the school, any further posts will be deemed as general communication and not 'attached to an 'I can …' statement.

Digital portfolios are a working document. There is no need for excessive, extra class time to be allocated for students to complete the sample. This should be a reflection of the daily activity from class and inform recipients of the student's 'real' class performance.

Work samples should support the Essential Learning I can statement. By providing evidence to the parents to indicate a student's progress toward the Essential Learnings.