



Digital Portfolio Policy

Rationale

Student digital portfolios are used for reporting purposes and ongoing communication with parents/carers about each child's learning achievement and progress.

Throughout each school year, teachers will collect and annotate student learning samples against the Victorian Curriculum Achievement Standards and the RGLPS Developmental Learning Continuums in English and Mathematics.

Scope

This policy applies to all classes within the school.

Purpose

Student digital portfolios are intended as an ongoing collection of student learning samples reflecting each child's learning achievement and progress.

Student learning samples are uploaded to Seesaw and shared with families for reporting and communication purposes.

Digital portfolios assist in identifying each student's strengths, opportunities for improvement and to celebrate learning. Common assessment tasks and student work samples will be collected progressively and assessed against the Victorian Curriculum Achievement Standards and the RGLPS Developmental Learning Continuums.

Guidelines

Teachers will collect and annotate the following student learning samples each term. These will be shared with Parents/Carers using the Seesaw platform. Parents/carers will be invited to view and comment on student learning achievement and progress.

Annotations by Classroom teachers – Curriculum and frequency

Classroom teachers will collect and annotate the following learning samples:

- **English - Writing** (1 per term)
- **English - Reading** (1 per term)
- **English - Speaking and Listening** (1 per term)
- **Mathematics - Number and Algebra** (1 per term)
- **Mathematics (Applied) - Measurement and Geometry OR Statistics and Probability** (1 per term)
- **Inquiry** - reflecting the class integrated Inquiry unit and Victorian Curriculum and Achievement Standards in: *The Arts, Creative and Critical Thinking, Design Creativity and Technology, Ethical Capability, Health and Physical Education, The Humanities (History, Geography, Economics and Civics and Citizenship), Intercultural Capability, Science, Personal and Social Capability and Technologies.* (1 per term)

Number of Annotations per student learning sample

Classroom teachers will make three annotations against the RGLPS Developmental Learning Continuums per term for:

- English - Reading
- English - Writing
- Mathematics - Number and Algebra

Two annotations will be provided for:

- English – Speaking and Listening
- Mathematics - Measurement and Geometry OR Statistics and Probability
- Inquiry

Annotations will reflect what each child has demonstrated in their learning task.

Specialist teachers

Specialist Teachers in Art, PE, Auslan (LOTE), Science and Music (Prep – Year 2) will share one learning sample from each child per semester. Specialist learning samples will not be annotated due to the large numbers of students each specialist teacher works with each semester.

* Please note that Prep – Year 2 classes alternate one semester of Music and one semester of Auslan, across a school year.

Annotation Content

For each student learning sample, there will be a clear statement about which area of the curriculum being assessed and an overview of the task.

Students will be encouraged to show agency throughout this process via self-assessment of their learning.

Student work samples may not be 'end of unit' or polished samples of work; they are intended to provide a 'snapshot' of the child's learning progress across the year.