

**KEW EAST PRIMARY SCHOOL  
POLICY MANUAL**

**POLICY NO.**

**PORTFOLIO POLICY**

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**PURPOSE:**

Portfolios are an integral part of the Assessment and Reporting Process at Kew East Primary School. They are a method of reporting to parents and showing a snapshot of learning progression in all curriculum areas across the school.

**POLICY STATEMENT:**

Portfolios provide evidence of the process of learning, provide support for students and parents and reflect the learning the child has achieved. They give the students special recognition of their individual learning progress.

**GUIDELINES**

**The Portfolio will contain :**

- Two or more maths tasks per semester.
- Two or more writing tasks per semester.
- One major e/Learning based component per Term [any one or more curriculum areas]
- One Integrated Studies task per Term.
- One task each for Art, LOTE and Music per Term.
- At least one task for PE per semester.

**Portfolios are designed to:**

- Assist students to take responsibility for their own learning.
- Increase parental understandings of and involvement in the curriculum.
- Help students become producers of knowledge by activities, which allow them to engage in high order thinking.
- Report to parents on student achievement.

**Portfolio tasks consist of:**

- Individual research and investigative tasks.
- Specific negotiated projects.
- Samples of writing tasks.
- Maths.
- Tasks in Performing Arts, Visual Arts, LOTE, Physical Education.

**Portfolios tasks should:**

- Target best teaching practices.
- Have intellectual capacity and depth and involve high order thinking
- Be interesting, intellectually challenging and relevant to the curriculum.
- Be related to the key learning areas and be an integral part of student activity.
- Be appropriate to the student's skill level and age.
- Be, where possible, rich open-ended tasks which set a real world problem.
- Allow students to draw on their personal experiences.

**STAFF ROLE:**

- Ensure that all portfolios comply with the Portfolio Criteria document.
- Ensure that parents receive the portfolio with the June and December reports.
- Communicate to students and parents the expectations of each task. Criteria should be set in detailed statements of specific learning expectations.
- Unit teams should discuss and set portfolio tasks together as part of the planning process.
- Detailed assessment criteria to be agreed upon by the group.
- Moderation should occur throughout the assessment process.
- Use the Portfolios as a tool in parent teacher meetings

**PARENTS ROLE:**

- Be aware of the Portfolio procedures.
- Ensure that the portfolio is returned to school at or soon after the parent/teacher meetings
- View and discuss the Portfolio with the child, giving positive feedback and acknowledgement to the child for their efforts.
- Discuss the portfolio tasks with the teacher in parent/teacher discussions.

**DOCUMENTS IN SUPPORT OF THIS POLICY:**

- Assessing Student Performance - Carolyn Coil.
- The Portfolio Connection. – Kay Burke, Robin Fogarty, Susan Belgrad.

**Program Teaching and Learning**

**Effective Date: June 2004**

**Issue Number:**