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## Student Portfolios

As part of our commitment to the parent community our students prepare assessment portfolios of their work.

Portfolios are a record of a child's learning and growth throughout the year. These are sent home at the end of Term 2 for parents to view and comment on and again at the end of Term 4 for keeping. The Portfolios provide evidence of assessment and support the written reports.

### **Purpose of Portfolios:**

**STUDENTS:** The portfolio is a celebration of learning. It encourages reflection not only on the quality of their work, but the learning and thinking that has taken place in the completion of that work. The portfolio represents development over a period of time and is a document that is owned by the student. The portfolio forms the basis of their reflections during student-led conferences and should stimulate ongoing discussions about learning, strengths, weaknesses, successes and goals between the child, their teacher and parents.



**PARENTS:** For parents, the portfolio is a visual representation of the process of learning being undertaken by their child. It will help build a picture of their child's learning and progress over a period of time and, through the reflections, how well the child understands how they learn and the thinking that is taking place. The portfolios should create ongoing dialogue about learning between the parents and the child.

**TEACHER:** For the teacher, the portfolio is a document that assists in the assessment of the child's depth of understanding in a variety of areas. It allows teachers and children to reflect together to identify strengths and weaknesses and establish goals for ongoing assessment.

Students and staff look forward to sharing these amazing pieces of work with parents. Remember they are not a best work portfolio but a record of the journey a child has taken over a period of time and should be celebrated together.

## Portfolio Interviews

Portfolio Interviews provide the opportunity for students at the end of Term 2 to effectively talk about their school work with parents. This is a method of reporting about student progress and school routines which compliment and enhance the reporting format already adopted at Overnewton. Students are asked to plan, implement, conduct and evaluate their interview.

The role of the teacher is to act as a guide. The teacher is an observer in the process. They only enter the dialogue when invited to do so or when necessary to change the direction of the interview. Their presence is to give confidence and power to the child. Portfolio interviews celebrate student learning. It demands that students take responsibility for their learning and in so doing it promotes the creation of self-motivated learners capable of reflecting critically and constructively on that learning.