



# ASSESSMENT AND REPORTING POLICY

## Parents and Carers

### POLICY STATEMENT

Success Primary School implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 6 and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA).

### PROCEDURES

#### Curriculum

Success Primary School will implement the Pre-primary to Year 6 curriculum in accordance with:

- The Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.
- The Principles of Learning, Teaching and Assessment detailed within the Western Australian Curriculum and Assessment Outline (the Outline).

In relation to Kindergarten:

- Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.
- The Kindergarten Curriculum Guidelines guide educators to develop kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

#### Assessment

Success Primary School will:

- Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the *Outline*.
- Develop and administer assessments in relation to the content of the Pre-primary to Year 6 Western Australian Curriculum.
- Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard.
- Develop processes to support all teachers in making valid and reliable judgements.
- Use data from prescribed national and state-wide assessments to inform teacher judgements about student achievement.

Success Primary School staff communicates with parents and carers throughout the year to ensure they are well informed about their child's progress and achievement. Staff will:

#### 1. Provide individual students with feedback on their learning in the following ways:

- Verbal feedback
- Goal setting
- Non-verbal feedback
- Over the shoulder marking
- Rubrics/Checklists
- Digital Feedback/Connect
- Class/Individual data walls
- Reflection journals

## 2. Use student achievement information to plan future learning programs:

- Diagnostic assessment
- Maths Monitoring Tool
- Abilities Based Learning Education WA (ABLEWA)
- MULTILIT
- Summative Assessments
- MTS/Westwood Math Assessments
- PM Benchmark
- On Entry Assessment data
- Special Education Needs Assessment Tool (SENAT)
- Word Their Way Inventory
- Class/Individual Data Walls
- Oxford Word Testing
- Previous Special Education Needs (SEN) Plans
- National Assessment Program Literacy and Numeracy (NAPLAN) data
- Letters and Sounds Tracking Booklet Phase 1-6
- Work samples
- Cracking the Code Phonological Awareness Screening Tool

## 3. Make judgements of student achievement in relation to the year-level achievement standards:

- Moderation using SCSA judging standards
- Referring to achievement standards
- Common assessments across year levels
- Communicating expected standards to students (rubrics, checklists)
- Keeping up to date with changes to achievement standards and curriculum
- School Operational Plans

## 4. Administer prescribed national and state-wide assessments:

- On Entry Assessment data
- NAPLAN
- Primary Extension and Challenge (PEAC)

## 5. Provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers:

- Reporting to Parents – School Position Reports
- PEAC Testing
- On Entry Assessment data
- NAPLAN

## 6. Communicate with parents/carers about student progress and achievement

- SEN/Documented Plans
- ABLEWA/SENAT
- Annotations in homework diaries, journals or communication books
- Collection of term tests, work samples and assessment tasks (common across each year level)
- Cracking the Code Results
- English as an Additional Language /Dialect (EAL/D) Progress Maps
- Informal conversations with parents/carers
- Letters, emails and other forms of correspondence that inform parents about successes or concerns (Connect)
- MTS Summative Year Level Assessment (Mathematics)

## 7. Report to parents/carers for each student at the end of each semester

- Reporting to Parents
- SEN Reports
- EAL/D Reports

## Reporting

Success Primary School will:

- Use plain language to report to parents/carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement standards – such reports will be provided:
  - Formally, in an end of semester report using a five-point scale. The components of the formal report will meet the *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting*
  - Informally, throughout the year in a variety of ways and for a variety of reasons, and
  - As requested from the student's parents/carers, providing information on how a student's achievement compares with the student's peer group at the school.
- Disseminate to parents/carers the reports from national and state-wide assessments and as appropriate, provide opportunity for discussions between teachers and parents/carers.
- Submit to the Authority end of Semester Two achievement descriptors/grades for individual Pre-primary to Year 6 students.

## Education Support

- Education Support teachers are expected to report in English, Mathematics and Health and Physical Education. Teachers report on individual goals on the documented plan (IEP) in consultation with parents. They provide photographic evidence and written comments.
- Teachers assess and monitor student goals using the Performance Descriptors Levels. Student Performance Descriptor Levels are recorded annually to track progress.
- Other learning areas, e.g. Science, Humanities and Social Sciences are embedded in English, Mathematics and Health and Physical Education.

## Kindergarten to Year 2

- Kindergarten teachers are expected to report achievement in Literacy, Numeracy, Fine Motor and Fundamental Movement Skills and Social and Emotional Development. They are expected to write a general comment.
- Pre-primary to Year 2 teachers are expected to report in all learning areas, with comments for English and Mathematics. English is further broken down to Reading, Writing and Speaking and Listening. Mathematics is broken down to Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Science is reported using Science Understandings and Science Inquiry Skills and Humanities and Social Sciences (HASS) is reported under HASS. Health Education is reported using Personal, Social and Community Health. Design and Technologies is reported in Semester 1 and Digital Technologies is reported in Semester 2. They are expected to write a general comment. The three year levels do not use letter grades.
- Pre-primary to Year 2 teachers report on student progress in personal and social learning.

## Years 3 to 6

- Year 3 to 6 teachers report in all learning areas. They will write comments for English and Mathematics and a general comment. Reporting in English is further broken down to Reading, Writing and Speaking and Listening. Mathematics is broken down to Number and Algebra, Measurement and Geometry and Statistics and Probability.
- Science is reported using Science Understandings and Science Inquiry Skills and Humanities and Social Sciences (HASS) is reported under HASS. Health Education is reported using Personal, Social and Community Health. They are expected to write a general comment.
- Year 3 teachers report in Design and Technologies in Semester 1 and Digital Technologies in Semester 2.
- Year 4 to 6 teachers report in Design and Technologies and the Digital Technologies Specialist reports in Digital Technologies.

## Specialist Teachers

- Specialist teachers are expected to provide a five-point scale in line with the year level being reported, that is, for Pre-primary to Year 2 they do not use letter grades, but they do for Years 3-6.
- Visual Arts and Music report in Making and Responding and teachers are expected to provide a comment on topics covered during each reporting semester.
- Physical Education reports in Movement and Physical Activity and teachers are expected to provide a comment on topics covered during each reporting semester.
- Digital Technologies reports on Knowledge and Understandings and Processes and Production Skills and teachers are expected to provide a comment on topics covered during each reporting semester.
- Indonesian (Languages) is reported on from Pre-primary to Year 3 in Communicating and Understanding.

## Students with Documented Plans

- Students who have a documented plan will receive a SEN Report in addition to their end of semester report. The SEN Report reports achievement against the student's smart goals in their documented plan.

## EAL/D Report

- Students who have been identified as STAGE 1 or STAGE 2 (see below for more information) will receive an EAL/D (English as a Second Dialect) Report in addition to their end of semester report. The EAL/D report tracks progress against the EAL/D Progress Maps.
- Students who have exited an Intensive English Centre will receive an EAL/D report whilst attending Success Primary School in addition to their end of semester report.

**Stage 1:**

- Students from language backgrounds other than English in their first year of formal schooling in Australia, not including Kindergarten and Pre-Primary.
- Students who have a limited schooling background and who are in their first two years of primary or secondary education in Australia

**Stage 2:**

- A second year of formal schooling or a third year for students with limited schooling background.

**Additional Information**

- Electronic Student Reports will be available to parents on the second last day of Term 2 (Semester 1 Report) and the second last day of Term 4 (Semester 2 Report) via Connect in the Reporting tab.

**DOCUMENT HISTORY**

DATE	REV	APPROVED
30 January 2021	1.0	Deputy Principal
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