Assessment and Reporting Policy 2018 & 2019

The Department of Education, through public schools, implements a curriculum to meet the learning needs of all students, from Kindergarten to Year 12, and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

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Assessment

Assessment is the process of gathering information about the students and their learning and making judgements using the data gathered. This information forms the basis of planning future teaching and learning. The School Curriculum and Standards Authority outlines six assessment principles which were informed by the most recent research into best practice in assessment and the impact of assessment in improving student learning.

Assessment should be:

- an integral part of Teaching and Learning
- educative
- fair
- designed to meet their specific purposes
- lead to informative reporting
- lead to school-wide evaluation processes

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At Waddington Primary School our teaching staff will:

- Monitor and provide individual students with feedback on their learning and this will be done at the time of their learning as well as at the end of a series of activities in order for students to make adjustments to their work and build upon their skills, knowledge and understanding.
- Use student achievement information to effectively plan future learning programs. This will be done at a whole school, year (and classroom level.
  - Staff will analyse prescribed national and state wide assessments such as NAPLAN and On-entry testing in order to determine school priorities and implementation strategies that will support future academic improvement.
  - Year level common assessment tasks and/or tests will be completed by students each term in the key learning areas of the Western Australian Curriculum; English, Mathematics, Science, Humanities and Social Sciences and Health.

SMART SCHOOL - SMART KIDS

- Year level data will be compiled and phase of learning teams will use these results to guide teaching, determine students' needs and groupings as well as to support formal reporting to parents.
- Make judgments on student achievement using the Judging Standards produced by the School Curriculum and Standards Authority. Teachers will use a five point scale to formally report levels of achievement in relation to the expected standard for each learning area of the Western Australian Curriculum.

Reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

Curriculum, assessment and reporting at Waddington Primary School is guided by the *Western Australian Curriculum and Assessment Outline*. Waddington Primary School staff communicate with parents and carers throughout the year to ensure they are well-informed about their child's progress and achievement.

Reporting takes place in a variety of ways, including:

- information sessions about teaching and learning programs, (class/teacher parent information session)
- informal conversations with parents/carers (may also include the student),
- annotations in homework diaries, journals or communication books,
- letters, emails and other forms of correspondence that inform parents about successes or concerns,
- collections of tests, work samples and assessment tasks (common across each year level),
- responses to parents and carers who have requested additional information, and
- P- 6 teachers use the Department's *Reporting to Parents* system and templates to report on student achievement and progress at the end of each semester.
- Kindergarten teachers report against the Kindergarten Guidelines and use the Departments Kindergarten Reporting Template.

Students with Special Educational Needs (SEN) and Students at Educational Risk (SAER)

Students who are identified as SAER and Schools Disability Resourced students may be reported on using the *Reporting to Parents Special Educational Needs (SEN) tool.* Teachers will identify students requiring learning adjustments in learning areas and determine specific objectives and clearly outline them in their Documented Plans. The use of the SENAT tool and ABLEWA will provide teachers with the support on determining the correct level of adjustment for children with a high level of needs.

Using the Reporting to Parents SEN template teachers will comment on progress and achievement. Some students will receive a report that comprises of the regular RTP template for some learning areas and the SEN template for others. Teachers will be required to use the SEN reporting tool to report in learning areas where students are not able to access the regular (year level) curriculum. In learning areas that students would receive an E grade, they may receive a SEN report for that learning area. Decisions on the type of reports used will be made on an individual basis and will reflect the best interests of the student, and provide parents with the best information available.

Documented Plans
Students who are identified as at risk for their learning will be placed on a specific documented plan based on their learning needs:
SEN planning – IEPs
- Students with diagnosed disabilities
- Students with diagnosed learning difficulties
- Students with imputed disabilities – no diagnosis but working well below the expected level – Low D/E grade (Teacher judgement)
- Students at or below National Minimum Standard on NAPLAN

These are students that should have regular communication with Parents and targets should be below Year Level curriculum – achievable and measurable within a reasonable time frame. For some of these students alternative SEN reporting may be required.

EAL/D progress maps
- Students working below the expected level due to a Language background other than English.

These students should be plotted, planned for and tracked through the progress maps. The progress map will form the basis of your discussions with Parents. They will reported on in EAL/D in replacement of English on RTP. They do not go on SEN planning as well unless they have a specific learning difficulty in addition to a language background other than English.

Case Management Plans
Case management plans will be created on a school based template and will contain goals and strategies for targeted groups of students who are deemed to not be fulfilling their potential. They may need scaffolding and support in a particular area of the curriculum or may need extension to move them beyond the expected level.

Common Assessments
Each term year level teams will undertake a common assessment task or tests in one of the phase one Western Australian Curriculum learning areas (Eg. English - writing). Assessments will be moderated and used: to guide teaching; to determine case managed students; as a form of teacher self-assessment and reflection; and, reported to administration for maintenance of longitudinal data.

Assessment Schedule 2018

	TERM 1	TERM 2	TERM 3	TERM 4
WEEK 1			**LSC referrals cease unless new enrolment**	**Analyse current year 3&5 NAPLAN data to review current targets and set new targets**
2				
3	**Parent Meetings** **On Entry P-1**	**NAPLAN 3&5**	**1-6 Spelling (complete by end of Week 3)** **3-6 Number Facts (complete by end of Week 3)** **PEAC Testing (may change each year)**	
4	**On Entry P-1**	**Common Assessment Task Writing (Brightpath)**	**Review IEPs with parents**	
5	**On Entry P-1** **SOCS – Kindergarten(2018)** **Spelling and Number Facts screening - info to follow(finish by end of week 5)**	**PM Benchmarks (to be complete by Week 5)** **K-6 Moderated writing sample in collaborative DOTT**		**PM Benchmarks (all Assessments to be complete by Week 5)** **K-6 Moderated writing sample in collaborative DOTT – 2nd sample**
6	**On Entry P-2** **SOCS – Kindergarten (2018)**			
7	**IEPS to be complete** **PAT Science**			**PAT Science**
8	**Update LSC database of SAER**		**Community Surveys – Staff, Students & Parents**	
9	**Parent Interviews with SAER parents (IEPs to be signed by parents)**		**PAT-M** **PAT-Reading Comprehenson**	**Final review/sign off on IEPs** **Collate LST database for handover** **Semester 2 Attendance, Behaviour & Chaplain data**
10	**Analyse On entry data to review current targets and set new targets**	**Semester 1 reports** **Semester 1 Attendance, Behaviour & Chaplain data**		**Semester 2 reports**

Reporting Schedule 2018

WHEN	WHO	COMMENT	The Arts	English	Physical Education	Health	Languages	Mathematics	Science	Humanities & Social Sciences	Technologies
Semester 1	K			*Reporting To Parents Kindy template reporting on EYLF and Kindy Guidelines*							
	P		Visual Arts	Reading & Viewing	Movement and Physical Activity	Personal, Social and Community Health		Number & Algebra	Science Inquiry Skills	History HaSS Skills	Digital Technologies
	1-2			Speaking & Listening			Yr 3 & 4 Auslan	Measurement & Geometry	Science Understanding (Biological/ Chemical)	History HaSS Skills	
	3-4									History	
	5-6			Writing				Statistics and Probability		Civics and Citizenship HaSS Skills	
Semester 2	K			*Reporting To Parents Kindy template reporting on EYLF and Kindy Guidelines*							
	P		Visual Arts (PP only) Performing Arts	Reading & Viewing	Movement and Physical Activity	Personal, Social and Community Health		Number & Algebra	Science Inquiry Skills	Geography HaSS Skills	Design and Technologies
	1-2						Yr 3 & 4 Auslan			Geography HaSS Skills	
	3-4			Speaking & Listening				Measurement & Geometry	Science Understanding (Earth Space/Physical)	Geography Economics and Business HaSS Skills	
	5-6			Writing				Statistics and Probability			