Assessment and Reporting Policy

ASSESSMENT AND REPORTING POLICY
BINDOON PRIMARY SCHOOL

Rationale for Policy	Bindoon Primary School has an assessment and reporting policy that will: • Promote shared understanding of the policy by all parents, teachers and students. • Inform and improve the teaching and learning cycle. • Ensure consistency of teacher judgements. • Enable monitoring of student progress. • Facilitate assessment, monitoring and reporting of student achievement based on the six principles of assessment as outlined in the *Curriculum and Assessment Outlines.* • Identify student strengths, as well as weaknesses. • Provide feedback to students on performance and progress. • Provide feedback on student performance to support future planning.
Definition of Assessment	Assessment is the process of gathering information about students and their learning and making judgments using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching and learning. Reporting is the process of communicating the outcomes of assessments to parents, carers and students.
Purpose of Assessment	Use DIAGNOSTIC assessments to: • Identify students' specific needs to determine future planning and teaching. Use FORMATIVE assessments to: • Collect information about the on-going progress of a student through the learning process. Use SUMMATIVE assessments to: • Determine student achievement of learning outcomes at the conclusion of an educational program.
Policy Links/ Requirements	• The School Improvement and Accountability Framework • School Curriculum and Assessment Outline- Reporting Policy Years K-10 • Western Australian K-10 Curriculum • Western Australian K-10 Achievement Standards and Exemplars- Below satisfactory, Satisfactory, Above Satisfactory.

	- NAPLAN - Management Information System (MIS) - School Business Plan - SAIS / First Cut - Bindoon PS SAER policy - Judging Standards document- School Curriculum and Assessment Authority. - Early Years Learning Framework. - On-Entry Assessment
Beliefs about Assessment	**ASSESSMENT SHOULD BE AN INTEGRAL PART OF TEACHING AND LEARNING** 1. Assessment should arise naturally out of the teaching and intended learning of the curriculum and syllabus. 2. Assessment should be carefully constructed to enable judgments to be made about students' progress in ways that contribute to on-going learning. **ASSESSMENT SHOULD BE EDUCATIVE** 1. Assessments should encourage in-depth and long term learning. 2. Assessment should provide feedback that assists students in learning and informs teachers' planning. 3. Assessment criteria should be made explicit to students to focus their attention on what they have achieved and provide students with feedback about their progress. **ASSESSMENT SHOULD BE FAIR** 1. Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning. **ASSESSMENT SHOULD BE DESIGNED TO MEET STUDENTS' SPECIFIC NEEDS** 1. Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching. **ASSESSMENT SHOULD LEAD TO INFORMATIVE REPORTING** 1. 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. 2. The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. **ASSESSMENT SHOULD LEAD TO SCHOOL WIDE PROCESSES** 1. Schools need to pay attention to teachers' qualitative and quantitative data and standardised test data. 2. Schools need to understand current and past student achievement levels, be explicit about targets for improvement, and be explicit about how progress towards those targets will be monitored. 3. Leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs.

	4. Teachers need to reflect on and evaluate their teaching practices. 5. Teachers and schools need to be willing to identify and evaluate both intended and unintended consequences for any program or initiative.
Roles and Responsibilities	See Roles and Responsibilities Sheet

ASSESSMENT, MONITORING AND REPORTING PRACTICE

How do we provide individual students with feedback on their learning?	How do we make judgements of students' achievement in relation to the expected standards?	How do we communicate with parents about student achievement and progress? How do we report to parents for student at the end of each semester?
Diagnostic, Formative & Summative: • focused observation • diagnostic tasks • cross-curriculum tasks • projects • standardised tests • classroom based assessments • written / pictorial work samples • multimedia products • speeches / oral presentations • systemic assessments (NAPLAN) • On-Entry Data • student/teacher conferences • art products (dance, drama, visual art, music) • self-assessment • self-reflection and goal-setting process • peer evaluation • journals • surveys • rubrics • effect sizes	1. NAPLAN comparison of 'like school', state and national norms. 2. Student Assessment Information System. 3. English Assessment Schedule 4. Mathematics Assessment Schedule 5. ACER PAT Standardised Assessments 6. First Cut 7. Evidence Files 8. IEP's / GEP's 9. Checklists 10. Rubrics 11. Anecdotal notes 12. Student workbooks 13. Electronic records (digital/video/audio) 14. Brighpath Moderation	Student Reports • Terms 2 and 4 • Three way reporting conference (Teacher, student, parent) Learning Journey • Term 3 Parent / Carer Meetings • As required • SAER Case Conferences

How does the school use student achievement information to plan future learning programs?	How does the school administer prescribed national, State and system assessments?	How does the school distribute to parents prescribed national, state and system assessment reports?
- Identification of school achievement targets in literacy and numeracy - Identification of case management students to improve performance in NAPLAN Year 3 and 5 achievement score. - Identify students not achieving minimum expected standard of achievement in literacy and numeracy to develop differentiated curriculum for future progress. - Identify literacy and numeracy learning area skills and understandings that require whole school intervention programs. - To measure school and class effectiveness of learning programs and targeted resources.	Assessments are administered as per the requirements outlined in the manual. NAPLAN Year 3 and 5 online.	NAPLAN reports are distributed to parents during term 3 On Entry reports provided to parents of PP children in term one.

ROLES AND RESPONSIBILITIES

Students will be responsible for:	Teachers will be responsible for:	It is expected that parents/carers will be responsible for:
Completing expected work to the best of their ability in the allocated time. Responding to feedback in setting personal goals linked to achievement, improvement, effort and a sense of pride. Understanding where they are in their learning, where they are going, how to get there and knowing if they have been successful.	Ensuring the principles of assessment are adhered to and linked to the teaching and learning cycle. Providing feedback to students where they are at in their learning and how students can improve. Teaching the skills and language of self	Ensuring children attend school regularly. Participating in formal reporting processes so that they are adequately informed about the achievement and progress of their child. Acknowledging information provided on their child's achievement and progress.

	assessment and goal setting. Communicating to parents on a needs basis regarding their child's progress.	Collaborating with teachers to support the development of IEP's and involvement in the case conference processes.

REPORTING GUIDELINES

Reporting learning area achievement using the Australian Curriculum

For Pre-primary to Year 6, the Western Australian Curriculum achievement standards will describe expected achievement at each year level for each learning area. The Western Australian K-10 Curriculum is mandated and student achievement will be reported against the achievement standards for the year level of the student as outlined in WA Curriculum and Assessment Outline. Bindoon PS will report against the Western Australian K-10 Curriculum in all learning areas as mandated.

Reporting requirements

Bindoon PS will report twice a year on a student's achievement in English, Mathematics, Science and Health and Physical Education. For the remaining learning areas we will report twice a year if the learning area is taught over a year and once a year for learning areas taught over a term or semester.

In Years PP – 2 Bindoon PS will report in all the learning areas taught using system-based achievement descriptors and grade descriptors. The achievement descriptors align with the achievement standards described in the Western Australian Curriculum and Assessment Outline.

For Years 3 – 6 Bindoon PS will report in all the learning areas taught using the letter grades and achievement descriptors. The achievement descriptors are aligned with the achievement standards described in the Western Australian Curriculum and Assessment Outline.

In all cases, teachers will provide parents/carers with prior knowledge of their child being judged as a D or E student before receiving notification in the student's formal report. A parent teacher interview must be conducted to inform of the teacher judgement at least a term before the student report goes home.

REPORTING REQUIREMENTS AND GUIDELINES

Learning areas	Reporting requirements	Additional Reporting Modes
English	BPS will report one grade (A–E) for English each semester.	Reading and Viewing, Writing, Speaking and Listening
Mathematics	BPS will report one grade (A–E) for Mathematics each semester	Number and Algebra, Measurement and Geometry, Statistics and Probability
Science	BPS will report one grade (A-E) for Science	Science Understanding and Science Inquiry
Humanities and Social Sciences	BPS will report one grade (A-E) Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.	History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.
Languages	BPS will report one grade (A–E) for the Indonesian language taught each semester.	Communicating, Understanding.
The Arts Music; Visual Art	BPS will report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject: Where subjects are taught concurrently during the year two grades are required each semester, where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.	Music and Visual Arts
Health and Physical Education	BPS will report one grade each (A–E) for Health and Physical Education each semester.	Health and Physical Education
Technologies Design and Technology; Digital Technologies	BPS will report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies: Where subjects are taught concurrently during the year, two grades are required each semester where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.	Design and Technology, Digital Technologies

For the Pre-primary year, Bindoon PS will report in English and Mathematics and Science. In consultation with the teacher we may also choose to report in other learning areas. Bindoon PS will report using achievement descriptors but without letter grades.

For Years 1 – 2, Bindoon PS will report in all the learning areas taught. Teachers will report using system-based achievement descriptors. The achievement descriptors used align with the achievement standards described in the Western Australian Curriculum and Assessment Outline.

For Year 3 – 6 Bindoon PS will report in all areas taught. Teachers will report using system-based achievement descriptors and letter grades. The achievement descriptors used align with the achievement standards described in the Western Australian Curriculum and Assessment Outline.

Teachers will write a comment for English, Mathematics and an overall general comment. A generalised comment is required on topics covered by specialists for Science, Physical Education, Music and HASS which may include a personalised comment for an individual child.

REPORTING ON STUDENT ATTRIBUTES

In addition to reporting students' achievement in the eight learning areas identified previously, Bindoon PS requires that formal reports to parents include information relating to the development of other student attributes that influence learning.

For Pre-primary to Year 6, the school reports will include:

- a teacher assessment of the student's attitude, behaviour and effort;
- an overall teacher comment; and
- Any additional information the school considers relevant.

In addition for Pre-primary to Year 2, school reports should include:

- a description of the student's progress in personal and social learning

MID YEAR REPORTING

Western Australian Curriculum achievement standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers should make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time would be allocated an A grade or excellent achievement, students demonstrating satisfactory achievement would be allocated a C grade or satisfactory achievement.