

Updated 09/02/2021

### Purpose:

The purpose of this document is to provide a framework for assessment and reporting at Wallaroo Mines Primary School which promotes quality outcomes and improved learning for all students.

Assessment and reporting play an important part of the learning process as they:

- \* help teachers plan appropriate curriculum, address individual needs and track progress.
- \* raise student awareness of their own learning achievements and areas for growth.
- \* inform parents about the academic, social, emotional and physical progress and development of their child.
- \* build teachers' formative assessment skills and capacity to address specific learning needs and respond to data collected with responsive teaching and targeted feedback.
- \* promote consistent approaches and understanding between teachers.

### Understandings

Teachers will assess student progress and achievement in a planned and comprehensive manner by:

- \* Using all dimensions of the Australian Curriculum; the learning areas, general capabilities and cross-curriculum priorities; to plan, teach and assess student learning against the achievement standards
- \* Using assessment processes that are inclusive of all students
- \* Using a range of formative and summative assessment methods
- \* Planning future learning on the basis of assessments
- \* Involving students in goal-setting, self-assessment and negotiating learning activities

Quality assessment and reporting requires teachers to keep accurate records daily and to gather and analyse data to inform their teaching and to make accurate, evidence-based reporting comments. Strategies to support effective record keeping include:

- \* Class lists with grids for comments used regularly
- \* Regular anecdotal observations and notes
- \* Portfolios of student work that students also contribute to and collect
- \* Photographs of student work and work samples
- \* Student self-reflection and goal setting

Teachers will provide students with meaningful feedback by:

- \* Assessing work promptly
- \* Communicating progress using oral and written feedback that is specific, descriptive, accurate and easily understandable.
- \* Reporting attainment appropriate to the assessment methods used

Teachers will provide meaningful reports on student progress and assessment to parents/carers by:

- \* Communicating progress using oral and written feedback that is specific, descriptive, accurate and easily understandable
- \* Conducting interviews and writing student reports in accordance with the reporting timeline

In accordance with DfE policy teachers will:

- \* Develop One Plans for learners with disabilities, Aboriginal Students and students in care, which will include a learning plan that specifically addresses learner access, participation and achievement within the outcomes outlined in the Australian Curriculum and against which assessment will be made.
- \* Develop learner goals in literacy and numeracy for each student



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## Types of assessment that will be used

Assessing student learning may include:

- \* Student self-assessment
- \* Peer assessment
- \* Students conferences
- \* Anecdotal records
- \* Teacher observations
- \* Class tests
- \* Checklists
- \* Rubrics
- \* Student work samples
- \* Written reflection
- \* Feedback (verbal and written)

Whole school testing

- \* Running Records (Termly)
- \* Lexile
- \* NAPLAN
- \* PAT (PAT-R, PAT-M)
- \* Phonics Screening Check

## Reporting against the Australian Curriculum

A–E grades or word equivalents are used in DfE schools to report achievement against each Australian Curriculum achievement standard at a range of achievement from minimal to excellent, as per word equivalents.

**A-** Your child is demonstrating **excellent** achievement of what is expected at this year level.

**B-** Your child is demonstrating **good** achievement of what is expected at this year level.

**C-** Your child is demonstrating **satisfactory** achievement of what is expected at this year level.

**D-** Your child is demonstrating **partial** achievement of what is expected at this year level.

**E-** Your child is demonstrating **minimal** achievement of what is expected at this year level.

## Reporting

The Department for Education requires all educators, Reception to Year 10 to report formally twice per year, in writing, to learners and their parents/carers about learners' progress and achievement in relation to the Australian Curriculum achievement standards for all learning areas using the grades A-E or word equivalents. In addition, schools are expected to provide descriptive reporting about the learner's engagement and achievement.

Reports are a 'no surprise' document and it is vital to keep students and families informed of concerns or issues as they arise rather than waiting for a formal report to inform students and families.

When writing the end of year report the grade and comment will reflect student achievement across the whole year. The mid-year report will reflect student achievement against the achievement standards taking into account what has been taught to that point in the year.

Report comments are based on evidence and provide specific information about:

- \* areas of strength and skills
- \* areas for improvement/next steps in maths and english

Generally, sentences should be short (no longer than 15-20 words) and written in professional yet parent friendly language. Avoid the use of judgements (nice girl, lovely in class etc) and teacher jargon. Be specific about the skills and behaviours demonstrated. Ensure spelling and grammar is accurate.

Conversations with teachers, parents/ families about learning occur twice a year and allow parents to connect with the teacher to discuss goals and areas of improvement.



## Reporting for students with disabilities

For students with disability, schools are required to negotiate both the student's learning program and appropriate reporting arrangements with the student and their parents/carers/guardians. These will be documented in the student's One Plan.

- \* Students with disability who access the curriculum (possibly with accommodations) at their age appropriate year level will be assigned A-E grades or word equivalents against the achievement standards of that year level.
- \* For some students with disability, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the student is placed. A-E grades or word equivalents will be assigned against the negotiated year level achievement standard(s) documented in the student's One Plan. The relevant achievement standard(s) must be indicated in the report.
- \* For students with significant intellectual disability and those with significant coexisting conditions, achievement should be reported against the curriculum and learning goals described in the student's One Plan. There is no requirement for teachers to assign A-E grades for these students.

## Ongoing communication with parents

Parents/carers can request an interview to discuss any aspect of their child's education and schooling at any time during the school year.

Teachers will communicate regularly with parents in a timely matter through:

- Phone calls to report positives/achievement and behaviour issues
- Emails
- Certificates
- Meetings
- Dojo
- Newsletter
- School Facebook page
- Assemblies and exhibitions of learning events

## Review date:

The Assessment and Reporting policy will be formally reviewed in 2023.

