



# Spencer Park Primary School Assessment and Reporting Policy (Reviewed 2019)

## BELIEFS

As a school our **beliefs** about what constitutes effective assessment and reporting are based on our overall **Beliefs about Optimal Learning**, our **School Values** and the **Six Key Principles of Assessment** from the WA Curriculum and Assessment Outline:

- Assessment should be an integral part of the Teaching and learning process.
- Assessment should be educative.
- Assessment should be fair.
- Assessment should be designed to meet their specific purposes.
- Assessment should lead to informative reporting.
- Assessment should lead to school-wise evaluation processes.

As well as this we have identified the following descriptive words and phrases as being important when it comes to assessment and reporting in our school.

Assessment and reporting in our school will;

- Be a mixture of formal and informal processes
- Be both formative and summative
- Be across the scope of the curriculum
- Be workable and manageable
- Involve self and peer assessment.
- Be regular and ongoing
- Be holistic
- Involve reports that are truthful, consistent and understandable
- Involve reports with on information based on a broad range of assessments over time

## METHODS OF ASSESSMENT

Teachers at our school will use a variety of assessment processes including:

- Observation
- Rubrics
- Checklists
- Student Journals
- Interviews
- Open Ended Tasks
- Peer Assessment
- Self-Assessment
- Teacher Made Tests
- Standardised Tests
- In School Moderation
- ACER's PAT testing
- Systemic (NAPLAN, On Entry)

### National Assessment Program Literacy and Numeracy (NAPLAN Testing)

Each year students in years 3 and 5 will undertake prescribed system assessments such as NAPLAN. Our school will utilise this information in assessment, planning for improvement and school review processes. Information from the assessments will be distributed to parents with the school reports that are sent home to parents at the end of each year. On-line NAPLAN testing will be supported through the provision of devices and developing ICT skills.

## REPORTING

Reporting to parents should involve the provision of information that is timely, accurate and relevant. We believe that if parents are to take an active and effective role in their child's education then they require dependable feedback about the progress that they have made and what they need to do to ensure this progress continues at an appropriate rate.

**Requirements** as far as reporting is concerned are as follows:

1. *Curriculum, Assessment and Reporting (CAR) Policy 2015*
2. *School Curriculum and Standards Authority (SCSA) 2018*
3. *School Education Act (SEA) 2014*

## 1. CAR Policy

### 3.2 ASSESSMENT AND REPORTING

Principals, in consultation with teaching staff, must develop school based assessment and reporting plans that:

- comply with the requirements of the School Curriculum and Standards Authority for students in Pre-primary to Year 10;
- specify how principals and teachers will report achievement of each student from Kindergarten to Year 12 at the end of each semester, including the requirements that Department-endorsed reporting templates are used for Pre-primary to Year 10.

## 2. SCSA

Schools will:

1. 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.
2. Disseminate to parents/carers the reports from national and state-wide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
3. Submit to the Authority end of Semester Two achievement descriptors/grades for individual Pre-primary to Year 10 students.
4. 2.3. Modified reporting  
If there is a legitimate reason for a student to be following a modified curriculum (as outlined in section 1.1), in consultation with parents/carers, schools report on a student's progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student's progress/achievement in terms of year-level achievement standards is not required.

Schools use discretion in regard to the use of the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

## 3. School Education Act (SEA) 2014 – Part 2 Teachers

9.5: Teachers are required to conduct up to two formal interview/meetings with parent/carers outside the normal school day or normal operating hours each year to discuss students' progress.

### SCSA STANDARDS FOR REPORTING

In Western Australia, student achievement is reported on a five-point scale for all years from PP to Year 10.

For the Pre-primary year, student achievement is reported using achievement descriptors and without letter grades.

For Years 1–2, student achievement is reported using system-based or school-based achievement descriptors or those in the table below. Schools may use letter grades.

Details regarding the flexibility provided for school systems or schools in reporting on Pre-primary to Year 2 student achievement is detailed on the following page.

For Years 3–10, letter grades and achievement descriptors outlined in the following table must be used.

Letter grade	Achievement Descriptor
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

Note 1: As the WA Curriculum is implemented, expected achievement will be defined by the achievement standards as described in the *Western Australian Curriculum and Assessment Outline*.



## PRE-PRIMARY TO YEAR 2 REPORTING

### In the Pre-primary year, schools:

- report student achievement in English and Mathematics
- are strongly encouraged to report in Science
- may choose to report in other learning areas
- report using achievement descriptors but without letter grades. The achievement descriptors used may be system-based, school-based or those in Table 3, but must align with the achievement standards described in the Outline
- include information on the report about the student's attitude, behaviour and effort in terms other than the **five-point** scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

### In Years 1 and 2, schools:

- report on student achievement in all the learning areas taught
- report using system-based or school-based achievement descriptors or those in Table 3 and may use letter grades. The achievement descriptors must align with the achievement standards described in the Outline
- include information on the report about the student's attitude, behaviour and effort in terms other than the five-point scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

## YEARS 3–10 REPORTING

### For Years 3–10, schools:

- report on student achievement in all the learning areas taught
- report using letter grades and achievement descriptors provided in Table 3
- include information on the report about the student's attitude, behaviour and effort in terms other than the five-point scale which is used as a measure of achievement
- include on the report any additional information the school considers relevant, including an overall teacher comment.

## METHODS OF REPORTING

For **students in years 1 to 6** reporting to parents at our school will occur in the following ways:

- **Term 1** – An Interim Report will be provided, that gives parents brief but important information about how their child has settled into the school year in terms of work habits and personal and social development. Teachers will request interviews with parents at this time should further information need to be provided. **SCSA/SEA**
- **Term 2** - A Standard System Report as per the information provided above and following the guidelines set by the **SCSA** and according to the schools reporting schedule. Where appropriate a collection of the child's completed work for this semester can be sent home. **CAR/SCSA**
- **Term 3** – A school Open Night is held to allow parents to view student work. **SCSA/SEA**  
Students in years 3 & 5 will also receive information about their NAPLAN assessments. **SCSA**
- **Term 4** – A Standard System Report as per the information provided above and following the guidelines set by the **SCSA** and according to the schools reporting schedule. Along with this all of the child's work for the final semester is to be sent home. **CAR/SCSA**

### **Students undertaking a modified curriculum (e.g. a documented individual education plan, documented learning plan or differentiated learning plan)**

Student requiring a documented learning plan should have their learning plan achievements recorded alongside their formal semester reports. This will be in the form of SEN reporting. Please see amended Documented Plan Policy 2018 DRAFT.

For students in years 1 to 6 who are identified as having major learning difficulties and require a documented plan, it is expected that at least two parent-teacher interviews would be conducted for the year to share information about the documented plan and student progress. (This may include case conferences or existing processes).

For **students in kindergarten and pre-primary** teachers are required to report in English and Mathematics and may choose to report in the other learning areas. Reporting to parents will occur in the following ways:

- **Term 1** Parent/Teacher interviews where required.
- **Term 2** Written formative report (as per Standard System Report) and portfolio of student's work.
- **Term 3** A school open night is held to allow parents to view student work.

- Term 4 A written formative report (as per Standard System Report) and portfolio of student's work.

As well as the processes detailed above, it is expected that;

- Teachers will inform parents of any issue that may affect students' learning as they become apparent
- Parents will keep teachers informed with up to date information about their children.
- Where possible students have input in relation to assessment and reporting processes.

## **EVALUATION**

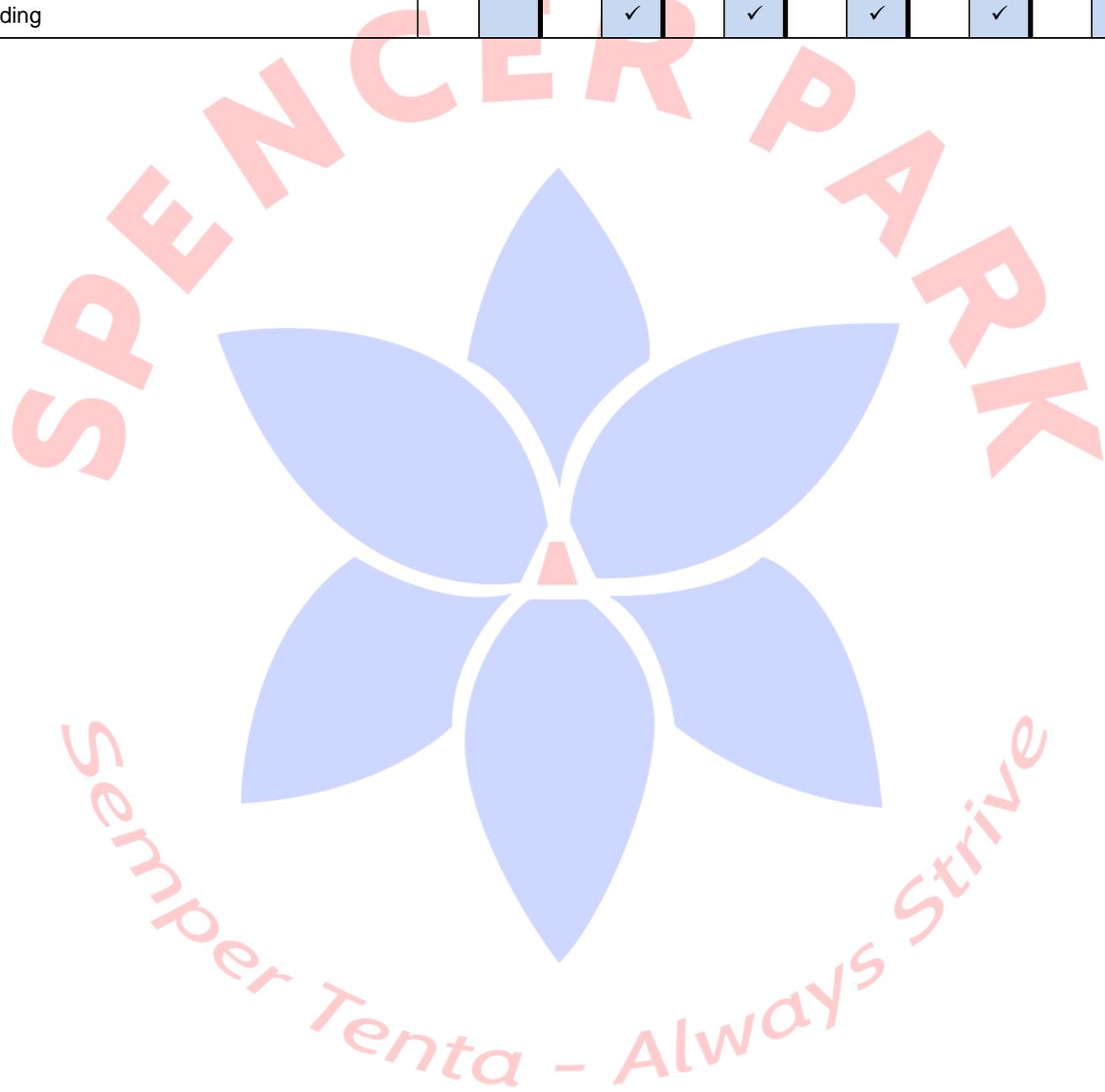
This policy will be reviewed by staff when needed. In addition, parents will give feedback about reporting as part of the school's regular parent survey, this will be analysed to determine the effectiveness of this policy.



Curriculum Area		PP		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2	S1	S2
English	Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Listening and Speaking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mathematics	Number and Algebra	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Measurement and Geometry				✓		✓		✓		✓		✓		✓
	Statistics and Probability				✓		✓		✓		✓		✓		✓
Science	Biological Sciences	ODD		EVEN											
	Chemical Sciences		EVEN		EVEN		EVEN		EVEN		EVEN		EVEN		EVEN
	Physical Sciences	EVEN		ODD											
	Earth and Space Sciences		ODD		ODD		ODD		ODD		ODD		ODD		ODD
	Science Inquiry Skills		EVERY		EVERY		EVERY		EVERY		EVERY		EVERY		EVERY
	Science as a Human Endeavour		EVERY		EVERY		EVERY		EVERY		EVERY		EVERY		EVERY
HASS	History	✓			✓		✓		✓		✓		✓		✓
	Geography		✓	✓		✓		✓		✓		✓		✓	
	Civics and Citizenship										✓		✓		✓
	Economics and Business											✓		✓	
HPE	Movement and Physical Activity			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Personal, Social and Community			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Languages	Communicating							2023	2023	2024	2024	2025	2025	2026	2026
	Understanding								2023		2024		2025		2026
Technologies	Digital Technologies Knowledge/Understanding Processes/Production Skills			✓		✓		✓		✓		✓		✓	
	Design and Technologies Knowledge/Understanding Processes/Production Skills				✓		✓		✓		✓		✓		✓

**REPORTING SCHEDULE**

The Arts	Making	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Responding				✓	✓		✓		✓		✓		✓



## REPORT COMMENT GUIDELINES

### UNDERLYING PRINCIPLES

- Truthful, consistent
- Workable, manageable
- Understandable – free of edu-outcome speak jargon.
- Meaningful
- Give feedback that can be used by the parent/student to improve learning

### EXPECTATIONS

#### Learning Area Comments

- Yearly progress to date, for example, Excellent, Good, Some, Limited, the current format doesn't allow for this kind of feedback
- Attitude/Approach to learning in the specific area
- Specific comments in relation to a child's strengths and weaknesses, if possible, as it relates to the concepts during the semester and what they can do to improve.

#### General Comments

- Feedback about general behaviour eg. cooperative, on task, follows school/class code of conduct
- Commitment to learning, for example, prepared/not prepared to do more than required, completes/doesn't complete homework, appears interested/enthusiastic about learning
- Social skills, for example, wide/narrow friendship group, gets on well/doesn't get on well with peer group
- Something positive

### THINGS TO REMEMBER

- These are formal written reports and are a permanent record of your feedback to the child and the parent - think about this before you commit to the comments you provide. Remember that feedback can also be provided through an interview with a parent – this may be a better forum for certain kinds of feedback.
- If you are using a comment bank then ensure that it is grammatically sound and spelt accurately, one mistake in these comments may be reflected on many reports.
- Having the same sentence beginning for each sentence is a stylistic approach to avoid. For example, John needs to ..., John is at times ..., John writes ..., etc or He needs to ..., He is at times ..., He writes ..., etc. Another common error is "John must learn to listen/stay on task/ask questions, etc." This should be "John must listen/stay on task/ask questions, etc."
- Avoid repetition of information, ie. repeating information from a learning comment in a general comment.
- Avoid overuse of possessives, for example, John enjoys his mathematics – should be simply John enjoys mathematics.
- The longer the sentence the more chance that you will lose the clarity of the message.

If you had someone who could read your comments critically before the reports are delivered to admin this would save time in correcting small but obvious errors and ultimately speed up the processing of the reports before they are distributed.

### POSSIBLE REPORT COMMENTS

#### Maths

John has made great progress this semester and has a sound grasp of the concepts covered. He is an enthusiastic participant in Maths activities always ready to give his best effort and complete the work required. Whilst he has excellent recall of basic facts in addition and subtraction, he would benefit from practice with his 7x, 8x and 9x tables.

John has made slow progress this semester. Whilst he is mostly on task in maths lessons he does need time and practice to fully develop his understanding of new concepts. He has a better understanding of place value and in most situations can solve problems involving addition and subtraction. John would benefit from additional focus on the concepts of division and multiplication. Lots of practical involvement with money would also help his understandings in this area.

### English

John has made some progress with the development of his literacy skills this semester. Whilst he is quite a capable reader, I have seen limited evidence of him reading for enjoyment or in his own time. A greater level of enthusiasm when approaching writing tasks is also needed to generate the standard of work expected at this year level. John often needs encouragement to complete his work fully. A greater understanding of some basic spelling rules would enhance accuracy in this area. We will be working on this next semester.

John is making excellent progress in developing his literacy skills. He approaches all activities with enthusiasm, completing these to the highest of standards. Ensuring that he has access to a wide range of reading materials at home, fiction and non-fiction, will assist in further extending and enhancing John's literacy development.

### General

John's behaviour is not always as it should be. At times he can be uncooperative and disrespectful, particularly for relief teachers. I would like to see some improvement in this area next semester. His commitment to learning also lacks consistency. When John applies himself, he is capable of producing a high level of understanding across all areas. He is well liked by his peers and never has a shortage of people to associate with in the playground. I have been particularly impressed by his caring attitude to younger students during buddy classes. This is a highly commendable quality.

John is polite, well-mannered and respectful in all situations. His consistently on task behaviour has resulted in him making excellent progress and having a high level of understanding in all areas. Whether in the classroom or in the playground he displays well developed social skills, at times positively influencing those around him. I believe that he would make an excellent Student Councillor when the opportunity to nominate for these positions becomes available at the end of year 6.

### **CAUTION**

Reports will be returned to you for reworking if the above guidelines are not followed.

### **GRADES**

Allocating grades accurately is obviously a key part of the reporting process. Referring to the following key pieces of information would be beneficial:

- SCSA Judging Standards documentation and exemplars
- Previous NAPLAN performance – particularly year 4's and 6's
- Previous reports, now available through the portal
- SA Spelling test results
- SAER students with Documented Plans for learning difficulties should be D or E grade unless substantial progress can be demonstrated since the last reporting period.
- PM Assess levels could also be a guide.