



Assessment and Reporting Policy

This policy outlines Rossmoyne Primary School's assessment and reporting procedures and commitments. It complies with the Department of Education's Curriculum, Assessment and Reporting Policy and Procedures and the requirements of SCSA (School Curriculum and Standards Authority).

Assessment:

Assessment:

- is a critical component of the learning process and is essential to student learning;
- is a continuous process by which students and teachers gauge student progress along a continuum of development;
- assists in identifying any misconceptions or misunderstandings students may have;
- informs planning for future learning programs;
- benefits both teachers and students;
- provides opportunities for both teachers, students and parents/guardians to receive feedback, and
- enables the reporting of student achievement.

Rossmoyne PS (Primary School) staff:

- engage in ongoing assessment practices;
- use a range of informal and formal assessments;
- ensure assessments comply with SCSA's Principles of Assessment, and
- interrogate assessment data to inform individual, small group, classroom, phase of school and whole school planning, evaluation of programs and to set improvement targets.

School Assessment Methods:

Rossmoyne PS engages students in a range of informal and formal assessments. Types of assessment include observations, tests, standardised tests, running records, work samples, oral presentations, projects, reflective journals, posters, written responses, multiple choice questions, oral questions or interviews, investigations, role plays, self-assessments, peer-assessments and case studies.

State and National Assessment Methods:

Rossmoyne PS staff will also administer prescribed state and national assessments. These include the On-entry Assessment in Pre-primary and NAPLAN (National Assessment in Literacy and Numeracy) in Years 3 and 5.

Staff use the information gathered from assessments to provide students with feedback to enhance their learning and progress. Feedback can be written or verbal and is provided for a range of purposes including praise, motivational and for providing suggestions for improvement. Types of feedback include teacher feedback such as over the shoulder marking and rubrics and self and peer feedback.

Reporting:

Rossmoyne PS staff are committed to communicating with and reporting to parents throughout the year regarding their child's progress and achievement in a variety of formal and informal ways.

School Reporting Methods:

Rossmoyne PS reports to parents in the following ways:

- end of Term 1 – Interim Report (refer to Appendix A)
- end of Term 2 – Formal Report using the Department of Education endorsed reporting template
- end of Term 3 – Learning Journey
- end of Term 4 – Formal Report using the Department of Education endorsed reporting template

Interim Report:

The Interim Report distributed at the end of Term 1 is designed to provide parents and guardians with a 'snapshot' of how their child is performing. It provides details about their child's achievement in English and Maths and their child's attitude, behaviour, effort and attendance at school. It also allows the teacher to request a parent/guardian interview.

Formal Reports:

Teachers will use the WA Department of Education endorsed reporting template at the end of Terms 2 and 4 to report to parents on the achievements of their child against the West Australian Achievement Standards using a five point (A-E) scale. Meeting the Achievement Standard at a satisfactory level is described as a C grade. The Achievement Standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, when compiling the end of Term 2 reports, teachers make a professional judgement 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.

The grades are described as:

A	Excellent	The student demonstrates excellent achievement of what is expected for their year level.
B	High	The student demonstrates high achievement of what is expected for their year level.
C	Satisfactory	The student demonstrates satisfactory achievement of what is expected for their 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.

The reports also indicate a child's level of effort in each Learning Area and their overall attitude, behaviour and effort. Teachers participate in moderation opportunities both within our school and with staff from other schools to assist them to make accurate judgements regarding students' achievement of the A-E grades. Teachers write comments in the English and Maths learning areas and a general comment. Specialist teachers may also write comments for some children, if required. Parents/guardians can request information on how their child's achievement compares with the student's peer group at the school after the formal reports have been distributed.

Appendix B outlines which learning areas and contexts will be reported on each semester. Where applicable, instrumental music and EAL/D (English as and Additional Language/Dialect) staff will also report on students in the formal reports.

Some students, such as students with a disability, require a modified curriculum to cater for their individual learning needs. Our school may report on these students' progress and achievement in an alternative format, in negotiation with the parents/guardians.

Learning Journey:

Our school has a Learning Journey to allow:

- parents/carers to:
 - feel welcome at our school
 - visit their child's classroom and specialist teaching areas
 - see and hear about their child's work
 - be engaged in their child's learning
 - provide feedback to their child about their work
 - discuss and set goals with their child
 - meet the teacher
 - arrange an appointment time with the teacher if needed
 - participate in activities with their child
 - interact with other families to develop a sense of community
- students to:
 - select work to share with their parents/carers
 - explain what they have been learning and how they have learning it to their parents/carers
 - show ownership of their learning and school environment
 - perform publicly, eg: choir
- teachers to:
 - showcase their classrooms and/ or learning environments
 - prepare their students to present their work to their parents/carers, eg: list, plan
 - assist their students to rehearse prior to the Learning Journey
- school to:
 - encourage parents to be involved in their child's learning and our school community
 - encourage a sense of 'community'
 - celebrate successes
 - provide an event for our whole school community
 - promote our school including its programs and initiatives, eg: digital and design technologies, edible garden

To ensure the success of the Learning Journey, teachers may:

- explain Learning Journeys to their students' parents/carers
- provide parents/carers with examples of questions to ask their child
- ask parents/carers to complete reflection activities with their students, eg: 2 stars and a wish
- offer parents/carers who can't attend the Learning Journey an alternate time, eg: 8.30 to 8.45 am

Our Learning Journeys are active and fun!

Staff will also report to parents throughout the year in a variety of ways (eg: verbal, written, electronic) and for a variety of reasons. This may include:

- meetings and interviews
- events such as open classrooms
- sending tests home
- reflection sheets

Class meetings will also be held by the end of Week 3 in Term 1. While these meetings are not designed to report on the progress of students, they allow the teachers to communicate a range of classroom expectations and practices to parents/guardians.

Teachers are parents/guardians first point of contact to address the needs of their child/ren and parents can request a meeting with their child's teacher at any stage throughout the year. Parents are asked to arrange a time with their child's teacher rather than just 'popping in'. This allows the teacher to be adequately prepared and also provides parents with the opportunity to speak confidentially and without interruptions.

State and National Assessment Reports:

In addition to the above reporting methods, parents will also receive reports following their child's participation in prescribed state and national assessments such as On-entry and NAPLAN. Reports from these assessments will be distributed to parents when they are available.

Copies of children's interim, formal and state and national assessment reports will be kept in their student file which is stored securely in classrooms. This ensures staff who work with your child in future years have access to all the information contained in reports.

This policy was endorsed by staff on 31 July 2017.

This policy was endorsed by the School Board on 7 August 2017.

Implementation of this policy will commence in 2018.

Next review - 2020

Appendix A – Interim Report



Rossmoyne Primary School

Term 1 20xx Interim Report

Child's Name: _____

Year Level: _____

Teacher/s: _____

	Achieving Above What is Expected for this Year Level	Achieving What is Expected for this Year Level	Achieving Below What is Expected for this Year Level
English			
Reading and Viewing			
Writing			
Speaking and Listening			
Maths			
Number and Algebra			
Measurement and Geometry			
Statistics and Probability			

	Consistently	Sometimes	Seldom
Attitude, Behaviour and Effort			
Displays a positive attitude to school and learning			
Is enthusiastic about learning			
Behaves responsibly			
Applies his/her best effort			

Teacher Signature/s: _____

Term One Attendance - _____%

Parent/Guardian Interview Recommended

Yes	No

Subject	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Arts	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding	<u>Semester 1 and 2</u> Music - Making and Responding <u>Semester 2</u> Media - Making and Responding Music - Making and Responding
Health and Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education	<u>Semester 1 and 2</u> Health Physical Education
Languages			<p><u>2018:</u> <u>Semester 1 & 2</u> <u>Chinese</u> (if taught) Listening, Responding and Speaking</p> <p><u>2019:</u> <u>Semester 1</u> <u>Chinese</u> (if taught) Listening, Responding and Speaking</p> <p><u>Semester 2, 2019</u> <u>→</u> <u>Chinese</u> (if taught) Communicating Understanding</p>	<p><u>Semester 1 2018</u> <u>→ Chinese</u> Communicating Understanding</p>	<p><u>2018 Semester 1 and 2</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>2019:</u> <u>Semester 1</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>Semester 2,</u> <u>2019→</u> <u>Chinese</u> Communicating Understanding</p>	<p><u>2018: Semester 1 and 2</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>2019: Semester 1 and 2</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>Semester 1,</u> <u>2020→</u> <u>Chinese</u> Communicating Understanding</p>	<p><u>2018: Semester 1 and 2</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>2019: Semester 1 and 2</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>2020: Semester 1 and 2</u> <u>Chinese</u> Listening, Responding and Speaking</p> <p><u>2021: Semester 1</u> <u>Chinese</u> Listening, Responding and Speaking</p>

							Semester 2, 2021 → Chinese Communicating Understanding
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