

ASSESSMENT & REPORTING PROCEDURES

Sources of Authority:	
CECWA Policy	Education
Executive Directive	Executive Directive – Curriculum, Assessment and Reporting

Objective

The Executive Directive Curriculum, Assessment and Reporting guides the differentiated teaching and learning in schools to address the developmental needs of students through environmental, instructional and curriculum adjustments. In addition the Directive is designed to guide teaching and learning practices that are evidence based. Processes must be in place to ensure regular communication between staff, students and parents regarding student progress.

Rationale

St Andrew's is committed to providing the highest quality teaching and learning programs for its students. The approaches to teaching and learning at St Andrew's aim to improve the outcomes of students by adopting agreed whole school approaches. This shared and inclusive vision provides both cohesiveness and connectedness for students and teachers. Assessment of student learning is an integral part of the teaching and learning cycle at St Andrew's Catholic Primary School promoting students to be lifelong learners who reach their full potential.

Procedures

St Andrew's implements the Pre-Primary to Year 10 Western Australian Curriculum in accordance with the Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting

In relation to Kindergarten:

- Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school
- The Kindergarten Curriculum Guidelines guide educators to develop Kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning

Principles

Assessment at St Andrew's is ongoing, fair, and educative and occurs in a variety of forms. The assessment of student learning is used to inform whole school curriculum planning including approaches to literacy and numeracy instruction.

Assessment of student learning is based on the following principles:

- Assessment is carefully constructed.
- Assessment provides feedback.
- Assessment considers the diverse needs of students.
- Assessment leads to both informative and informed reporting.
- Assessment leads to school wide evaluation processes.

Organisation

Student Assessment

Students at St Andrew's undertake formalised assessments throughout the year. (See Assessment Schedule.)

Reporting on Student Achievement

The purpose of reporting, both formal and informal, is to communicate student achievement and progress as well as to provide recommendations for future learning. At St Andrew's we report to parents and carers in relation to the achievement of students in Pre-Primary to Year 6 in terms of the Western Australian achievement standards.

Reporting is 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, Assessment and Reporting
- Informally, throughout the year in a variety of ways and for a variety of reasons, including parent-teacher meetings, parent information sessions, use of see-saw app.

St Andrew's will:

- disseminate to parents/carers the reports from national and statewide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
- submit to the School Curriculum and Standards Authority, when requested, end of Semester Two achievement descriptors/grades for individual Pre- Primary to Year 6 students

Grading Scale for Semester Reports

Reports are designed to provide, in plain language, an accurate and objective assessment of a student's progress and achievement. The grading scale will outline a student's knowledge, understanding and skill level within the nine Learning Areas and reflects a student's achievement for work undertaken during a particular semester.

The five-point grading scale for semester reports is as follows:

Pre-Primary:

- The student demonstrates exceptional achievement of what is expected for this year level
- The student has exceeded what is expected for this year level
- The student demonstrates expected achievement for this year level
- The student is working towards what is expected for this year level
- The student has not yet demonstrated what is expected for this year level

Year 1 to Year 6:

- A: The student demonstrates excellent achievement of what is expected for this year level
- B: The student demonstrates high achievement of what is expected for this year level
- C: The student demonstrates satisfactory achievement of what is expected for this year level
- D: The student demonstrates limited achievement of what is expected for this year level
- E: The student demonstrates very low achievement of what is expected for this year level

Reporting Cycle

- Term 1: Parent-Teacher Partnerships: workbook/online learning sent home to parents
Compulsory Parent-Teacher Meetings (Teacher has learning concerns for student)
Parent-Teacher Meetings (as required)
Case Conference Meetings for Parents/Carers of Students on an IEP
- Term 2: Individual Student Report at End of Semester
Parent-Teacher Meeting (Scheduled day)
Review Meetings for Parents/Carers of Students on an IEP
- Term 3: Open Night: workbook/online learning samples examined by parent
Parent-Teacher Meetings (as required)
Case Conference Meetings for Parents/Carers of Students on an IEP
- Term 4: Individual Student Report at End of Semester
Kindergarten Parent Feedback
Review Meetings for Parents/Carers of Students on an IEP

Parent-Teacher Meetings may be initiated by either parents/carers or teachers on a needs basis throughout the year.

Additional Support and Alternative Reporting

Some students may receive additional support from Specialist Support Staff for Literacy, Numeracy, English as an Additional Language/Dialect (EALD) and/or Students with Disabilities. In these instances, a student may have an Individual Education Plan (IEP). For these students, schools may report on a student's progress/achievement in terms of the modified curriculum in consultation with Parents/Carers.