



Curriculum, Assessment & Reporting Policy

Policy Area: Stewardship

Date for Review: 2019

1. RATIONALE

St Helena's Catholic Primary School (St Helena's) recognises parents as the first educators of their children and believes in the centrality of a strong partnership between school and parents/caregivers. Ongoing communication throughout the school year is critical to ensure parents/caregivers are kept informed of their child's progress by receiving timely advice at important stages in their child's development

At St Helena's, we believe assessment for learning, of learning and as learning are integral to the achievement of high quality learning outcomes. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.

2. DEFINITIONS

Assessment is the process of gathering information about students and their learning and making judgements on achievement using the data gathered. This information forms the basis of planning for future teaching and learning. Assessment is an integral part of teaching learning.

Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

3. PRINCIPLES

1. Curriculum planning accounts for the needs of all students.
2. For some students, differentiation of the curriculum is required to cater for their individual learning needs.
3. Assessment and Reporting practices at St Helena's are transparent, fair and valid, and take account of an individual's right to privacy and confidentiality.
4. Assessment for improved student learning and deep understanding requires a range of assessment practices to be used with three overarching purposes:
 - i. Assessment for learning – occurs when teachers use inferences about student progress to inform their teaching
 - ii. Assessment as learning – occurs when students reflect on and monitor their progress to inform their future learning goals
 - iii. Assessment of learning – occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards

3. PRINCIPLES (CONT'D)

5. Assessment includes informal and formal teacher judgements and external tests.
6. Reporting is a regular part of the teaching and learning process. The reporting process provides clear, comprehensive and accurate information.
7. Student reports provide parents with clearer and more consistent information about their child's progress against state-wide standards.
8. Ongoing communication throughout the year is critical to ensure parents/caregivers are kept informed of their child's progress by receiving timely advice at important stages in their child's development.
9. In Western Australia, student achievement in the learning areas taught is reported on a five point scale for all years from Pre Primary to Year 10.
10. The expected standard for each year is described as 'C' or Satisfactory.

4. PROCEDURES

Curriculum

1. To meet the learning needs of all students. St Helena's shall implement 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*
 - the Principles of Learning, Teaching and Assessment detailed within the *Western Australian Curriculum and Assessment Outline* (the Outline).
2. In relation to Pre Kindergarten and Kindergarten, St Helena's shall be guided by the *Belonging, Being and Becoming: The Early Years Learning Framework* and the *Kindergarten Curriculum Guidelines*.

Assessment

3. Assessment practices shall align with the curriculum and be designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning (eg gaps in knowledge and understanding), and to monitor learning progress across the years of school.
4. St Helena's shall develop processes to support all teachers in making valid and reliable judgements.
5. Teachers shall monitor and assess individual students achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the *Outline*.
6. Teachers shall include a variety of assessment strategies in teaching programmes to provide multiple sources of information about student achievement. Assessment shall be developed in relation to the content of the Pre Primary to Year 10 Western Australian Curriculum.
7. Teachers shall ensure assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard.
8. Teachers shall administer prescribed national, state-wide and system assessments.

4. PROCEDURES (CONT'D)

Assessment

9. Teachers shall use evidence from assessment (including prescribed national, state-wide and system assessments) to inform planning, teaching and further learning.
10. Teachers shall participate in professional collaboration and school moderation to ensure consistency of judgement.
11. Students shall receive frequent, construction feedback that supports further learning.
12. Teachers shall inform parents/caregivers when a child is experiencing difficulties or learning problems as soon as this is apparent.

Reporting

13. St Helena's shall adhere to the mandate *Policy Standards for Pre Primary to Year 10: Teaching, Assessing and Reporting*.
14. Reporting on student progress shall be construction, positive and informative with an emphasis on the student building upon developing their skills, abilities and attitude to learning.
15. Parents/caregivers shall be provided with "plain language" reports twice a year that:
 - Are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement.
 - Focus on strengths and include an assessment of the student's achievement against any available standards.
 - Include, for subjects studied, an assessment of the student's achievement:
 - i. Reported as A, B,C,D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and
 - ii. Relative to the performance of the student's peer group.
 - Contain information relating to the development of other student attributes that influence learning.
 - Are reliable and valid within and across schools.
16. During the semester, some students may receive additional support from Specialist Support Teachers for Literacy, Numeracy and/or Special Education and this shall be identified in formal reports and during parent and teacher interview.
17. Parents of students who have an Individual Education Pan (IEP) shall receive a formal modified report which accurately reports the student's progress in relation to their adjusted curriculum.
18. Teachers shall ensure regular contact with parents of students who are facing difficulties related to learning, behaviour and social/emotional wellbeing.
19. Where students have been absent from school for extended period thus missing key assessments, the teacher shall, following consultation with the Principal, inform the parents that an achievement grade cannot be determined. Where possible, a comment stating what has been achieved shall be included in the student's report.
20. Teachers shall use a variety of methods for reporting students' progress and achievement, ranging from informal reporting as needs or opportunities arise, to formal reporting undertaken in structured ways at certain times of the year across the school.

Informal Reporting

- ✓ Letters and phone calls to parents
- ✓ Parent gatherings for special theme days, eg Numeracy & Literacy Week
- ✓ Class and School Newsletters
- ✓ Class diaries and communication books
- ✓ Merit Certificates and Awards
- ✓ Informal conversations and open classrooms
- ✓ Parent interviews / Case Conferences
- ✓ Work samples in class workbooks and files

Formal Reporting

KINDERGARTEN	
Parent & Teacher Conferences (Speech Screen)	Semester 1
Parent & Teacher Conference (Occupational Therapy Screen)	Term 3
Parent & Teacher Conferences (Transition) Learning Journey Portfolios	Term 4
PRE-PRIMARY TO YEAR SIX	
Parent & Teacher Conferences (Open to all families)	Term 1
Summative Report Parent & Teacher Conferences (Families of students at risk plus those not seen in Term 1 plus any parents requesting an interview)	Term 2
Informal	Term 3
Learning Journey Summative Report Parent & Teacher Conferences (Open to all families)	Term 4

21. St Helena's shall disseminate to parents/carers the reports from national, state-wide and system assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers.
22. Copies of reports and other relevant information shall be kept in individual student folders and on the school's server.