

## Reporting

### Parent Information Meeting - Start of Term 1

Teachers will hold a meeting for all parents to provide information relevant to their class, including curriculum coverage and expected progress in key learning areas.

### Reporting to Parents - End of Term 2

Parents receive a written report regarding their child's achievement in the eight learning areas and their attitude, behaviour and effort during Semester One. Reports also contain a general comment from class teachers. Teachers develop and implement a plan for students not progressing as expected in English and Mathematics (parents are informed of, and involved in the development of plans). Teachers contact parents of students who will receive a 'D' or an 'E' well in advance of the end of a reporting period.

### Parent Teacher Interview - End of Term 2

Parents are encouraged to meet with their child's teacher to discuss their progress, achievement and next steps for learning.

### Reporting to Parents - End of Term 4

Parents receive a written report regarding their child's achievement in the eight learning areas and their attitude, behaviour and effort during Semester Two.

### Open Evening - End of Term 4

Families are encouraged to visit classrooms where students work is displayed and celebrated across all learning areas.

### Other

- On Entry Reports for Literacy and Numeracy are provided to parents of Pre-Primary students.
- NAPLAN reports are provided to parents of Year Three and Five students.
- Speech and Language reports are provided to parents of Kindergarten students.
- Additional parent teacher meetings and case conferences are scheduled as required.
- Individual Education Plans are provided to parents of students with specific needs.

## Principles of Assessment

### Assessment is an integral part of Teaching and Learning

Assessments should arise naturally out of the teaching and intended learning of the curriculum. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

### Assessment is educative

Assessment practices should be educationally sound and contribute to learning. Assessments may do this in a number of ways. Firstly, assessment activities should encourage in-depth and long-term learning. Secondly, assessments should provide feedback that assists students in learning and informs teachers' planning. Thirdly, where appropriate, assessment criteria should be made explicit to students to focus their attention on what they have to achieve and provide students with feedback about their progress.

### Assessment is fair

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning.

### Assessment is designed to meet specific purposes

Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching.

### Assessment leads to informative reporting

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers.

### Assessment leads to school-wide evaluation and processes

Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored.



## Assessment & Reporting Policy

### An Overview for Parents and Community



## Rationale

### Assessment

The school's assessment procedures provide opportunities for students to demonstrate their knowledge, skills, progress and competencies as they progress through their years of schooling. Assessment processes enable teachers to plan for learning, select appropriate teaching strategies and make accurate judgements about every child's progress and achievement against the Western Australian Curriculum.

Our assessment and reporting procedures comply with the established standards of the School Curriculum and Standards Authority and the Department of Education's Curriculum Assessment and Reporting Policy.

### Reporting

The school reports to parents about their child's progress and achievement. This includes end of semester reports, parent-teacher interviews, informal meetings and specific assessment reports such as On Entry Assessment and NAPLAN. The school also publishes an annual report which documents the school's performance against its targets. Regular reporting helps the school plan for ongoing improvement.

### Moderation

Teachers undertake moderation processes in order to make consistent judgements about student achievement against expected standards by using a wide range of information including work samples, common tasks and assessment outcomes. Moderation also enables teachers to make informed decisions about planning and teaching.

## Assessment

Assessment forms an integral part of teaching and learning through the plan teach assess cycle. Assessment should enhance student learning by enabling teachers to know how each child is currently performing and how best to take each child to the next step. Teachers use a wide range of strategies to assess students. This ensures that all students are given opportunities to demonstrate their knowledge, skills and understanding regardless of their learning needs. For example, a child may have the opportunity to orally tell a story as opposed to writing, if the teacher is assessing their ideas.

### Examples of assessment include:

- Written tasks
- Observations
- Questions to check for understanding
- Open ended tasks
- Oral presentations
- Running records
- Self-assessment
- Norm-referenced tests
- Diagnostic assessments
- Authentic problem-solving tasks

### Checking for Understanding and Feedback

Teachers continually check that students understand concepts being taught using a range of strategies. These include asking closed and open questions, asking students to provide a response, requiring students to complete a quick task, requesting students to tell a partner or asking students to explain a concept. This allows teachers to make effective decisions about when students are ready to move forward.

Teachers provide feedback to students at the point of response. This enables students to focus on the learning intended, reflect on whether they have understood the teaching, modify their understanding of concepts and extend their learning further.

Teachers also provide feedback to point out strengths, positively reinforce correct responses, correct misconceptions at the point of error and guide improvement.

Feedback is age-appropriate, manageable for the students and delivered in a respectful manner.

### Administering Nation and System Assessments

The staff at Koorana Primary School adhere to policies and procedures that govern these forms of assessment. Parents are informed of the assessments prior to them being administered. Parents make informed decisions about their child's participation. Should they wish to withdraw their child then they follow the processes required at both a system and state level.

### Assessment of School-Wide Progress and Achievement

Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored.

