



CURRICULUM ASSESSMENT AND REPORTING POLICY

Referenced to the Department of Education Western Australia- Policies-Curriculum, Assessment and Reporting. Documents located on the Departments web site. 2012

1. POLICY STATEMENT:

At East Beechboro Primary we believe the school curriculum and its delivery is directly linked to student assessment and reporting and that the school has in place whole school planning with agreed priorities that are specific, achievable and provide:

- Teacher planning that reflects Education Department policy on Curriculum, Assessment and Reporting.
- A balanced curriculum that maximises the opportunity for all students to achieve the outcomes described in the *Curriculum Framework*; and
- Regularly monitoring, evaluating and reporting on each student's achievement.

PROCEDURES

The staff at East Beechboro aims to:

- Engage in whole school curriculum planning to ensure there is appropriate curriculum emphasis for each phase of schooling.
- Ensure that all students are provided with opportunities to receive at least fifty percent of curriculum instruction time in literacy and numeracy.
- Ensure opportunities are provided to enable all students to participate in a minimum of two hours of physical activity each week, during the school day as part of student learning programs
- Plan for improvement of individual student achievement by applying the principals of the Curriculum Framework.
- Implement from 2012 to 2014 the "Australian Curriculum" package containing Curriculum content, Achievement Standards and Resources.

The Western Australian Education Department K-10 Syllabuses provide guidance for teachers on what constitutes a balanced curriculum for students at different stages of schooling. Advice relating to curriculum planning for all learning areas is accessible on the Curriculum Support website at www.det.wa.edu.au/curriculum-support and via the portal.

TEACHER PLANNING AT EAST BEECHBORO AIMS TO:

- Demonstrate an understanding of the Principles of Learning, Teaching and Assessment as indicated in the Curriculum Framework.
- Ensure that children will be provided with developmentally appropriate learning experiences targeted at the Learning Area Outcomes.
- Teacher practice is based on:
 - explicit teaching practises
 - ongoing and cumulative observation of learner achievement;
 - documentation and assessment over time and in a range of contexts;
 - a range of assessment strategies;
 - clear understanding of how specific outcomes can be demonstrated; and
 - clear understanding of inclusively.

ASSESSMENT and REPORTING:

Teachers will:

- Monitor the progress of students and diagnose learning difficulties.
- Provide feedback to students on how they are progressing and how they may improve their achievement.
- Inform parents as soon as possible when their children are experiencing learning problems.
- Adjust programs to ensure students have the opportunity to achieve the intended outcomes.
- Actively include parents in the development of the Individual Education Plans (IEPs) where deemed appropriate.

YEAR TIMELINE PRE PRIMARY TO YEAR SIX.

Term 1 Parent information sessions with explanation about curriculum priorities, values and routines.

Term 2 Semester One Report. *

Term 3: Physical Education Report

Term 4 Semester Two Report. *

* Record student achievement against a scale of A-E, using the Department's Grade Allocation Resources.

MODERATION

To support teacher judgements, teachers will have opportunities to engage in moderation processes in small group, whole staff and across school contexts to maintain comparability of achievement.

Assessment Practices

Develop efficient systems of keeping records that can provide a rich mixture of observations and assessments of student learning.

Adapt reporting practices which describe student achievement based on stated criteria and outcomes and which are linked to a purposeful assessment.

National and State Assessment

On Entry Assessment Pre Primary term one.

NAPLAN Literacy and Numeracy Assessment in Years 3 and 5.

REPORTING COMMUNICATION DEVICES:

In addition to the formal reports parents/caregivers should not be surprised when they receive ongoing student performance information.

Teacher Handover Documentation:

Teachers ensure student educational provision from one year to the next is continuous and handled with minimum disruption to individual learning programs. Teachers will arrange to handover the following information for the next class teacher.

Class summary information:

Risk Register Information (SAER)

Mathletics

Reading Eggs

PM Benchmark levels

Term Four Reading Target Setting

"Diana Rigg" Reading and Spelling

Individual Information: IEP / IBMP information and planning

Reporting Mechanism Options

Other reporting mechanisms that may be utilised throughout the year can include:

Parent/caregiver – teacher discussion, Telephone discussions, Annotations, letters, Student directed reporting, Three Way Conferences, emails and other forms of correspondence. Behaviour Management: Maintain Record management of individual students using Integris.