

CURRICULUM ASSESSMENT AND REPORTING POLICY

At Subiaco Primary School we implement a curriculum to meet the learning needs of students and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

CURRICULUM

Teaching staff deliver a curriculum:

- to all Kindergarten to Year 6 students that addresses their specific learning needs and is consistent with the requirements of the *Western Australian Curriculum*;
- that provides all students from Kindergarten to the end of the primary school years with opportunities to receive at least fifty percent of curriculum instruction in literacy and numeracy; &
- that provides all students from Kindergarten to Year 6 students with the opportunity to participate in at least two hours of physical activity each week, during the school day, as part of the learning program.

ASSESSMENT AND REPORTING

Assessment is the process of gathering, analysing and interpreting quality information about student learning. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative. All assessment and reporting complies with the School Curriculum and Standards Authority.

The requirements of the School Curriculum and Standards Authority for assessment and reporting plans include that principals and teachers:

- provide individual students with feedback on their learning;
- use student achievement information to inform planning for future learning programs;
- make judgments of student achievement in relation to expected standards;
- administer prescribed national, State and system assessments to students and distribute the associated reports to parents; and
- communicate with parents about student achievement and progress

RANGE OF ASSESSMENTS

- Formative assessments – continually monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a course/ unit of study.
- Identify and record extent of progress in relation to prescribed standards
- Assist with identification of students at educational risk.
- Encourage students to set goals for their learning

By using a range of assessment strategies teachers will be able to make accurate on – balance judgements about their student performances. These may include;

Observation

Collaborative Assessment Tasks

Standardised tests eg NAPLAN

Individual Education Plans

Teacher journals, Student journals

Student teacher conferences

Checklists and matrices

Self assessments, Peer assessment, Individual and group reflection

Teacher constructed tests

Open Night

Parent Interviews

MODERATION

To support consistency of teacher judgements, teachers will have opportunities to engage in forms of in school moderation to determine student grades.

Students:

- Have opportunities as appropriate to contribute to discussions about assessment criteria
- Make constructive and honest assessments of their own and other's learning
- Reflect and respond for future improvements

Teachers:

- Develop valid and reliable assessment practices that inform future planning
- Ensure that students understand and are involved in the assessment process
- Provide valid feedback to enhance future learning
- Participate in professional collaboration to ensure consistency of judgement
- Maintain records according to school policy.

Parents

- Communicate relevant information and feedback that may affect their child's ongoing learning.

YEAR OUTLINE

Term 1	Parent information session with explanation about curriculum priorities and routines. Parent and teacher interviews
Term 2	Semester one report.
Term 3	Open night with emphasis on the child sharing their learning with parents.
Term 4	Semester 2 report.