Teaching, Assessing and Reporting Policy

St Paul's Primary School

The following policy has been designed in response to The School Curriculum and Standards Authority and its request for all schools to provide a Teaching, Assessing and Reporting policy. This policy will provide students, parents, guardians and the school community with information about how Teaching, Assessing and Reporting takes place within St Paul's and how it aims to meet the learning needs of all students. The policy is designated into three key areas, Curriculum, Assessment and Reporting.

Scope

The Teaching, Assessing and Reporting Policy informs all students, parents and guardians of St Paul's.

CURRICULUM

St Paul's implements the Pre-Primary to Year 10 *Western Australian Curriculum and Assessment Outline* (the *Outline*) at www.scsa.wa.edu.au to meet the learning needs of all students and 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 Outline

In relation to Kindergarten:

St Paul's is informed by *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.

St Paul's Curriculum planning accounts for the needs of all students. This includes the enrolment of students with disability in regular classes, education support classes and other education support settings.

In planning the delivery of the Pre-primary to Year 10 Western Australian curriculum, St Paul's ensures it meets the requirements outlined in:

- o   Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options
- o   Table 2: Implementation timeline requirements.

St Paul's uses discretion in regard to the use of the *Notional Time Allocation Guidelines: Pre-primary to Year 10* provided in the *Outline*.

ST PAUL'S CURRICULUM ASSESSMENT REQUIREMENTS

	Pre-Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English	Y	Y	Y	Y	Y	Y	Y
Mathematics	Y	Y	Y	Y	Y	Y	Y
Religious Education	Y	Y	Y	Y	Y	Y	Y
Humanities & Social Sciences (HASS)		Y	Y	Y	Y	Y	Y
Science	Y	Y	Y	Y	Y	Y	Y
Health		Y	Y	Y	Y	Y	Y
Physical Education	Y	Y	Y	Y	Y	Y	Y
Technologies		Y	Y	Y	Y	Y	Y
Visual Arts		Y	Y	Y	Y	Y	Y
Music		Y	Y	Y	Y	Y	Y
Languages (Italian)		Y	Y	Y	Y	Y	Y

Modified Curriculum

Here at St Paul's differentiation of the curriculum is implemented to cater for our individual learner needs.

If there is a legitimate reason for a student at St Paul's to be following a modified curriculum (for example, gifted and talented students, students with disability and additional learning needs, students for whom English is an additional language/dialect), St Paul's will negotiate any variation to the Western Australian curriculum with the student and her/his parents/carers, and document the decisions made (for example, a documented individual education plan and documented learning plan).

St Paul's uses discretion in regard to the use of Stages A, B, C and D Western Australian curriculum content (Abilities Based Learning and Education, Western Australia, ABLE*WA*), detailed in the *Outline*, for planning for teaching students with disability and additional learning needs.

St Paul's uses discretion in regard to the use of the *EAL/D Progress Map* when planning for teaching and monitoring the progress of students for whom English is an additional language/dialect.

ASSESSMENT

St Paul's will:

- o Monitor and assess individual student achievement, referring to the Principles of Learning, Teaching and Assessment detailed within the *Outline*
- o Develop and administer assessments in relation to the content of the Pre-primary to Year 10 Western Australian curriculum
- o Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard
- o Develop processes to support all teachers in making valid and reliable judgements
- o Use data from prescribed national and state wide assessments to inform teacher judgements about student achievement.

In addition, St Paul's will:

- o   Provide individual students with feedback on their learning

- o   Use student achievement information to plan future learning programs

- o   Make judgements of student achievement in relation to the year-level achievement standard

- o   Administer prescribed national and state-wide assessments

- o   Provide information on how a student's achievement compares with the student's peer group at the school, on request from the student's parents/carers

- o   Communicate with parents/carers about student progress and achievement

- o   Report to parents/carers for each student at the end of each semester

- o   Report to parents/carers with information relating to the development of other student attributes that influence learning.

REPORTING

Components of Written Reports

St Paul's will use plain language to report to parents and guardians on the achievements of Pre-primary to Year 6 students in terms of the Western Australian achievement standards. St Paul's will ensure that reports are:

(a)   are readily understandable to those responsible for the student

(b)   give an accurate and objective assessment of the student's progress and achievement

(c)   include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the *Outline*

(d)   include, for subjects studied, an assessment of the student's achievement:

        (i)   in terms of the grades A, B, C, D and E (or an equivalent five point scale/achievement descriptor), clearly defined in terms of Western Australian achievement standards, and

        (ii)   in relation to the performance of the student's peer group

(e)   include information about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement

(f)   include any additional information the school considers relevant, including an overall teacher comment.

In addition, for Pre-primary to Year 2, school reports are to include a description of the student's progress in *personal and social learning*.

Achievement in Learning Areas

St Paul's reports on achievement:

The Pre-primary year, student achievement is reported using achievement descriptors and without letter grades.

For Years 1–2, student achievement is reported using system-based or school-based achievement descriptors or those in Table 3. St Paul's uses letter grades.

Details regarding the flexibility provided for school systems or schools in reporting on
Pre-primary to Year 2 student achievement is detailed on the following page.

For Years 3–6, letter grades and achievement descriptors.

School Curriculum and Standards Authority Policy Maintenance:

Review date: October 2018

School Policy maintenance

This policy is to be reviewed, and if required updated every two years or in accordance with SCSA requirements.

Date	Alterations	Approved by	Editor
2017	Jesse Yock	Joanna Noonan	Jesse Yock

APPENDIX

Table 1

Table 1: *Western Australian Curriculum and Assessment Outline*: curriculum requirements and available options

Learning area	Year level										
	P	1	2	3	4	5	6	7	8	9	10
English	R	R	R	R	R	R	R	R	R	R	R
Mathematics	R	R	R	R	R	R	R	R	R	R	R
Science	R	R	R	R	R	R	R	R	R	R	R
Humanities and Social Sciences	R	R	R	R*	R	R*	R	R	R	R	R
Health and Physical Education	R	R	R	R	R	R	R	R	R	R	R
The Arts	R**	R**	R**	R**	R**	R**	R**	R**	R**	O	O
Technologies	R***	R***	R***	R***	R***	R***	R***	R***	R***	O	O
Languages	O	O	O	R****	R****	R****	R****	R****	R****	O	O

R = required   O = optional

R* = Humanities and Social Sciences: this learning area incorporates History; Geography; Economics and Business; and, Civics and Citizenship. Civics and Citizenship is introduced at Year 3 and Economics and Business is introduced from Year 5.

R** = The Arts: this learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts.

- All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8.
- It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10.
- In Years 9 and 10 the study of The Arts is optional.

R*** = Technologies: this learning area consists of two subjects: Digital Technologies and Design and Technologies.

- All students will study both Technologies subjects from Pre-primary to the end of Year 8 (within Design and Technologies: Engineering principles and systems; Food and fibre production; Food specialisations; Materials and technologies specialisations). Students have the opportunity to study at least one of the contexts.
- Because Design and Technologies has contexts, it is desirable that schools provide students with the opportunity to engage with a range of contexts in Design and Technologies across Pre-primary to Year 10.
- In Years 9 and 10 the study of Technologies is optional.

R**** = Where possible, schools should provide Languages education from Pre-primary to Year 10. As a minimum, schools must offer:

- in Years 3, 4, 5 and 6, compulsory Languages education in a minimum of one language, commencing with Year 3 in 2018 (extending to Year 4 in 2019, Year 5 in 2020 and Year 6 in 2021)
- in both Years 7 and 8, compulsory Languages education in a minimum of one language, commencing with Year 7 in 2022 (and Year 8 in 2023).

In Years 9 and 10 the study of Languages is optional.

The study of one of the Aboriginal and Torres Strait Islander languages is acceptable.

Recently arrived migrants, for whom English is not their first language, may substitute English as a Second Language or further studies in English for the study of a foreign or Indigenous language.

Auslan is an acceptable alternative to the study of a language other than English.

Schools may offer a different language from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* (e.g. Arabic, Hebrew, Hindi, Korean, Modern Greek, Vietnamese, first or background language Chinese). Where schools offer a different language (or curriculum at a different level) from those for which syllabuses are provided in the *Western Australian Curriculum and Assessment Outline* teachers will need to exercise their professional judgement in the adaptation of the Australian Curriculum, Assessment and Reporting Authority's (ACARA) curriculum or alternative syllabuses.

Table 2: Implementation timeline requirements

Year	Learning area	Implementation requirements
2017	Humanities and Social Sciences Health and Physical Education	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2017	Revised curriculum (v8.1) for English Mathematics Science	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2018	Technologies The Arts Languages – Year 3	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 1.
2019	Languages – Year 4	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2020	Languages – Year 5	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2021	Languages – Year 6	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2022	Languages – Year 7	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.
2023	Languages – Year 8	Full implementation, including teaching, assessing and reporting by schools will be in place with first reporting to parents/carers by the end of Semester 2.

Table 3: Letter grades and achievement descriptors

Letter grade	Achievement descriptor
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.

Pre-primary to Year 2 reporting

In the Pre-primary year, schools:

- report student achievement in English and Mathematics
- are strongly encouraged to report in Science
- may choose to report in other learning areas
- report using achievement descriptors but without letter grades. The achievement descriptors used may be system-based, school-based or those in Table 3, but must align with the achievement standards described in the *Outline*
- include information on the report about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

In Years 1 and 2, schools:

- report on student achievement in all the learning areas taught
- report using system-based or school-based achievement descriptors or those in Table 3 and may use letter grades. The achievement descriptors must align with the achievement standards described in the *Outline*
- include information on the report about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- report on the student's progress in personal and social learning
- include on the report any additional information the school considers relevant, including an overall teacher comment.

Years 3–10 reporting

For Years 3–10, schools:

- report on student achievement in all the learning areas taught
- report using letter grades and achievement descriptors provided in Table 3
- include information on the report about the student's *attitude, behaviour* and *effort* in terms other than the five-point scale which is used as a measure of achievement
- include on the report any additional information the school considers relevant, including an overall teacher comment.

Table 4 – St Paul's Assessment Schedule

Year(s)	Type of Assessment	Term(s) Administered	Purpose of Assessment
K	**Speech and Occupational Therapy Screening**	**Term 2** (to be booked)	
PP	**OLI – Online inventory**	*These dates are approximate. Still waiting for confirmation from CEO.* **Term 1** 3 Feb – 14 Feb Data to be sent no later than 21 Feb, 2014. **Term 4** 13 Oct – 24 Oct Data to be sent no later than 31 Oct, 2014.	Provides data to assist in the identification of students not achieving appropriate standards of literacy and numeracy. The data informs teaching and learning programs and can be used to monitor the progress made by students.
1,2,3,4,5,6	**South Australian Standardised Spelling Test**	**Term 1** Week 3 **Term 4** Week 5	Provides a measure of a student's spelling ability, to determine the spread of spelling ability in their classes and to identify students who need additional help / support.
1,2,3	**RRL** (Text level assessments)	Data to be collected in weeks 3,6 and 9 of each term.	
3,4,5,6	IPI (Informal Prose Inventory)	Term 1 and Term 3	

Year 1 **Year 2** **Year 3**	**Observation Survey** – the complete test **Observation Survey** – the complete test if RRL is 19 or below **Observation Survey** – Writing Vocab tasks if RRL is 20 or above **Observation Survey** – the complete test if RRL is 19 or below	**Term 1** To be completed by end of March To be completed by end of Feb. To be completed by end of Feb.	
2,3,4,5,6,	**PAT - R Comprehension** Fourth Edition [Progressive Achievement Tests in Reading] Year 2 - Test Booklet 2 Year 3 - Test booklet 3 Year 4 - Test Booklet 4 Year 5 - Test Booklet 5 Year 6 - Test Booklet 6	**Term 1** Week 3 **Term 4** **Week 3**	Provides an estimate level of a student's reading comprehension (literal and inferential) and word knowledge/ vocabulary skills over time, to monitor progress over time, and to provide teachers with objective information for setting realistic goals and planning effective work programs.
2,3,4,5,6	**PAT – R Spelling** Fourth Edition Year 2 – Spelling List 2 Year 3 – Spelling List 3 Year 4 – Spelling List 4 Year 5 – Spelling List 5 Year 6 – Spelling List 6	**Term 1** Week 2	Provides an estimate of a student's spelling skills and will allow for comparison between this and the SA Spelling result, to gain a more accurate picture. The table of norms is better than that of the SA Spelling, as it is newer and norm referenced across Australia.

3,4,5,6	**PAT Maths** [Progressive Achievement Tests in Mathematics] Year 3 – Booklet A Year 4 – Booklet 1 Year 5 – Booklet 2 Year 6 – Booklet 3	**Term 1** Week 3 **Term 4** **Week 3**	To provide objective information about Mathematics achievement levels to inform teaching practice and monitor progress.

Year 1
 	
Year 2
 	
Year 3-6
	MAI (Maths Assessment Interviews) – all students
	    Number Domain only
	
	MAI – all students
	    Number Domain only
	
	MAI – students identified as 'at risk' (bottom 20%)
	    Number Domain only
		Term 1
		
		To be completed by end of February.
		
		To be completed by end of March.
		
		To be completed by end of March.	

Year 3 & 5	**N.A.P.L.A.N.** [National Assessment Program Literacy And Numeracy]	**Term 2**	The results from the national literacy and numeracy tests will provide an important measure of how Australian students are performing in the content strands of numeracy, reading, writing, spelling, grammar and punctuation.
Year 3 & 5	**The Bishop's Religious Literacy Assessment**	**Term 3**	
Year 5	**WAMSE** – Science/SOSE [WAMSE (Western Australian Monitoring Standards in Education)	**Term 3**	Appraises the performance of

			students in aspects of Science and Society and Environment.
Year 3 and <u>any new students in yrs 4-6</u>	**T.O.L.A.** [Tests Of Learning Ability] & Raven's S.P.M. [Standard Progressive Matrices] – IQ Testing	**Term 1, week 4**	TOLA - To measure broad language and reasoning abilities. SPM –It is a test of observation skills and clear-thinking ability. It offers insight about someone's capacity to observe, solve problems, and learn. TOLA & SPM- Identifies students who would be suitable to participate in an extension program.