



# PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY

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## POLICY DETAILS AND DOCUMENT MANAGEMENT

**Author:** Deputy Principal Curriculum Primary

**Approved by:** Board approval

**Endorsed by:** School Principal K-12

**Review Due:** November 2021

**Published:** November 2020

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Policy Level		Dissemination	For Application	For Information
Board	<input type="checkbox"/>	Board	<input type="checkbox"/>	<input checked="" type="checkbox"/>
School	<input checked="" type="checkbox"/>	Executive Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	Administrators	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Access</b>	<input type="checkbox"/>	All Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Open	<input checked="" type="checkbox"/>	Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Restricted	<input type="checkbox"/>	Public (Website)	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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## REVISION HISTORY

Published	Version	Approved By	File Name
01/11/2020	1.0	Board	Primary School Assessment and Reporting Policy

## GENEALOGY

This Policy replaces:
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This Policy was cancelled and superseded by:
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# PREAMBLE

This policy is provided to all teaching staff at Emmanuel Christian Community School and is based on School Curriculum and Standards Authority requirements. The Authority can be accessed at <https://www.scsa.wa.edu.au>.

The document is also informed by the School Education Act 1999 which can be found at [https://www.legislation.wa.gov.au/legislation/statutes.nsf/main\\_mrtitle\\_878\\_homepage.html](https://www.legislation.wa.gov.au/legislation/statutes.nsf/main_mrtitle_878_homepage.html).

It has been developed so that staff are aware of their responsibilities in the assessment and reporting process. Should a situation arise that is not covered by the provisions of this policy the teacher should consult the Deputy Principal for Curriculum for assistance to ensure consistency. This policy is based on the Principles of Learning, Teaching and Assessment.

In Years Pre-primary – 6 students are assessed against the requirements of the Western Australian Curriculum and Assessment Outline available on The Authority website.

## SCOPE

All members of Emmanuel Christian Community School staff and volunteers must comply with this policy.

## CONTEXT

Emmanuel Christian Community School may, from time to time, review and update this policy to take account of changes to the school's operations and practices and to make sure it remains appropriate to the changing legal and school environment.

## POLICY

### 1. RATIONALE

Assessment tasks should measure student achievement of knowledge and skills as defined and required by the prescribed Western Australian Curriculum.

Assessment assists teachers and schools in:

- Monitoring the progress of students and diagnosing learning difficulties
- Adjusting programs to ensure all students have the opportunity to achieve the intended outcomes
- Developing subsequent learning programs
- Reporting student achievement to parents
- Whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, and reliable.

### 2. TEACHER RESPONSIBILITIES

On entry to Emmanuel Christian Community School all students enrolling in the school in years PP - 6 will be given a basic numeracy and literacy assessment to determine student ability, so as to assist with teacher planning.

The following testing will be used:

- Kindergarten: Literacy Screens by D Rigg
- PP: On Entry

- PP – 6: Words Their Way Spelling Inventory
- Years 1 -6: Reading Running Records
- Years 1 – 6: Peter Westwood Basic Facts Test

Throughout the year It is the responsibility of the teacher to:

- Meet internal and external timeframes for assessment and reporting (see ECCS Primary School Assessment Overview in Appendix)
- Monitor student learning throughout each term and use professional judgement to assess students at regular intervals to monitor progress
- Sight and annotate all student work with date and signature
- Assess completed tasks and relay assessment information to the student promptly
- Do systematic and regular collection and recording of student progress and achievement for all learning areas and available for review with a senior staff member.
- Maintain neat and accurate records of student assessment tasks and achievement scores
- Moderate assessment pieces with year level colleague
- Enter data on local and standardised tests onto whole school spread sheets
- Analyse data and use this in the planning teaching process
- Inform students and parents of academic progress
- Collate marked tests once a term, which will then be sighted by a deputy, sent home for parent viewing, and brought back to the class teacher

Please note that Educational Assistants may administer assessments under the directive of the teacher but **not** mark the student work.

### 3. STUDENTS WITH SPECIAL NEEDS

All students with special needs should be able to take assessments without disadvantage. It is essential that The Deputy Principal for Curriculum be informed by parents/guardians of any special needs at the beginning of the school year or as soon as the student or family are aware of the special need. For long term needs, case management processes need to be put in place. Students with identified special educational needs will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks reasonably adjusted by the teacher in consultation with the Deputy Principal for Curriculum.

These adjustments will be consistent with those described in the Authority's Guidelines for disability adjustments for timed assessments, which can be accessed from the Authority website. Adjustments, depending on the individual student's education needs, can include special equipment, provision of a scribe, or additional time to complete the task or rest time.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills, and understandings.

### 4. REPORTING

#### 4.1. Components of written reports

School Curriculum and standards Authority (SCASA) Pre-primary to Year 10: Teaching, Assessing and Reporting Policy (last updated 2016-10-07) states that Schools provide plain language reports to parents/carers at the end of each semester which:

1. are readily understandable to those responsible for the student
2. give an accurate and objective assessment of the student's progress and achievement
3. include an assessment of the student's achievement in terms of the Western Australian achievement standards detailed in the Outline

4. include, for subjects studied, an assessment of the student's achievement:
  - 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
  - in relation to the performance of the student's peer group<sup>2</sup>
5. 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
6. 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.

#### 4.2. ACHIEVEMENT IN LEARNING AREAS

Student achievement is reported on a five-point scale for all years from Pre-primary to Year 6.

For 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 1. Schools may use letter grades.

For Years 3–10, letter grades and achievement descriptors outlined in Table 1 must be used.

**Table 1: Letter grades and achievement descriptors**

Letter grade	Achievement descriptor
<b>A</b>	The student demonstrates <b>excellent</b> achievement of what is expected for this year level.
<b>B</b>	The student demonstrates <b>high</b> achievement of what is expected for this year level.
<b>C</b>	The student demonstrates <b>satisfactory</b> achievement of what is expected for this year level.
<b>D</b>	The student demonstrates <b>limited</b> achievement of what is expected for this year level.
<b>E</b>	The student demonstrates <b>very low</b> achievement of what is expected for this year level.

#### 4.3. 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 1, 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.

#### 4.4. 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 1 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.

#### 4.5. Years 3–6 reporting

For Years 3–6, schools:

- report on student achievement in all the learning areas taught
- report using letter grades and achievement descriptors provided in Table 1
- 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.

The school implement the learning area reporting requirements outlined in Table 2. School may choose to report at a more detailed level than the minimum requirements identified in Table 2.

**Table 2: Learning area reporting requirements for each semester report**

<b>Learning areas</b>	<b>Reporting requirements<sup>3</sup></b>
<b>English</b>	Schools report one grade (A–E) as a minimum for English.
<b>Mathematics</b>	Schools report one grade (A–E) as a minimum for Mathematics.
<b>Science</b>	Schools report one grade (A–E) as a minimum for Science.
<b>Humanities and Social Sciences</b>	Schools report one grade (A–E) as a minimum for Humanities and Social Sciences.
<b>Health and Physical Education</b>	Schools report one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education.
<b>Languages<sup>4</sup></b>	Schools report one grade (A–E) as a minimum for Languages.

<p><b>Technologies<sup>5</sup></b></p>	<p>Across a year schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:</p> <ul style="list-style-type: none"> <li>• where subjects are taught concurrently during the year, two grades are required each semester</li> <li>• where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.</li> </ul>
<p><b>The Arts<sup>6</sup></b></p>	<p>Across a year schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:</p> <ul style="list-style-type: none"> <li>• where subjects are taught concurrently during the year two grades are required each semester</li> <li>• where the subjects are taught in separate semesters it is permissible to report on a Performance Arts subject in one semester and a Visual Arts subject in the other semester.</li> </ul>

#### 4.6. Mid-year reporting

The achievement standards articulated in the Outline describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. Therefore, in mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time. Thus, students demonstrating excellent achievement at that point in time are allocated an ‘A’ grade or ‘Excellent’ achievement, and students demonstrating satisfactory achievement are allocated a ‘C’ grade or ‘Satisfactory’ achievement.

#### 4.7. Modified reporting

If there is a legitimate reason for a student to be following a modified curriculum, in consultation with parents/carers, schools report on a student’s progress/achievement in terms of the modified curriculum. For students with disability or for whom English is an additional language/dialect additional reporting on the student’s progress/achievement in terms of year-level achievement standards is not required.

Schools use discretion in regard to the use of the ABLEWA assessment tool and the EAL/D Progress Map when monitoring and reporting on the progress/achievement of students with disability and additional learning needs and students for whom English is an additional language/dialect.

Teachers/Parents may request interviews to discuss student’s progress throughout the year.





Assessment	Kindergarten	Pre-Primary	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				Term 1 Week 1				
				Term 1 Week 1				
			Term 1 Week 1 Term 3 Week 1					
<b>Holborn Reading Scale</b>			Term 1 Week 1 Term 3 Week 1	Term 1 Week 1 Term 2 Week 7 Term 4 Week 5	Term 1 Week 1 Term 3 Week 1			
				Term 4 Week 4/5				
<b>The Spelling Test - South Australian</b>			Term 4 Week 4/5	Term 1 Week 1 Term 2 Week 7 Term 4 Week 5	Term 1 Week 1 Term 4 Week 4/5	Term 4 Week 4/5	Term 1 Week 1 Term 4 Week 4/5	Term 4 Week 4/5
<b>Words Their Way</b>		Term 4 Week 4/5			Term 1 Week 1 Term 3 Week 1 Term 4 Week 5	Term 1 Week 1 Term 3 Week 1	Term 1 Week 1 Term 3 Week 1	Term 1 Week 1 Term 3 Week 1
<b>SWST Single word spelling test</b>								Term 2 Week 1 Term 4 Week 1
<b>NAPLAN</b>					Term 2		Term 2	

IEP's and BMP's to be signed by parents and a copy given to Deputy for records. (Group IEP's and BMP's do not need to be signed)

On Entry Assessment Boxes are stored in the storeroom near the Deputy Office. (Assessment done by outside personnel)

Portfolios can be done electronically using Storypark, Seesaw or in a hard copy format using a A4 folio.

Assessments which don't have a link to are stored in the locked cupboard near the Deputy Office.

Reports done on School Pro (SEQTA to come).

PStreet 012120 ( to be revised 010221)