

ST MATTHEW'S SCHOOL

NARROGIN



**Teaching, Assessing and Reporting
Policy**

VISION STATEMENT

St Matthew's School enables children to strive to reach their full potential, as God intends, by fostering concern for self, others, the environment and their relationship with God.

**Developed 2016
Review 2019**



St Matthew's School

Teaching, Assessing and Reporting

RATIONAL

The Teaching, Assessing and Reporting Policy has been designed to provide students, parents, guardians and the school community with information about how Teaching, Assessing and Reporting takes place within St Matthew's School 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 applies to all teaching staff and informs all students, parents and guardians of St Matthew's School about teaching, assessment and reporting.

CURRICULUM

St Matthew's Primary School implements the Pre-Primary to Year 10 *Western Australian Curriculum and Assessment 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 Matthew's School 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 Matthew's School Curriculum planning accounts for the needs of all students.

This includes the enrolment of students with disability in regular classes, the provision of education support and extension to meet the needs of individual students. In planning the delivery of the Pre-primary to Year 10 Western Australian Curriculum, St Matthew's School ensures it meets the requirements outlined in:

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

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

Table 1: School Curriculum

Learning Area	P	1	2	3	4	5	6	Notes
English	R	R	R	R	R	R	R	
Mathematics	R	R	R	R	R	R	R	
Science	R	R	R	R	R	R	R	Specialist Teacher
HASS	R	R	R	R	R	R	R	Incorporates History, Geography in all year levels; Civics and Citizenship from Year 3 and Economics & Business from Year 5
Health and Phys Ed	R	R	R	R	R	R	R	Specialist Teacher
The Arts	R	R	R	R	R	R	R	Specialist Music/Drama teacher
Technologies	R	R	R	R	R	R	R	
Languages	O	O	O	R	R	R	R	Specialist Indonesian Teacher.

R = Required and Implemented O = Optional and Implemented

Table 2: St Matthew's School implementation timeline

Learning Area	Teaching	Assessing	Reporting
English	2015	2015	2015
Mathematics	2015	2015	2015
Science	2015	2015	2015
History	2015	2015	2015
Humanities and Social Sciences	2016	2017	2017
Health and Physical Education	2015	2016	2017
Technologies	2015	2016	2016
The Arts	2016	2016	2017
Languages	2016	2017	2018

Modified Curriculum

Differentiation of the curriculum is implemented to cater for our individual learner needs.

Students following a modified curriculum, for example, gifted and talented students, students with disability and additional learning needs, and students for whom English is an additional language. These students are provided with an IEP or CAP, in negotiation with the student and her/his parents/carers.

St Matthew's School 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, ABLEWA), detailed in the Outline, for planning for teaching students with disability and additional learning needs.

St Matthew's School 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

Assessment is the process of gathering information about students and their learning and making judgements using the data gathered (SCSSA Reporting Policy 2013).

Integral to this process is:

- making sound judgements about student learning in relation to expected standards,
- using these judgements to feed back to students about their learning,
- basing future planning of learning activities around information gathered
- administering prescribed national, State and system assessments.

The Western Australian Curriculum and Assessment Outline sets out the knowledge, understanding, skills, values and attitudes that students are expected to acquire and guidelines for the assessment of student achievement.

St Matthew's School will:

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

Measuring Student Achievement

Assessment tasks will be developed in accordance with the Western Australian Curriculum and Assessment Outline. This outline clearly articulates the Principles of Teaching, Learning and Assessment and Values. There is not any expectation that all pieces of work will be graded but there is an expectation that moderation processes are clearly established and followed when grading students for reporting purposes. The snapshots and assessment activities on the SCSA website will provide the guiding principles for moderation throughout the school.

Teacher Records

Teachers are required to establish and maintain accurate records of student achievement and progress based on the relevant policies and procedures. These records should include evidence of

assessment processes, relevant judgements and moderated grades of achievement for reporting purposes. Records should document:

- attempts at a task and the degree of success of mastery of the task. There needs to be a sufficient amount and variety of tasks to enable every student to demonstrate their proficiency at the tasks and attainment of the expected outcome.
- task details,
- measure against the achievement standard

System and School Assessments

Some assessments are mandated by the system and these include:

- Bishops Religious Literacy Assessments in Years 3 and 5
- Online assessments in Pre Primary (OLI)
- National Assessment Program, Literacy and Numeracy (NAPLAN) assessments in Years 3 and 5

School Based Assessments Include:

Some assessment that are not mandated include:

- Observational Survey Testing
- Teacher devised tests throughout the years of schooling
- Standardised testing as appropriate, for example SA Spelling, PAT-R, PAT Maths, Easy Mark Grammar and Punctuation,
- EYLAND

REPORTING

Components of Written Reports

Through the use of SEQTA for school reporting, St Matthew's School 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 Matthew's School 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:
- (e) in terms of the grades A, B, C, D and E, clearly defined in terms of Western Australian achievement standards, and
- (f) in relation to the performance of the student's peer group
- (g) 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
- (h) include any additional information the school considers relevant, including an overall teacher comment.

In addition, school reports are to include a description of the student's progress in personal and social learning.

Achievement in Learning Areas

St Matthew's School reports on achievement:

- The Pre-primary year, student achievement is reported using achievement descriptors and without letter grades.
- For Years 1–6, student achievement is reported using letter grades

Appendix 1 Letter Grades and Achievement Descriptors

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

In Pre-Primary, 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 overall teaching comment

In Years 1 and 2, schools:

- Report on student achievement in all the 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 student's progress in personal and social learning
- Include on the report any additional information the school considers relevant, including overall teaching comment

For Years 3-6, schools:

- Report on student achievement in all the 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 overall teaching comment

Appendix 2 Schedule for Reporting to Parents

- Term 1** Term Overviews and letters outlining term curriculum (Friday, Week 1)
Parent Information Meetings (Week 2)
Term One formal parent-teacher interviews (Week 9)
Test Books home to parents (Week 9)
- Term 2** Term Overviews and letters outlining term curriculum (Friday, Week 1)
Test Books home to parents (Week 9)
Formal Semester 1 Report (Week 10)
Kindy/PP Semester One Portfolio to parents (Week 10)
- Term 3** Term Overviews and letters outlining term curriculum (Friday, Week 1)
Optional parent-teacher interviews (Week 1 and 2)
Test Books home to parents (Week 9)
Learning Journey (Week 10)
- Term 4** Term Overviews and letters outlining term curriculum (Friday, Week 1)
Test Books Home Week 9
Portfolios home Week 9
Formal Semester Two Report