Floreat Park Primary School | *An Independent Public School*

Curriculum, Assessment and Reporting Policy

Ratified by	Date
School Board	August 2021
Review Date	August 2022

RATIONALE

At Floreat Park Primary School we aim to implement the Western Australian curriculum to meet the learning needs of all students. Teachers assess and report on student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA).

We have developed a whole-school approach to curriculum planning and development. Teachers at Floreat Park Primary School collaborate horizontally across their year group and vertically with the years below and above to ensure consistent curriculum delivery across year groups. Teachers plan the curriculum to ensure learning is inspiring, engaging, contemporary, visible to students and evidence based.

Learning is relevant, inspiring, and engaging across all domains with levels of challenge to ensure every child achieves success. Students are encouraged to take responsibility for their own learning and progress by being given clear explicit learning intentions, success criteria, quality feedback and choice.

Both teachers and parents have high expectations for students. Teachers reports to parents ensure they are well informed and involved in their child's learning.

Assess, Plan, Act

Data from our assessments is analysed and reflected upon and this informs teacher planning and whole school priorities. Student assessment data is analysed to inform and guide planning. Teachers plan differentiated learning programs for identified students needing support, academic growth and engagement in their learning. There is a strong focus on intervention in the early years to ensure students have a firm foundation for lifelong learning.

Assess → Plan → Act
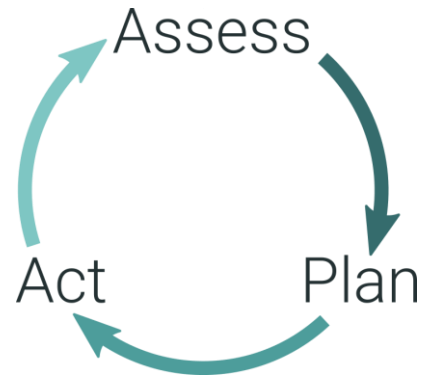
CURRICULUM

SCSA is responsible for Kindergarten to Year 12 curriculum and schools must meet the requirements of the Authority in delivering curriculum to their students.

Teaching staff deliver a curriculum:

· to all Kindergarten to Year 10 students that addresses their specific learning needs and is consistent with the requirements of the Western Australian Curriculum and Assessment Outline;

· that provides all students from Kindergarten to the end of primary school years with at least fifty percent of curriculum instruction in literacy and numeracy;

· that provides all students from Kindergarten to the end of Year 10 with at least two hours of physical activity each week, during the school day, as part of the school's structured teaching and learning program.

ASSESSMENT

Assessment is the process of gathering information about students and their learning, and making judgements using the data gathered…

Assessment is the process of gathering, analysing and interpreting quality information about student learning. It is the purposeful, systematic and ongoing collection of information appropriate to the age and development of the students. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative. All assessment and reporting complies with the School Curriculum and Standards Authority for students in Pre Primary to Year 10.

In Western Australia, the School Curriculum and Standards Authority is responsible for setting the standards of student achievement, and for the assessment and certification of student achievement according to those standards.

TYPES OF ASSESSMENT:

Floreat Park Primary School staff use **Formative**, **Diagnostic**, **Summative** and **Evaluative** forms of assessment.

FORMATIVE ASSESSMENT- is the regular day to day, ongoing, often informal assessment to explore students understanding. It enables the teacher to identify individual students learning needs and adjust the teaching accordingly to help students develop their understanding. It provides timely effective feedback to students that can assist them to improve their

performance and actively involves them in their own learning.

- **Formative assessment includes:** teacher observation, marking of work, anecdotal records and checklists.

- It is not necessarily recorded and effective feedback to students is spontaneous and ongoing and provides advice for improvement. The student is actively involved in their learning. The teacher adjusts their teaching to take account of the students' needs.

DIAGNOSTIC ASSESSMENT- is used to provide an indication of progress for teacher analysis for areas of need. It often takes place at the beginning of a learning program and can be used to identify student strengths and areas for improvement. It informs the use of support programs for students across the school.

- **Diagnostic assessment includes:** the use of Sound Waves Diagnostic. Spelling Test in Pre-Primary Year 1 and 2. I think P's even use part of it at the end of the year.

- NAPLAN past papers for Years 2,4,6 are used to provide teachers with an indication of areas of need in teaching and support programs.

SUMMATIVE ASSESSMENT- is used to establish the level of achievement at the end of a course or unit of study and summarises what students have learnt to that point in time. Grades or scores for each assessment task contribute to the overall grade on a report and guide teachers in future planning.

Summative assessment includes:

- Floreat Park Whole School Assessment Schedule provides a schedule of the whole school summative assessments for the year. Appendix 1

- NAPLAN (National Assessment Program Literacy and Numeracy) for Years 3,5.

- Standardised Tests e.g. Acer's Progressive Achievement Tests for Spelling, Reading and Mathematics (PAT-S, PAT-R and PAT-M)

- On-Entry Assessment in Literacy and Numeracy for Pre Primary students.

- On-Entry Assessment of Reading skills for Years 1 and 2.

EVALUATIVE ASSESSMENT- is concerned with the overarching performance at all levels in a school system. It is used to inform curriculum planning and provide information for monitoring and accountability. Data is used for school development and action planning. It allows for the evaluation of the effectiveness of programs and the efficient use of resources.

A Whole School Approach to Data Analysis

To enable the school to make fair, informed decisions about whole school teaching and learning programs, FPPS tracks the progress of each child through a series of whole school summative assessments. See attached **Whole School Assessment Schedule. Appendix 1**

Data is stored centrally in DataHub. Analysis of the data sets enables teaching staff to monitor progress and achievement of each individual student and cohorts of students. It is used to triangulate information to check and balance judgements about student performance and inform teaching and learning programs, including enrichment and support programs, for individuals, classes or the year group cohort.

MODERATION:

Moderation aims to ensure consistency of judgements across the school and between schools. Teachers have opportunities to engage in moderation with PLC teams to determine student grades against a common external standard of achievement set by the School Curriculum and Standards Authority (SCSA).

REPORTING:

Reporting is the process of communicating the outcomes of assessments to parents, carers and students", (Western Australian Curriculum and Assessment Outline. 2013).

FORMAL REPORTING:

At the end of each semester teachers will report the achievement of each student from Kindergarten to Year 6, using the Department-endorsed reporting templates. See Appendix 1: Whole School Reporting Schedule which details what Floreat Park Primary School teachers report on and when.

Parent Information sessions for Year groups, Parent Teacher Interviews and the Learning Journey evening are also examples of reporting. (Appendix 2)

INFORMAL REPORTING:

As well as formal reporting to parents, Floreat Park Primary School also provides other informal reporting opportunities for parents.

Parents may observe their child's progress in a class assembly, Edudance concert, Music assembly, class displays, Sporting Carnivals or on a class excursion.

Classroom teachers will communicate informally with parents by way of classroom meetings, interviews, emails, Connect, Seesaw.

REPORTING TO THE SCHOOL COMMUNITY:

Data reviews are presented to the School Board on a regular basis.

The Annual School Report published on the Floreat Park Primary School website includes whole school performance in key assessments and achievements against targets.

An external review conducted by the DOE of the school's self- assessment processes and achievement data sets is undertaken every three years.

Appendix 1: Whole School Assessment Schedule

Appendix 2: Reporting to Parents Schedule

	K	P	1	2	3	4	5	6
Term 1	• Class meetings • Parent interview	• Year level meeting • Parent interviews – on entry • On-entry assessment report	• Year level meeting • Parent interview	• Year level meeting • Parent interviews	• Year level meeting • Parent interviews	• Year level meeting • Parent interviews • Swimming carnival	• Year level meeting • Parent interviews • Swimming carnival	• Year level meeting • Parent interviews • Swimming carnival
Term 2	• Formal report*	• Edudance concert • Formal report*	• Edudance concert • Formal report*	• Edudance concert • Formal report*	• Edudance concert • Formal report*	• Edudance concert • Formal report*	• Edudance concert • Formal report*	• Edudance concert • Formal report*
Term 3	• Learning Journey Morning • Parent Interview^	• Learning Journey+ • Athletics carnival • Parent interview^	• Learning Journey+ • Athletics carnival • Parent interview^	• Learning Journey+ • Athletics carnival • Parent interview^	• Learning Journey+ • NAPLAN Report • Parent interview^ • Athletics carnival	• Learning Journey+ • Parent interview^ • Athletics carnival	• Learning Journey+ • Parent interview^ • NAPLAN Report • Athletics carnival	• Learning Journey+ • Parent interview^ • Athletics carnival
Term 4	• Formal report	• Formal report*	• Formal report*	• Formal report*	• Formal report*	• Formal report*	• Work sample file • Formal report*	• Formal report*
Other informal reporting	• Parent Roster • Seesaw • End of Year Concert • Banksia	• Class assembly • Parent help roster • Learning boxes • Seesaw • Reading roster • Homework • Banksia	• Class assembly • Seesaw • Excursions • Banksia • Homework • Online programs	• Class assembly • Excursions • Seesaw • Banksia • Homework • Online programs • ICAS**	• Class assembly • Excursions • Homework • Oral presentations • Banksia • Homework • Online programs • Seesaw • ICAS** • Maths Olympiad	• Class assembly; • Excursions • Seesaw; • Banksia Homework; • Online programs; • ICAS** • Maths Olympiad	• Class assembly • Excursions; • Banksia • Seesaw • Homework • Online programs • ICAS** • Maths Olympiad	• Class assembly • Excursions • Seesaw • Banksia • Homework • Online programs • ICAS** • Maths Olympiad

* Formal reports will be provided to parents using the Department of Education templates. A schedule of what areas will be reported on will be distributed at the beginning of each year. Students who have individual education plans may receive reports on these plans if appropriate or negotiated with parents. Parents with students for whom English is an Additional Language or Dialect (EAL/D) may receive reports using the EAL/D Progress Map.

** ICAS – International competitions run by the University of New South Wales aimed at extending capable students.

\+ Learning Journey: a school open evening where students lead their parents around the school to show them what they have been learning.

^ Parent interviews: Teachers carry out iinterviews with all parents at the begining of the year. Further interviews are carried out if and when required. In Term 3, interviews are carried out after the Semester 1 report if there is concern over a student's progress or achievement.

Other learning area informal reporting opportunities

The Arts:
Visual Arts: Individual Visual Art Diary; class letters; displays around the school; Shaun Tan art Awards; Town of Cambridge Art awards; Art Cards (P&C); Parents helpers in class.
Music: Music Assemblies; School of Instrumental Music student's end of year concert; Choir performances; One Big Voice (Choir); Seesaw videos.

Digital Technologies: (STEM Program) (Science, Technology, Engineering, Mathematics)
Competitions; parent helpers – class incursions and excursions.

LOTE (Languages other than English) Italian
Seesaw; oral progress cards; parent helpers with cooking and excursions; LOTE assembly.

SAER (Students at Education Risk)
Students who require documented adjustments to curriculum delivery will have additional individual reporting schedules negotiated with the class teacher and Student Services team. Teachers will prioritise meetings with parents of students identified as SAER at the beginning of each year.

Regular and timely communication to share information between parents and teachers is encouraged through email, Tiqbiz or in writing. Parents or teachers may request additional interviews during the year to address areas of concern. Should there be a decline in student progress, attitude or behaviour, teachers will initiate communication with parents.

Appendix 3: Data Collection Schedule

	K	P	1	2	3	4	5	6
Term 1	KAT - Comprehension Essential goals	On-entry Module 1 Reading, Writing, Speaking & Listening, Numeracy Learning box assessments – sound/letter recognition/numbers 20, shapes/colour Essential goals	On-entry Module 2 Reading Essential goals	On-entry Module 3 and 4 Reading Essential goals Science	Science	Science	Science	Science
Term 2	KAT - Concepts of print Essential goals Reports	Common assessment tasks Essential goals Reports	Common assessment tasks Essential goals Reports	Common assessment tasks Essential goals Reports	NAPLAN Reports	Reports	NAPLAN Reports	Reports
Term 3	KAT Phonemic awareness	Common assessment tasks Essential goals	PAT M PAT R Essential goals	PAT M PAT R PAT S Off year NAPLAN ICAS* Essential goals	PAT M PAT R PAT S ICAS*	PAT M PAT R PAT S Off year NAPLAN ICAS* PEAC	PAT M PAT R PAT S ICAS* Student online survey	PAT M PAT R PAT S Off year NAPLAN ICAS* Student online survey
Term 4	KAT test (SAER students) Reports	Common assessment tasks Essential goals Reports	Common assessment tasks Essential goals Reports	Reports	Reports	Reports	Reports	Reports