



LEARNING, ASSESSMENT AND REPORTING POLICY

Aim

To ensure PVS has a clear and consistent approach to assessment and reporting in accordance with Western Australia School Curriculum and Standards Authority (SCSA), reflecting research supported processes. The policy will need to be read in conjunction with the Curriculum and Evaluation Policies, the Early Years Learning Framework and National Quality Standards.

Rationale

At PVS we use the Western Australian Curriculum to inform planning and assessment from Kindergarten to Year 6. It sets out the curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. It is built upon a commitment to the philosophy that learning is continuous and the essential purpose is to improve the learning and achievement of all students. This policy has been created in conjunction with the SCSA Assessment and Reporting Policy expectations. Pre-kindergarten curriculum and assessment is based on the Kindergarten Guidelines, the National Quality Framework, and the Early Years Learning Framework.

Definition

Assessment

Assessment is the process of gathering data about student learning and making judgements. Methods can be summative and formative, 'about' 'for' and 'of' learning.

Curriculum

Curriculum refers to the knowledge, skills and understandings that teachers are expected to teach, assess and report on.

Feedback

Feedback is information given to a student regarding what they know, understand and can do.

Reporting

Reporting is the process of communicating student learning to parents and guardians, carers and students as well as tutors, mentors and other key staff.

School Curriculum and Standards Authority (SCSA)

SCSA is responsible for setting assessment requirements, certification and standards of student achievement.

Scope

This Policy applies to and is binding upon PVS teaching staff.

Assessment

Assessment is the process of gathering data about student learning and making judgements of their achievement. Student achievement is assessed using criteria that reflects the knowledge, skills and understanding found in the curriculum. A range of assessment tasks are administered throughout each year. Teachers are to engage in moderation practices with their year level colleagues to ensure consistency when reporting achievement to parents and guardians. Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task, the teacher may adjust the tasks.

When designing and conducting Assessment teachers should reflect on whether they are meeting the SCSA Assessment Principles:

1. Assessment should be an integral part of Teaching and Learning.
2. Assessment should be educative.
3. Assessment should be fair.
4. Assessment should be designed to meet their specific purposes.
5. Assessment should lead to informative reporting.
6. Assessment should lead to school-wide evaluation processes.

More information about these Principles can be found at:

<https://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions>.

Feedback

Feedback is provided to students, when developmentally appropriate, on a range of diagnostic, formative and summative assessments. This may be written or verbal and include rubrics, annotations or comments.

It should:

- Indicate what has been done successfully and where further learning is needed
- Act to enable a student to narrow the gap between desired and actual performance
- Relate to the goals provided for the learning and reference knowledge, skills, understanding and process.

Ongoing communication of progress and achievement

Parents and guardians are regularly appraised of the progress and achievement of their child. Communication is dependent on the year level.

Depending on the year level this takes place in the form of: parent teacher interviews; portfolios; Learning Journeys; and semester reporting. Parents and guardians are welcome to have regular contact with the class teacher regarding the progress and achievement of their child.

Teacher Responsibilities

It is the responsibility of the teacher to:

- Develop a teaching and learning program that appropriately delivers the current WA Curriculum as set by the Authority and is compliant with PVS curriculum planning procedures
- Ensure all assessment tasks are fair, valid and reliable
- Provide students with timely feedback and guidance to improving their learning
- Maintain accurate records of student achievement
- Meet PVS's timelines for assessment and reporting
- Inform parents and guardians of academic progress, as appropriate, there are to be no surprises for PVS families when receiving an end of semester report
- The requirements for each assessment task will be clearly described to the student in a developmentally appropriate manner (i.e. what the student needs to do, often indicating the steps involved for extended tasks). A task's Success Criteria will also be clearly explained to students.
- Ensure all planning and curriculum documents are accessible to the Principal by storing copies in Staff Share.

Reporting

Pre-Primary to Year 6 students will receive a semester report providing a descriptor or grade for each learning area with a written comment from the class teacher. In addition, students receive an effort rating. Grades will be given at the end of each semester; these will reflect the Achievement Standards for the Western Australian Curriculum and the Judging Standards where available. For mid-year reports, teachers make a professional judgment regarding the level of achievement 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. The Pre-kindergarten and Kindergarten reporting is based on the expectations of the National Quality Standards, Early Years Learning Framework and Kindergarten Guidelines. Teachers are expected to follow the Report Writing Guidelines and Assessment Schedule when completing their written comments on the report.

Parents and guardians are able to access information on their child's achievement against peers, only upon request. Where there are 10 or less students in a cohort this will not be possible.

Parent Interviews

Parent interviews are designed to give the parents and guardians information about the student's progress development and needs, and about the school's program. Teachers take this opportunity to gather background information, to answer the parents and guardian's questions, to address their concerns, and to help define their role in the learning process. Student Support Meetings (SSG) are also offered to parents and guardians to address the needs of students on an Individual Education Plan.

Expectations for Parent Interviews

Parents and guardians can request an interview with their child's teacher at any time, to a reasonable expectation. There will be an introductory 'Meet and Greet' with parents and guardians

at the commencement of a new year. The purpose of this meeting is to provide teachers with an opportunity for a positive initial contact with parents and guardians and a chance to explain classroom routines and expectations.

Learning Journey

The purpose of the Learning Journey is to showcase student learning, achievement and, if applicable, projects.

Assessing Students with Individual Needs

Teachers, because of their knowledge of individual students and their circumstances, can and will sensitively vary the assessment requirements to accommodate the needs of all students. This could involve adapting methods of providing information about assessment requirements to students or changing the way students present evidence of completion of assessment tasks. The type of support will vary according to the particular needs of the student and the nature of the task.

- Students who have special education needs will be provided with opportunities to demonstrate their achievements within the assessment requirements
- Standards for student achievement will be applied in the same way as for all students. In line with the discrimination policy, students with special education needs will be assessed on what they know and can do and not on what they might do if they did not have their disability and/or specific learning disability.
- If it is considered likely a student with special education needs may not be able to complete all of the content or assessment tasks for a unit, the student and the student's parents/guardians will be advised of this. This may result in the student being provided with an alternative means of reporting agreed on with the parent/guardian.
- The school will implement special arrangements when a student with a disability cannot complete an assessment task (written or practical) under the standard conditions.

Please refer to PVS Differentiation policy

Using Data to Inform Teaching

Teachers have access to a wide range of data including the following:

- A student's previous results
- Academic Assessment Services testing
- Qualitative information from other teachers
- On Entry Data
- Speech and OT Screening
- Reading Benchmarking and SA Spelling
- PAT testing
- NAPLAN results.

Data is used in order to support student learning for individual students and to adjust curriculum planning.

Teachers will also use formative assessment to aid them in the classroom.

Administer national and state wide assessments

All Years 3 and 5 students participate in NAPLAN unless a parent requests a withdrawal. The tests take place each year. The tests will be administered under testing conditions. Students with individual needs will be accommodated as per the Differentiation Policy and in compliance with SCSA regulations.

The results of individual students will be attached to their records and made available to parents and guardians. Analysis of results will be completed by teachers and principal as appropriate. This information may be used to alter pedagogy, curriculum and to support individual students.

As part of the National Assessment Program of sample and international assessments, PVS will provide administrators with student details, a timetable, and venue for the purposes of convening the assessments.

A summary of all results will be provided to Executive and Council members.

Relevant Legislation

School Education Act 1999

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