Assessment and Reporting Policy and Procedures

This policy and procedure is applicable to: all Department for Education employees at Paringa Park Primary School.

Document control

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Revision Record

Date	Version	Revision description
11/05/2021	2	Assessment schedule – Fountas & Pinnell now only once a year.

1.   Title

Paringa Park Primary School Assessment and Reporting Policy and Procedure.

2.   Purpose

To clarify whole school assessment, recording and reporting procedures.

3.   Scope

This policy and procedure explains assessment processes within our school, as shaped by the Department for Education requirements, and the Australian Curriculum Achievement Standards.

4.   Objectives

"The heart of good education is quality teaching. Every day, teachers use their training and professional judgement to assess how students are performing and what needs to be done to support them in achieving their full potential" (ACARA 2012).

At Paringa Park Primary School, teachers work to provide appropriately challenging and supportive curriculum, pedagogy and assessment for all children, to optimise their engagement and achievements. Assessment and reporting play an integral part in this by:

- helping teachers plan appropriate curriculum, address individual needs and track progress
- raise children's awareness of their own learning achievements and areas for growth
- inform families about the academic, dispositional, social, emotional and physical progress and development of their child
- promote consistent approaches and understanding between teachers.

Assessment

Assessing the child's prior knowledge and experience as well as monitoring their achievement through their teaching enables teachers to plan and refine their teaching accordingly. A well designed learning experience provides data on a child's knowledge, skills and understanding and is therefore a vehicle for summative or formative assessment.

- Summative – summative assessment is the culmination of the teaching and learning processes, giving the child the opportunity to demonstrate what has been learned (assessment of learning).
- Formative – formative assessment provides information about what is required at the next stage of learning. It aims to promote learning by providing regular and frequent feedback (assessment for learning).

Reporting

The Department for Education requires all educators, Reception to Year 10 to report formally twice per year, in writing, to learners and their parents/carers about learners' progress and achievement in relation to the Australian Curriculum

> **A** – Your child is demonstrating **excellent** achievement of what is expected at this year level.
> **B** – Your child is demonstrating **good** achievement of what is expected at this year level.
> **C** – Your child is demonstrating **satisfactory** achievement of what is expected at this year level.
> **D** – Your child is demonstrating **partial** achievement of what is expected at this year level.
> **E** – Your child is demonstrating **minimal** achievement of what is expected at this year level.

5. Procedure detail

5.1. Assessment

At Paringa Park Primary School we draw from the following assessment practices.
Class based: - assessing children's learning may include:

▪ self-assessment	▪ checklists
▪ peer assessment	▪ rubrics
▪ anecdotal records	▪ work samples
▪ teacher observations	▪ written reflection
▪ feedback (verbal and written)	▪ class tests

Whole school:

▪ Phonological Awareness Skill Mapping (PASM) R-2
▪ Running Records R-2
▪ Fountas and Pinnell Years 2-7
▪ One Minute Maths Years 3-7
▪ Naplan Years 3,5 & 7
▪ Progressive Assessment Tests (PAT) in reading and maths Years 2-7
▪ Phonics Screening Check Year 1
▪ Language and Literacy Levels R-7
▪ Nationally Consistent Collection of Data (NCCD) R-7
▪ Wellbeing and Engagement Survey Years 4-7
▪ Bully Audit R-7
▪ Co-ordination Program Reception
▪ Single Word Spelling Test (SWST) Years 1-7
▪ Brightpath Writing R-7

Assessment Schedule			
When	**Who**	**What**	**Purpose**
Term 1			
Weeks 1-5	Receptions	Co-ordination program	Intervention Program
Weeks 3-4	Years 3-7	One Minute Maths	School planning/monitoring
Week 4 onwards	All	Commence NCCD data collection	To submit to DfE in Term 2
Week 10	Receptions	PASM	School planning/monitoring
Week 10	All	Brightpath moderation	Department requirement
Term 2			
Week 2	Years 3,5,7	NAPLAN (Literacy & Numeracy)	Department requirement
Week 3	All	Final week of NCCD data collection	Department requirement – uploaded to EDSAS by end of term
Week 4	Receptions	Jolly Phonics letter-sound recognition	To assess progress
Week 5	EALD children	Language and Literacy levels completed	Department requirement – uploaded to EDSAS by end of term
Week 9	Years 1-2	Running Records data entered into Sentral	School planning/monitoring
Weeks 9-10	Years 3-7	One Minute Maths	School planning/monitoring
Term 3			
Weeks 3-6	Year 1	Phonics Screening check	Department requirement
Weeks 4-6	Years 2-7	Fountas & Pinnell assessment and entering into Sentral	School planning/monitoring
Weeks 7–9	Years 3-7	PAT-M and PAT-R testing	Department and school requirement
Weeks 7-9	Years 4-7	Wellbeing and Engagement survey	Department requirement
Week 9	Reception	PASM	School planning/monitoring
Week 9	Years 1-7	Single Word Spelling Test assessment and entering into Sentral	School planning/monitoring
Week 9	All	Brightpath moderation	Department requirement
Week 9	Year 1-2	Running Records	Department requirement - uploaded to EDSAS by end of term
Term 4			
Weeks 2-3	All	Bully Audit	School planning/monitoring
Weeks 3-5	Years 3-7	One Minute Maths	School planning/monitoring
Week 6	Reception	Running Records	School planning/monitoring

5.2.   Formal Reporting

1. Written reports – reports are a "no surprise" document and it is vital to keep children and families informed of concerns or issues as they arrive rather than waiting for a formal report. Both classroom and specialist teachers strive to keep parents informed and contact them if there is a concern about a child's progress. When writing the end of year report, the grade and comment reflects the child's achievement across the whole year. The mid-year report reflects the child's achievement standards taking into account what has been taught to that point in the year.

Schools are required to report against the Australian Curriculum achievement standards for all 8 learning areas – English, Mathematics, Science, Humanities and Social Sciences, Technologies, The Arts, Health and Physical Education and Languages.

Teachers make judgements about the extent and quality of each student's achievement and progress in relation to the Australian Curriculum achievement standards, and use the achievement standards as the 'C' grade reference point for assigning A to E grades or word equivalents when reporting to parents/carers/guardians.

Grades assigned for Science, The Arts and Health and Physical Education are a combination of those provided by both the Specialist and class teacher. If there is a disparity between the grading allocated by the specialist and class teacher, a discussion is initiated and parents are contacted accordingly.

If a child is below standard, (i.e.: at D or E grade) either the class teacher or specialist teachers will make contact with parents prior to the report being distributed.

Report comments are based on evidence and provide specific information about:
- areas of strength and skills
- areas for improvement/next steps
- ways the school can support the child to learn and develop
- ways families can assist their child's learning.

Written reports are accessible to parents via the Sentral Parent Portal in Terms 2 and 4. This is a password protected portal with an access key code to open the reports.

Each child completes a self-reflection which accompanies their report. This focusses on their successes, achievements, challenges and their goals for future learning. This is available either in hard copy (Reception) or electronically via the Sentral Parent Portal (Years 1-7).

2. Student Led Conferences – Student led/three way conferences are formal reporting sessions with parents led by the child. The teacher's role is to guide and prepare the child for their role. The emphasis is on the discussion between a child and his/her parent.

Student led conferences are designed to give the child ownership of their own assessment of their learning to share achievements and challenges, and to evaluate their own progress. Parents become an active participant in their child's learning and skills, and have an opportunity to provide feedback and to help their child set and review learning goals.

3. Informal Reporting

Parents/carers can request an interview to discuss any aspect of their child's education and learning at any time during the school year. This is arranged with the class teacher at a mutually convenient time.

Teachers communicate with parents as required throughout the year. This may include:
- phone calls
- emails
- meetings
- digital platforms (e.g. Seesaw, Google Classroom)
- newsletter
- assemblies

4. Reporting schedule

When	Who	What	Purpose
Term 1			
Week 0-1	All	Introduction letter	Provide information to parents
Week 1	Receptions	2-way interview and acquaintance workshop	Meet new children/families
Weeks 1-11	All	Digital communication to parents	Provide information to parents
Week 2	Specialists	Term overview	Provide information to parents (via class teacher)
Week 3	Years 1-7	Acquaintance night/term overview	Provide information to parents
Weeks 9/10	All	3-way interviews	Reporting to parents
Term 2			
Week 1	All	Term overview	Provide information to parents
Weeks 1-10	All	Digital communication to parents	Provide information to parents
Week 2	Specialists	Term overview	Provide information to parents (via class teacher)
Week 6	All	Reports due	Proof reading by site leader
Week 8	Reception	Student self-reflections completed (hard copy)	Provide information to parents
Week 8	Years 1-7	Student self-reflections completed via Google Classroom	Provide information to parents
Week 10 (Wednesday)	All	Written reports available on Sentral Parent Portal	Reporting to parents
Term 3			
Week 1	All	Term overview	Provide information to parents
Weeks 1-10	All	Digital communication to parents	Provide information to parents
Week 2	Specialists	Term overview	Provide information to parents (via class teacher)
Term 4			
Week 1	All	Term overview	Provide information to parents
Weeks 1-9	All	Digital communication to parents	Provide information to parents
Week 2	Specialists	Term overview	Provide information to parents (via class teacher)
Week 6	All	Reports due	Proof reading by site leader
Week 7	Years 1-7	Student self-reflections completed via Google Classroom	Provide information to parents
Week 8	Reception	Student self-reflections completed (hard copy)	Provide information to parents
Week 9 (Wednesday)	All	Written reports available on Sentral Parent Portal	Reporting to parents

5. Reporting for Children with disability (edi.sa.edu.au)

For children with disability, schools are required to negotiate both the child's learning program and appropriate reporting arrangements with the child and their parents/carers/guardians. This will be documented on the child's One Plan.

- Children with disability who access the curriculum (possibly with accommodations) at their age appropriate year level will be assigned A-E grades or word equivalents against the achievement standards of that year level.
- For some children with disability, in negotiated learning areas, teachers will design, assess and report on learning using curriculum from a year level other than that in which the child is placed. A-E grades or word equivalents will be assigned against the negotiated year level achievement standard(s) documented in the child's One Plan. The relevant achievement standard(s) must be indicated in the report.

6.   Roles and responsibilities

Party / parties	Roles and responsibilities
Teachers	- To provide appropriately challenging and supportive curriculum, pedagogy and assessment for all children. - To use a range of formative and summative assessment strategies to plan appropriate curriculum, address individual needs and track progress. - Raise children's awareness of their own learning achievements and areas for growth. - Use all dimensions of the Australian Curriculum (learning areas, general capabilities across curriculum priorities) to plan, teach and assess children's learning against the achievement standards. - Meet the guaranteed minimum teaching times of 300 minutes for English/literacy, mathematics/numeracy each week. - Meet the requirement of child protection in schools by delivering the Keeping Safe: Child Protection Curriculum. - Keep accurate records and to gather and analyse data to inform their teaching. - To make accurate, evidence based reporting comments in written reports. - To adhere to whole school assessment and reporting schedule. - Support children in developing learning goals for growth.
Parent/Caregivers	- To actively engage in 3-Way interviews. - To support their child's learning through the reporting process.
Child	- To actively participate in, and take responsibility for their learning. - To actively participate and take leadership in the 3-Way conferences. - To set learning goals.

7.   Monitoring, evaluation and review

This policy will be reviewed as required when any changes to the Department for Education policies relevant to this procedure are made.

8.   Definitions and abbreviations

Term	Meaning
Assessment	The gathering/gaining of information about a child's learning to ascertain what a child knows, can do and understand. Its purpose is to inform practice, address individual needs, track progress and promote learning and growth.
Formative assessment	Provides information about what is required at the next stage of learning.
Summative assessment	Is the culmination of the teaching and learning process, giving the child the opportunity to demonstrate what has been learned.
Reporting	Is the sharing and communicating of information about a child's learning.

9.   Associated documents

Department for Education – Assessment and Reporting
https://www.education.sa.gov.au/search/Assessment%20and%20Reporting

Curriculum, pedagogy, assessment and reporting: early childhood services to year 12 policy
https://www.education.sa.gov.au/sites/default/files/curriculum-pedagogy-assessment-reporting-policy.pdf?v=1593568065

ACARA – Australian Curriculum, Assessment and Reporting Authority
https://www.acara.edu.au/

10.   References

Reporting on Australian Curriculum in Department for Education schools: reception to year 10 procedure
https://edi.sa.edu.au/library/document-library/controlled-procedures/reporting-australian-curriculum-department-schools-reception-year-10-procedure.pdf

https://australiancurriculum.edu.au/

https://edi.sa.edu.au/educating/curriculum-strategies/learning-design/assessment-and-reporting/standard-of-educational-achievement