

Policy Statement

East Hamersley Primary School is committed to providing high-quality educational programs for its students. Assessment, monitoring and reporting are integral to the achievement of high-quality learning outcomes and form part of the interacting processes of teaching and learning. The aim of assessment is to provide useful and timely feedback to students, parents and teachers. The following procedures set out the requirements and responsibilities for students and teachers and the expectations of parents/caregivers necessary to achieve these goals. These procedures must be read in conjunction with the Department of Education *Curriculum, Assessment and Reporting: Policy and Guidelines* document which states that Principals and teaching staff must 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*;
- that provides all students from Kindergarten to the end of the primary school years with opportunities to receive at least fifty percent of curriculum instruction in literacy and numeracy;
- that provides all students from Kindergarten to Year 10 with the opportunity to participate in at least two hours of physical activity each week, during the school day, as part of the learning program.

Purpose of Assessment

The **purpose of assessment** is to:

- Promote, assist and improve student learning;
- Inform future teaching and learning programs;
- Provide data that can be communicated to a range of audiences about the progress and achievements of individual students or groups of students.

Assessment Processes

At East Hamersley Primary School we will engage in Formative and Summative Assessment processes. **Formative Assessment** is used to monitor progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify errors in learning. **Summative assessment** establishes the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. It is supported at East Hamersley through parent interviews throughout the year and Semester 1 and 2 formal reports.

Assessment at East Hamersley Primary School will

- Assist with identification of students at educational risk;
- Allow students to set goals for their learning;
- Improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- Allow EHPS to plan for improvement by determining with the School Board realistic targets; and
- Broaden home/school links that will enable parents to further assist with their children's learning.

Assessment of students' work assists teachers and the school in:

- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students' on how they may improve their achievement;
- 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.

At East Hamersley Primary School we believe assessment should:

- facilitate learning
- refer to criteria that are explicit
- identify strengths and achievements
- include a variety of strategies and sources of evidence
- be appropriate for each phase of schooling
- include student self-evaluation and reflection
- involve teacher judgement
- provide opportunities for students to work together

Beliefs about Assessment

Our beliefs about assessment are based on the assessment principles from the School Curriculum and Standards Authority.

We believe assessment should

Be an integral part of Teaching and Learning

At East Hamersley assessments are carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

Be Educative

At East Hamersley Primary School assessment activities encourage in-depth and long-term learning. Teachers provide feedback that assists students in learning and informs teachers' planning. Students are made aware of assessment criteria so that they can focus their attention on what they have to achieve and teachers provide students with feedback about their progress.

Be fair

At East Hamersley Primary School assessments provide valid information on the actual ideas, processes, products and values expected of students.

Be designed to meet their specific purposes

At East Hamersley assessment Information is collected to establish where students are in their learning which is used for summative purposes (assessment *of* learning) and for formative purposes (assessment *for* learning) because it is used to inform subsequent teaching.

Lead to informative reporting

At East Hamersley reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers.

Lead to school—wide evaluation processes

At East Hamersley we use assessment information to set targets for improvement and be explicit about how progress towards those targets will be monitored. We evaluate the effectiveness of school initiatives and programs and teachers reflect on and evaluate their teaching practices.

The Principal and teachers will be responsible for:

- Developing their skills and an understanding of assessment practices to ensure that their assessment practices are valid and reliable
- Engaging in ongoing communication with parents about student achievement and progress
- Using student performance to make judgements in relation to expected standards and to plan future learning programs
- Administering prescribed system assessments and distributing the reports from these assessments
- Using the Department of Education's reporting templates to issue a report to each student at the end of each semester
- Ensuring that students know what is being assessed, when and why through goal setting
- Providing students with opportunities to develop the necessary skills to participate in self and peer assessments;
- Providing feedback to individual students that highlights what students have demonstrated and what they need to do to improve
- Returning assessed work in a timely fashion to students
- Participating in professional collaboration to ensure consistency of judgements between teachers

Students will be responsible for:

- Contributing to discussions about assessment processes
- Assessing their own learning and that of their peers;
- Meeting assessment deadlines as agreed upon with the classroom teachers and
- Responding to assessments made by peers, teachers and others.

It is expected that parents/carers will be responsible for:

- Communicating relevant information that may affect their child's learning;
- Taking advantage of opportunities to be informed or to learn about assessment procedures;
- Providing feedback about assessment practices in relation to their impact on their child.

MEASURING STUDENT ACHIEVEMENT

Assessment tasks will be developed in accordance with the Principles of Teaching Learning and Assessment, K-10 Syllabus and Standardised Australian Curriculum (SAC). Teachers are not expected to grade each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching. Teachers may use a variety of assessment tools including: First Steps, NAPLAN and SAC assessments, A-E exemplars, anecdotal comments, observations or checklists profiles, photographs, etc. Teachers may assess in ways they feel comfortable with to determine a summative grade. All students must be provided with sufficient opportunity to demonstrate their achievement of outcomes.

TEACHER RECORDING OF STUDENT ACHIEVEMENT

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student's achievement of the outcomes covered and that evidence of their judgements is kept.

SYSTEM ASSESSMENT

On Entry Assessment of Pre-Primary and Year 1 students is undertaken in Term 1 and the National Assessment Program Literacy and Numeracy (NAPLAN) is completed in Term 2 for students in Years 3 and 5.

	Teacher Judgements, class assessments and records
	Teacher/Parent Information evening
	Individual Education /Behaviour (IEP's/IBP's) plans
Semester 1	completed by end of Term 1
	NAPLAN Testing Year 3 and 5
	Formal Written Report (Pre-Primary -Year 6)
	School based report for Kindergarten
	Parent Interviews
	IEP/IBP Reviews
Semester 2	NAPLAN Reports— Year 3 and 5
	Formal Written Report



Curriculum Assessment and Reporting Policy

