

# Bannister Creek Primary School



Curriculum, Assessment and Reporting Policy 2017 - 19

# BANNISTER CREEK PRIMARY SCHOOL

## CURRICULUM, ASSESSMENT AND REPORTING POLICY

At Bannister Creek Primary we deliver a curriculum to meet the learning needs of students, assessing and reporting on student achievement in accordance with the established standards of the School Curriculum and Standards Authority. This policy is based on the Principles of Teaching, Learning and Assessment.

### Curriculum

Teaching staff deliver a curriculum to all Kindergarten to Year 6 students that addresses their specific learning needs and is consistent with the requirements of the Western Australian Curriculum and is committed to the following guidelines:

- Curriculum learning area deliver follows the requirements of the timetable of implementation as outlined by SCASA.
- All students receive at least fifty percent of curriculum instruction in Literacy and Numeracy.
- All students will have the opportunity to participate in at least two hours of physical activity each week, as part of the formal learning program.
- Follow the Principles of Teaching and Learning:
  - Opportunity to learn
  - Connection and challenge
  - Action and reflection
  - Motivation and purpose
  - Inclusivity and difference
  - Independence and collaboration
  - Supportive environment

### Assessment

#### **Principles**

Assessment is the process of gathering, analysing and interpreting quality information about student learning. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students. At Bannister Creek Primary teachers follow the Principles of Assessment:

- Assessment should be an integral part of Teaching and Learning
- Assessment should be educative
- Assessment should be fair
- Assessments should be designed to meet their specific purposes
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
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## **Range**

At Bannister Creek Primary assessment follows a Data Collection and Assessment Plan, in line with the school Business Plan 2017-19 and is complemented by classroom assessment practice that provides teachers and the school with the opportunity to:

- Provide individual students with feedback on their learning
- Use student achievement information to inform planning for future learning programs
- Make judgements of student achievement against expected standards
- Make judgements on the success or progress of whole school strategies and processes
- Administer prescribed state and national mandated assessments

## **Type**

By using a range of assessment strategies and practices, teachers will be able to make accurate on balance judgements about their student performance. Assessment strategies and practices differ dependent on the phase of learning and the individual needs of a student. The following is indicative on the type of assessment that occurs at Bannister Creek Primary:

Pre Assessment – completed prior to the commencement of a course of work.

- PM Benchmarking
- PAT
- First Steps Diagnostic tasks
- Brightpath

Formative Assessment – continually monitor progress during a learning task.

- Think Pair Share
- Teacher observations
- Surveys
- Real time response

Summative assessment – establishes a level of achievement at the completion of a course of work.

- Class tests
- Moderation tasks
- Portfolios
- Summative tests

Mandated assessments –

- On – entry
- NAPLAN
- ESL progress maps

Individual Education Plans – used to assess the students on a significantly modified curriculum.

## **Moderation**

To support consistency of assessment and teacher judgements, teachers have the opportunity to engage in moderation processes at a school and cell level.

## Students

- Have opportunities as appropriate to contribute to discussions about assessment criteria.
- Make constructive and honest assessments of their own and other's learning.
- Reflect and respond for future improvements.

## Teachers

- Develop valid and reliable assessment practices that inform future planning.
- Ensure that students understand and are involved in the assessment process.
- Provide valid feedback to students and parents to enhance future learning.
- Participate in professional collaboration to ensure consistency of judgement.
- Maintain records according to school policy.
- Goal setting

## Parents

- Communicate relevant information and feedback that may affect their child's ongoing learning.

## Reporting

At Bannister Creek Primary reporting on student progress follows a timetable of formal reporting opportunities. This is completed by ongoing informal reporting opportunities as well as catering to reasonable requests from individual student's parents/carers. Reporting should aim to improve student learning and provide details on what students have achieved, progress they have made and possible goal setting opportunities.

### Formal Reporting Timetable

Term	Report	Description
One	On Entry	A standardised report generated for all Pre Primary students and selected Year 1 and 2 students
	Parent interview	An opportunity for parents and carers to book in a 15 minute meeting with class and DOTT teachers.
Two	Student Report	A plain language report on all learning areas taught, using a 5 point scale for achievement and information on behaviour, attitude and effort.
Three	NAPLAN	A standardised report for Year 3 and 5 students showing comparative achievement data in Numeracy and Literacy.
	Class Open Night	An opportunity for parents and carers to enter room and observe student achievement through work samples.
Four	Student Report	A plain language report on all learning areas taught, using a 5 point scale for achievement and information on behaviour, attitude and effort.

## Range

Teachers use a range of informal reporting strategies to communicate student achievement and progress to parents including:

- Honour certificates
- Telephone calls
- Work samples
- Parent interviews
- Acknowledgement letters
- Whole school events
- Emails, notes and conversations following

## Special Education Needs Report

<b>Student identified as follows</b>	<b>Report</b>
Receiving additional funding for a disability through Student Centred Funding Model	Student reporting will be part or whole via SSEN
Identified as Aboriginal	Mainstream report unless student falls within another category
Under the care of DCPFS	Mainstream report unless student falls within another category
Has received an E grade in English or Maths	If mainstream report is unable to effectively show progress over a period of time, part or whole of student report will be via SSEN

# Reporting to Parents Framework

## Bannister Creek Primary 2018

	Year level	Semester 1	Semester 2
<b>English</b>	Pre primary	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>
	Year 1 - 6	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>
<b>Mathematics</b>	Pre primary	<ul style="list-style-type: none"> <li>• Number and Algebra</li> </ul>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> </ul>
	Year 1 - 6	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> </ul>	<ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>
<b>Science</b>	Pre primary	<ul style="list-style-type: none"> <li>• Science Understandings</li> </ul>	<ul style="list-style-type: none"> <li>• Science Understandings</li> </ul>
	Year 1 - 6	<ul style="list-style-type: none"> <li>• Global</li> </ul>	<ul style="list-style-type: none"> <li>• Global</li> </ul>
<b>Humanities and Social Sciences</b>	Pre Primary – Year 2	<ul style="list-style-type: none"> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> </ul>
	Year 3 - 4	<ul style="list-style-type: none"> <li>• History</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Civics and Citizenship</li> </ul>
	Year 5 - 6	<ul style="list-style-type: none"> <li>• History</li> <li>• Civics and Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Business and Economics</li> </ul>
<b>Arts Music/Visual</b>	Year 1 - 6	<ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul>	<ul style="list-style-type: none"> <li>• Making</li> <li>• Responding</li> </ul>
<b>Health</b>	Years PP - 6	<ul style="list-style-type: none"> <li>• Personal, social and community health</li> </ul>	<ul style="list-style-type: none"> <li>• Personal, social and community health</li> </ul>
<b>Physical Education</b>	Years PP - 6	<ul style="list-style-type: none"> <li>• Movement and physical activity</li> </ul>	<ul style="list-style-type: none"> <li>• Movement and physical activity</li> </ul>
<b>Technologies Digital/Design</b>	Years PP - 2	<ul style="list-style-type: none"> <li>• Global</li> </ul>	<ul style="list-style-type: none"> <li>• Global</li> </ul>
	Years 3 - 6	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Design Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• Design Technologies</li> </ul>
<b>LOTE</b>	Year PP - 3	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> </ul>
	Year 4 - 6	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Listening, Responding and Speaking</li> <li>• Viewing, Reading and Responding</li> </ul>

