ASSESSMENT AND REPORTING PROCEDURE

1. AIM

Aranmore is committed to providing the highest quality teaching and learning programs for it's students. The approaches to teaching and learning at Aranmore aim to improve the outcomes of students by adopting agreed whole school approaches. This shared and inclusive vision provides both cohesiveness and connectedness for students and teachers.

Assessment of student learning is an integral part of the teaching and learning cycle at Aranmore promoting students to be lifelong learners who reach their full potential.

Sources of Authority	
CECWA Policy	Education Policy
Executive Directive	Curriculum, Assessment and Reporting

2. SCOPE

- Parents and carers, students, school staff and the leadership team

3. DEFINITIONS

- See Policy Hub for more information.

4. PROCEDURE

Aranmore implements the Pre-Primary to Year 10 Western Australian Curriculum in accordance with:
- The Policy Standards for Pre-Primary to Year 10: Teaching, Assessing and Reporting

In relation to Kindergarten:
- Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school
- The Kindergarten Curriculum Guidelines guide educators to develop Kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning (School Curriculum and Standards Authority, 2016)

Principles

Assessment at Aranmore is ongoing, fair, and educative and occurs in a variety of forms. The assessment of student learning is used to inform whole school curriculum planning including approaches to literacy and numeracy instruction.

Assessment of student learning is based on the following principles:
- Assessment is carefully constructed.
- Assessment provides feedback.
- Assessment considers the diverse needs of students.
- Assessment leads to both informative and informed reporting.
- Assessment leads to school wide evaluation processes.

Organisation

Student Assessment
Students at Aranmore undertake formalised assessments throughout the year according to the school's assessment schedule.

Reporting on Student Achievement
The purpose of reporting, both formal and informal, is to communicate student achievement and progress as well as to provide recommendations for future learning. At Aranmore we report to parents and carers in relation to the achievement of students in Pre-Primary to Year 6 in terms of the Western Australian achievement standards.

Reporting is provided:
- Formally, in an end of semester report using a five-point scale. The components of the formal report will meet the Policy Standards for Pre-Primary to Year 10: Teaching, Assessment and Reporting
- Informally, throughout the year in a variety of ways and for a variety of reasons, for example parent-teacher meetings, parent information sessions, use of Seesaw app.
- As requested from the student's parents/carers, providing information on how a student's achievement compares with the student's peer group at the school, Aranmore will:
  - Disseminate to parents/carers the reports from national and statewide assessments and, as appropriate, provide opportunity for discussion between teachers and parents/carers
  - Submit to the School Curriculum and Standards Authority, when requested, end of Semester Two achievement descriptors/grades for individual Pre- Primary to Year 6 students

Grading Scale for Semester Reports

Reports are designed to provide, in plain language, an accurate and objective assessment of a student's progress and achievement. The grading scale will outline a student's knowledge, understanding and skill level within the nine Learning Areas and reflects a student's achievement for work undertaken during a particular semester.

The five-point grading scale for semester reports is as follows:

Pre-Primary:
- The student demonstrates exceptional achievement of what is expected for this year level
- The student has exceeded what is expected for this year level
- The student demonstrates expected achievement for this year level
- The student is working towards what is expected for this year level
- The student has not yet demonstrated what is expected for this year level

Year 1 to Year 6:
- A - The student demonstrates excellent achievement of what is expected for this year level
- B - The student demonstrates high achievement of what is expected for this year level
- C - The student demonstrates satisfactory achievement of what is expected for this year level
- D - The student demonstrates limited achievement of what is expected for this year level
- E - The student demonstrates very low achievement of what is expected for this year level

ASSESSMENT AND REPORTING PROCEDURE

Reporting Cycle

Term One: Beginning of Year Parent-Teacher Meetings (Wk 6&7)
Purpose: Discuss how student has settled into the year and current progress
IEP meet and greet (Wk 1&2)

Term Two: Semester 1 Report
IEP Case Meetings

Term Three: Parent – Teacher Meetings (Wk 2&3)
Purpose: Discuss students progress and set goals for semester 2

Term Four: Semester 2 Report
IEP Case Meetings
Parent Meetings end of term 4 on a need's basis

*Parent-Teacher Meetings may be initiated by either parents/carers or teachers on a needs basis throughout the year.

School Non-Negotiables

- Teachers need to follow the School Assessment Schedule
- Regular communication with parents about student progress
- All new student arrivals:
  - Teacher must make a formal meeting with the parent within the first week of attendance
  - Students to complete assessments needed from Assessment Schedule
- Each class is to collate all assessments and work samples in a Learning Folder
  - Folders need to go home every term with a reflection sheet for parent and child to complete
  - Years 1-6 A4 folder, 3 colours (English, Numeracy and Other)
  - Kindy and PP - A3 folder
  - Assessments and work samples need to have the outcome and success criteria stated
  - A digital folder via Seesaw or OneNote needs to be created and to be used to store work samples and assessments. This needs to be accessible to parents
- Weekly learning intentions are communicated to parents via seesaw
- Metacognition (examples) strategies are implemented in classroom routines
  - students setting learning goals
  - teachers setting learning goals with students
  - lesson reflections
- Teachers to follow meeting template when discussing academic development at formal parent teacher interviews

Additional Support and Alternative Reporting

Some students may receive additional support from Specialist Support Staff for Literacy, Numeracy, English as an Additional Language/Dialect (EALD) and/or Students with Disabilities. In these instances, a student may have an Individual Education Plan (IEP). For students on an individualised plan, the school may report on the student's progress/achievement in terms of the modified curriculum in consultation with Parents/Carers.

Authorised by	Jonnine Lamborne	Date:	18 November 2021
Effective Date:	1 January 2022	Next Review:	December 2022