



Freemans Reach Public School

Assessment and Reporting - School Procedures

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<i>Version Number</i>	<i>1 - 2018</i>
<i>Related Policies</i>	<i>Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 (Updated December 2016)</i>
<i>Evidence of Implementation Sources</i>	<i>Email to Staff Programs School Calendar</i>

Rationale

This policy reflects a planned and co-ordinated whole-school approach and has been jointly developed by the school community. Practices accord with school, Department of Education, NESA, Schools Excellence Framework, and the National Teaching Standards requirements.

Learning programs, based on NESA syllabuses, are to be provided to address each learning area in each year of schooling. In primary schools, the six Key Learning Areas (KLA) are:

- creative arts
- English
- human society and its environment (incorporating history and geography)
- mathematics
- personal development, health and physical education
- science and technology.

In providing curriculum, schools are to ensure that priority is given to English and mathematics. Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and mathematics and 40% of time for the other KLAs and sport

as part of the 40% allocation, schools are to include 150 minutes per week for planned physical activity, including a minimum of one hour for sport in Years 3 – 6

- provision is made for Special Religious Education (SRE) and Special Education in Ethics (SEE) in each primary year, where authorised personnel from approved providers are available.

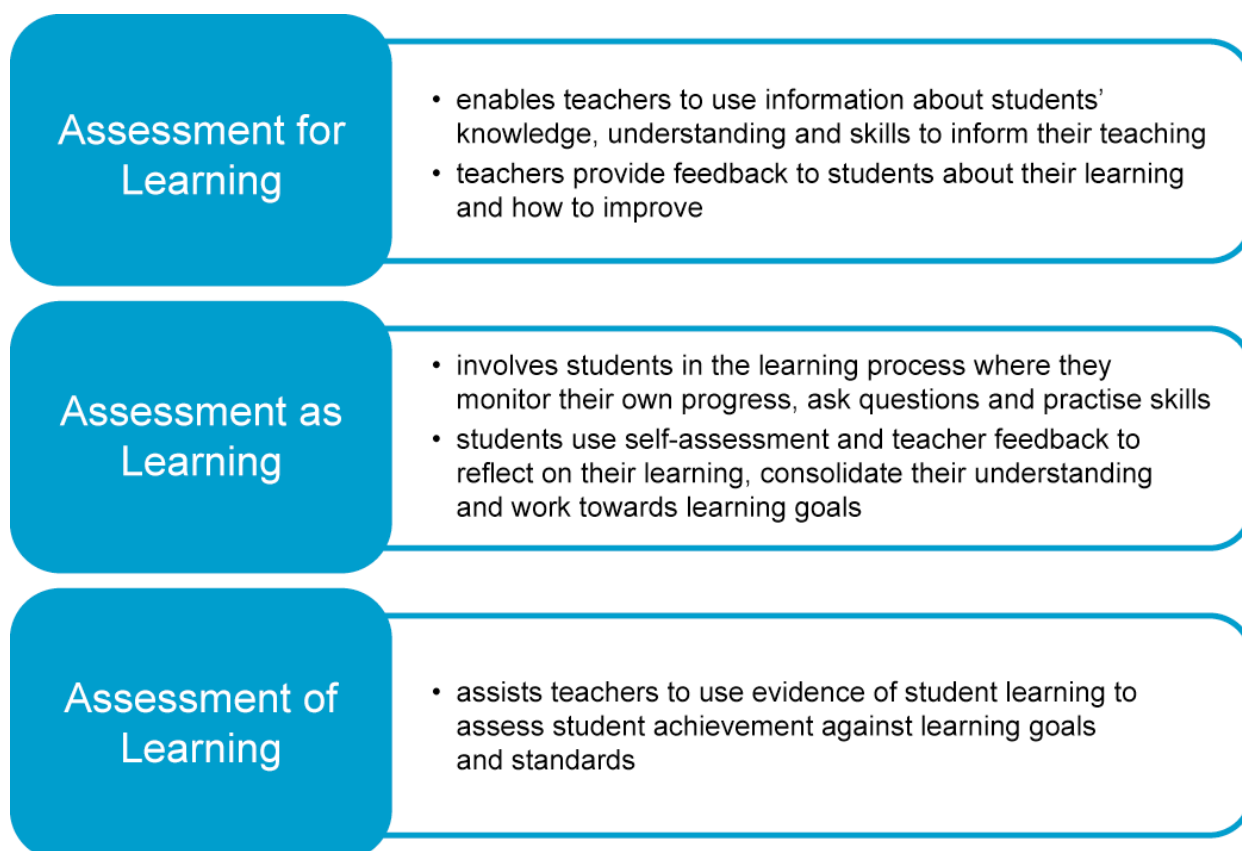
Assessment underpins program development. Assessment information informs

- progress and the next stage of learning
- reporting
- teaching and learning programs
- school planning

Assessing

Schools are to undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability. This should reflect the adjustments made to support the student's learning.

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes. *Assessment for Learning*, *Assessment as Learning* and *Assessment of Learning* are three approaches to assessment that play an important role in teaching and learning. The Board of Studies Years K–10 syllabuses particularly promote *Assessment for Learning* as an essential component of good teaching.



Formative assessment is incorporated into the teaching program. Summative assessment gathers student achievement data over time. Data is gathered in several contexts and provides an ongoing record of student progress. Systems exist to track student performance data over time. Teachers are supported in analysing student performance data.

Student achievement is measured against syllabus outcomes. A range of assessment strategies are used to assess knowledge, skills and attitudes which result in qualitative and quantitative assessments of performance.

A shared understanding of what constitutes achievement of an outcome is cooperatively developed. Teacher judgement demonstrates consistent understanding of the criteria for assessment. Teachers collaboratively moderate assessment tasks.

Students in Years 3 and 5 participate in NAPLAN annually. NAPLAN is a group of diagnostic, external examinations covering Reading, Writing, Language Conventions and Numeracy. Information is received

several months later and fully shared with staff. The data is analysed at the whole-school, class, group and individual student level. Data is examined in the context of like information from previous years to identify trends and is shared with the parent community. NAPLAN data is cross-referenced with school based assessments. Diagnostic information is analysed to determine individual student and wider group needs. Data and item analysis informs teaching and learning programs.

Standardised tests are strategically applied in areas of identified student need. Results provide a snapshot as well as longitudinal data. Criterion-based tests provide precise information on what has been learnt during a specific unit of work. Analysis of this data informs consequent teaching and learning programs.

Other forms of assessment include work samples, oral presentations, skills performances, observations of student learning and assignments. These are planned, co-ordinated and tracked across the school. They directly relate to the course content and provide valid information on student achievement. Students are provided with appropriate feedback that promotes further learning. Analysis of data informs consequent teaching and learning programs.

Student achievement is influenced by engagement in learning tasks. Teachers are aware of which students are applying themselves and contributing to lessons. This awareness informs the content and delivery of lessons. Students are encouraged in self-reflection regarding achievement. Application and effort are also supported by the Student Wellbeing Policy.

Student learning outcomes are documented and clearly communicated to students and parents/caregivers. Parents are satisfied with the level and frequency of reporting. This is reviewed regularly. Students are involved in reporting their progress to parents.

Reporting

The parents of all students are to be provided with a written report twice a year. The written report for each student will:

- use plain English
- provide information on a student's learning in each of the 6 KLAs or subjects,
- compare the student's achievement in each KLA or subject against state-wide syllabus standards using a 5 point scale
- include teacher comments for each KLA or subject; comments will identify areas of student strength and areas for further development
- have information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- provide information about the student's social development and commitment to learning.

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	High	B
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.	Limited	E

In response to requests from a child's parents/carers, schools are to provide information on how their child's achievement compares with the performance of the student's peer group. This information will take the form of the number of students in the school peer group receiving each grade or achievement level.

Parents are encouraged to seek an interview with their child's class teacher at any time if there are any concerns or situations that could affect the child's learning.

Assessment and Reporting Schedule

What	How	When (Approximate weeks)
Term 1		
<ul style="list-style-type: none"> • Get to know students 	<ul style="list-style-type: none"> • Informal activities to build confidence and trust in class groups. • Establish class expectations and procedures 	Week 1
<ul style="list-style-type: none"> • Best Start - Kindergarten 	<ul style="list-style-type: none"> • Initial screening - Literacy and numeracy • Parent Feedback reports issued to parents 	Week 1 - Prior to enrolment
<ul style="list-style-type: none"> • Initial communication with parents 	<ul style="list-style-type: none"> • Meet the teacher evening to outline the year's program 	Week 3
<ul style="list-style-type: none"> • Establish class and stage assessment schedule and record keeping 	<ul style="list-style-type: none"> • Stage meeting • Class-based assessment for each KLA <ul style="list-style-type: none"> ○ Observations ○ Anecdotal evidence ○ Reading levels ○ Written assessments ○ Work samples 	
<ul style="list-style-type: none"> • Standardised Testing 	<ul style="list-style-type: none"> • Reading Levels • Yrs 3-6 South Australian Testing – Test A • Yrs 1-2 Waddingtons Spelling and Reading • Benchmarking K-2 assessments from Reading recovery package • ORF Yrs 3-6 • TORCH reading Yrs 3-6 • Basic Number facts Yrs 2-6 • Persuasive Writing task • Past NAPLAN Assessments <ul style="list-style-type: none"> ➤ Reading ➤ Spelling ➤ Punctuation and Grammar ➤ Numeracy • Data loaded onto school data base 	Weeks 1-3
<ul style="list-style-type: none"> • Learning Support Programs re-established 	<ul style="list-style-type: none"> • Learning Support Team • Students identified - profiles updated • Letters sent to parents regarding programs • Liaison with STLA/Teachers • Reading Recovery established • Update of school data base 	Week 3
<ul style="list-style-type: none"> • Continuum Tracking 	<ul style="list-style-type: none"> • PLAN software • Parent Feedback reports issued to parents 	Kinder Wk 5 K-6 Week 9
<ul style="list-style-type: none"> • Jolly Phonics 	<ul style="list-style-type: none"> • Phonics Assessment 	Kinder Wk 10
<ul style="list-style-type: none"> • L3 	<ul style="list-style-type: none"> • Reading levels • Vocab • Hearing and recording Sounds 	Week 10

• Interviews	• Parent/Teacher or Three Way with Student if parent wishes	Week 8-10
Term 2		
• Continue to implement class and stage assessment schedule and record keeping	<ul style="list-style-type: none"> • Stage meeting • Class-based assessment for each KLA <ul style="list-style-type: none"> ○ Observations ○ Anecdotal evidence ○ Reading levels ○ Written assessments ○ Work samples 	
• NAPLAN - Yrs 3 and 5	<ul style="list-style-type: none"> • Reading • Writing • Language Conventions • Numeracy 	Week 3
• Standardised Testing	<ul style="list-style-type: none"> • Reading Levels • K-2 assessments from Reading recovery package • ORF Yrs 3-6 • K-2 Waddingtons Reading • TORCH reading Yrs 3-6 • Basic Number facts • Informative Writing task • Past NAPLAN Assessments <ul style="list-style-type: none"> ➤ Reading ➤ Spelling ➤ Punctuation and Grammar ➤ Numeracy • Data loaded onto school data base 	Weeks 1-3
• Continuum Tracking	• PLAN software	Kinder Wk 5 K-6 Week 9
• Learning Support	<ul style="list-style-type: none"> • Continue to monitor individual programs • New referrals • Update of school data base 	
• L3	<ul style="list-style-type: none"> • Reading levels • Vocab • Hearing and recording Sounds 	Week 10
• Reporting to Parents	• Individual Student Progress Reports	Week 9
• Interviews	• As requested by parents after receiving report	Week 10
Term 3		
• Learning Support	<ul style="list-style-type: none"> • Continue to monitor individual programs • Update of school data base • New referrals 	
• Continue to implement class and stage assessment schedule and record keeping	<ul style="list-style-type: none"> • Stage meeting • Class-based assessment for each KLA <ul style="list-style-type: none"> ○ Observations ○ Anecdotal evidence ○ Reading levels ○ Written assessments 	

	<ul style="list-style-type: none"> ○ Work samples 	
<ul style="list-style-type: none"> • Standardised Testing 	<ul style="list-style-type: none"> • Reading levels 	
<ul style="list-style-type: none"> • Continuum Tracking 	<ul style="list-style-type: none"> • PLAN software • Parent Feedback reports issued to parents 	Kinder Wk 5 K-6 Week 9
<ul style="list-style-type: none"> • L3 	<ul style="list-style-type: none"> • Reading levels • Vocab • Hearing and recording Sounds 	Week 10
<ul style="list-style-type: none"> • NAPLAN - Yrs 3 and 5 	<ul style="list-style-type: none"> • Analysis of individual and school results • Feedback to parents • Inform school planning • Results entered onto school data base 	
Term 4		
<ul style="list-style-type: none"> • Learning Support 	<ul style="list-style-type: none"> • Continue to monitor individual programs • Update of school data base • New referrals • Provide end of year report for inclusion in full report • Communication of identified Year 6 students to high school 	
<ul style="list-style-type: none"> • End of Year Student Testing 	<ul style="list-style-type: none"> • Yrs 3-6 South Australian Testing – Test B • Reading Levels • K-2 assessments from Reading recovery package • ORF Yrs 3-6 • K-2 Waddingtons Reading and Spelling • TORCH reading Yrs 3-6 • Basic Number facts • Entertaining Writing task • Past NAPLAN Assessments <ul style="list-style-type: none"> ➤ Reading ➤ Spelling ➤ Punctuation and Grammar ➤ Numeracy • Data loaded onto school data base 	Weeks 1-3
<ul style="list-style-type: none"> • Continue to implement class and stage assessment schedule and record keeping 	<ul style="list-style-type: none"> • Stage meeting • Class-based assessment for each KLA <ul style="list-style-type: none"> ○ Observations ○ Anecdotal evidence ○ Reading levels ○ Written assessments ○ Work samples 	Wks 4-5
<ul style="list-style-type: none"> • Continuum Tracking 	<ul style="list-style-type: none"> • PLAN software 	Kinder Wk 5 K-6 Week 9
<ul style="list-style-type: none"> • L3 	<ul style="list-style-type: none"> • Reading levels • Vocab • Hearing and recording Sounds 	Week 10
<ul style="list-style-type: none"> • Reporting to Parents 	<ul style="list-style-type: none"> • Individual Student Progress Reports 	Week 9
<ul style="list-style-type: none"> • Interviews 	<ul style="list-style-type: none"> • As requested by parents after receiving report 	Week 10

<ul style="list-style-type: none"> • School Planning 	<ul style="list-style-type: none"> • Analysis and discussion of all available data • Review targets • Review school plan • Complete ASR • School Excellence Framework Evaluation 	Weeks 7-10
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Use of past NAPLAN papers:

We currently have access to Band allocation data for all previous NAPLAN papers.

Years 2 and 3 will use Year 3 NAPLAN papers from 2008 to 2013.

Years 4 and 5 will use Year 5 NAPLAN papers from 2008 to 2013.

Year 6 will use Year 7 NAPLAN papers from 2008 to 2010.

Bands can be allocated to raw scores and then used in school target setting.

The use of previous tests as school assessments will also serve to give students experience in NAPLAN assessments prior to official testing period.