Compliance and Review

The King's College is committed to the continuous improvement of its Child Protection Programme and adhering to the WA child protection laws, regulation and standards.

The King's College Policy
Assessment and Reporting Policy (Primary)
Reviewed by: The Principal
Endorsed by: The School Board
Updated: October 2019
Next review: October 2020
Overview

Assessment is integral to learning and teaching. Assessment enhances learning and provides information for the reporting of student achievement.

This policy recognises that to improve student learning outcomes, it is essential that assessment and reporting practices are consistently integrated into the teaching and learning environment.

Aims

The school leadership team aims to:

- Ensure that all teachers know what is expected of them with regard to the assessment and reporting requirements
- Help teachers make well-founded judgements about students’ attainments and progress
- Track the attainments and progress of individual students and student groups over time
- Provide parents with accurate information about a student’s attainments and progress
- Monitor practice in assessment and the use made of assessment information.
- Collate information that enables the Governing Body to evaluate practice across the school
- Use assessment information when planning training and the deployment of resources
- Compare the progress made by different groups of students to ensure that no group is disadvantaged.

Teachers should only refer to assessment data that is based on clearly stated standards and criteria appropriate to the age and development of the students and that this assessment is:

- **Valid** That is, the assessment provides valid information on the actual ideas, processes, products and values that are expected by the students.
- **Educative** That is, the assessment makes a positive contribution to student learning.
- **Explicit** That is, the assessment criteria is based on explicit criteria so that basis for judgements is clear and public.
- **Fair** That is, the assessment should be demonstrably fair to all students and not discriminate on grounds which are irrelevant to the achievement of the outcome.
- **Comprehensive** That is, judgements about student progress should be based on multiple sources of evidence

1. Purpose of Assessment for Learning

Assessment is not an end in itself; its main purpose is to support teaching and learning by identifying what students already know and can do and what the next step in their learning should be.

Assessment should be an integral part of teaching and learning which is evident in every lesson. Assessment can take two forms. It can be formative or summative.
1.1 Formative assessment

Formative assessment is used to direct and manage the teaching and learning process. This form of assessment is used to determine what should be taught, at what level and in what form. It precedes the next step in the teaching and learning continuum.

1.2 Summative assessment

Summative Assessment is used to make judgments about what has been learned, to what degree and by whom. It is often used to determine ongoing teaching and learning in the form of possible remediation and extension as well as for the purpose of reporting to key stakeholders. It comes toward the end of a particular stage in the teaching and learning continuum.

2. The Assessment Cycle

There are three linked aspects to assessment:

- Day-to-day Assessment
- Periodic Assessment
- Transitional Assessment

2.1 Day-to-day Assessment

Day-to-day assessment is based on learning objectives and what it is that we want the student to have learnt by the end of each lesson or series of lessons. IEP goals and targets need to be considered for students with special educational needs.

During the lesson, the classroom team (teachers and students) identify the progress being made. The teacher uses this information to judge how far the learning objectives have been met and whether the strategies used were effective.

Day-to-day assessment informs planning for the next lesson in the series.

2.2 Periodic Assessment

It involves a broader view of progress, typically at the end of a term or a series of lessons. Each student’s progress is assessed against the curriculum expected outcomes for the student’s year group or age. Assessment tools such as On Entry Testing, PAT Testing and Even Years testing provide teachers with information about their students.

- At The King’s College, the collection for ‘Whole School Data’ takes place during Terms 1 and Term 4. Writing Samples are collected each term and compared with work sampled on the SCSA website in Judging Standards as well as Brightpath. Whole School Data outcomes are discussed by teachers of the same year level, at Primary School Meetings set aside for moderation and teaching-learning strategies.
as well as during hand-over meetings as teachers discuss students progressing out of their class at the end of the year and those students who will be entering their class for the following year.

- Teachers are expected to upload any relevant testing data by the end of Week 5 of Term 1 and the end of Week 3 in Term 4. The Head of Curriculum (Primary) will keep a record of even years testing. These results and more explicit student data available on-line after test marking will be discussed with relevant teachers and the Dean of Studies to ensure clear, open communication about individual and cohort levels. The outcomes of these assessments support teachers to shape the curriculum and the learning objectives for the next term or series of lessons. These outcomes also help with the whole school planning and mapping over time.

- The senior leadership team will use this evidence to inform the School Improvement Plan, general academic progression and the identification of whole school targets that will inform staff professional learning, funding, school initiatives and identification of curricular areas for focussed support and development.

- The Head of Inclusive Education will also be consulted if there are individual assessment results that indicate that additional help or testing may be required. A case conference including the curriculum leadership team, teachers and parents/carers may be held to assist in planning future strategies for student support and/or to initiate formal testing.
  - The formalisation of any documented education plan, will be finalised after consultation with parents/carers, the student and the curriculum leadership team.

2.3 Transitional Assessment

Transitional Assessment recognises and records a student’s achievement at a time of transition, usually the end of a school year. These can include external measure of progress, for example NAPLAN or internal measures of progress such as Whole School Data, Intervention, writing and spelling test results and report grades.

These assessments enable the next teacher to plan an appropriate curriculum for the following year. They also make an important contribution to the school’s self-evaluation and target setting.

Hand-over meetings with the continuing teacher take place at the end of each school year and will be formalised through timetabled handover sessions and the supply of relevant documentation such as school reports, whole school data, documented education plans and medical reports.

2.4 Assessment Documents

The following documents are used to assess and/or accredit aspects of learning and progress, as appropriate to individual students:
• On Entry Testing
• Even Years Tests – Reading, Comprehension, Vocabulary, Mathematics
• NAPLAN
• Spelling Tests
• Reading Analysis
• PM Benchmark Reading Assessment
• Sounds Right tests

Head of Curriculum (Primary), teachers and IE department are required to maintain class and/or individual records of student grades allocations on the school drive and on SEQTA, so that it is secure and accessible by leadership and future class teachers.
Reporting Policy - Primary

Overview
Reporting to parents is an integral part of the activity of all schools. Reporting is the process of communicating outcomes of the teaching and learning process to parents, carers and students. As partners in their child’s education, parents and carers expect to receive meaningful information about their children’s progress and achievements.

The King’s College aims to monitor and report on student progress and achievement with the following aims in mind.

1. Policy Aims
   - To monitor, evaluate and report regularly on each student’s achievement.
   - To communicate with parents and carers throughout the year to ensure that they are well-informed about their child’s progress.
   - To ensure that parents and carers are issues with formal reports twice a year, at the end of Semester 1 and the end of Semester 2.
   - To ensure that all areas of the Curriculum are reported on twice a year.
   - To ensure reports are in plain language and student performance is reported as per the School Curriculum and Standards Authority (SCSA) Curriculum and Assessment Outline. (See Table 1 – attached).
   - To provide reports that are relevant to the performance of the student’s peer group and defined against specific learning standards.

2. Reporting Procedures
In the addition to formal end of semester reports, teachers are expected to report informally in a variety of ways, including:
   - Information about the teaching and learning programme (E.g. in parent information sessions; parent-teacher interviews; via SEQTA Learn and Engage).
   - Parent or carer conversations with the teachers as required.
   - Annotations in student diaries (where relevant)
   - SEQTA, letters, email and other forms of correspondence that inform parents about successes or concerns
   - Collections of selected annotated and referenced work samples.
   - Responses to parent/carer requests for additional information.
   - Results and comments (feedback) for each summative assessment will be available on SEQTA Engage within 10 school days of the assessment.
Pre Primary – Year 6 students will have parent interviews at the start of Term 2. This provides an opportunity for teachers to give specific information regarding both formative and summative assessments to parents.

During Semester 1, students entering the College after Term 2, Week 2 may not receive a complete report, but teachers will comment on Literacy and Numeracy progress, as well as a general comment. Social and emotional affectives will be reported on, but Academic Achievement may not receive a grade if accurate reporting is not possible with the limited data available at this stage. Students leaving the College before Term 2, Week 5 may not receive an academic report.

In late Term 2 (Semester 1), the first formal report will be issued to parents and carers of students from Kindergarten to Year 6. This will be followed by formal parent interviews early in the last weeks of Term 2, initiated either on the classroom teacher request or as a response by the parent/carer to the report.

During Semester 2, students from Years 1 to 6, entering the College after Term 4, Week 2 may not receive a complete report, but only teacher comments on Literacy and Numeracy progress as well as a general comment. Social and emotional affectives will be reported on, but academic achievement may not receive a grade if accurate reporting is not possible with the limited data available. Students leaving the College before Term 4, Week 6 will not receive a complete academic report if vital assessment data is missing.

All Learning Areas are based on the Western Australian Curriculum mandated by SCSA. Student results are an indication of achievement by the student against the Achievement Standards which describe the expected achievement for students who have been taught the full curriculum content of the various Learning Areas. The Semester 1 report, therefore, contains a progress grade and indicates the level of student achievement based on the curriculum covered during the semester. The Semester 2 report indicates the level of student achievement against the whole year. A such the Semester 2 report contains a grade for the whole year.

From Pre Primary to Year 2, students are given a word grade as indicated below:

E  Excellent
H  High
S  Satisfactory
L  Limited
V  Very Low
The report for Years 3 to 6, use a Letter Grade and achievement descriptors:

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.

Information is also included for the following attributes:

- Attitude
- Behaviour
- Effort
- Completion of Home Learning (if relevant)

These attributes, together with a list of Personal and Social Capabilities, are recorded using the following five-point scale:

- **V** Very High
- **H** High
- **A** Acceptable
- **L** Low
- **U** Unsatisfactory

The school is also able to provide written information that clearly shows each child’s achievements in the subjects studied in comparison with that of other students in the relevant peer group. This information will show the number of students in each of the five achievement levels. The information is available to parents/carers on request.

**NAPLAN**

National Assessment Programme in Numeracy and Literacy (NAPLAN) reports will be issued to students in Years 3 and 5 each year. Copies of the ACARA issued documents are to be retained by the College and placed in each student’s hard file. A soft copy of results will be stored on the College N drive as a record of achievement and as a resource if further copies of the report are required by parents.

**3. College Records of Reports**

Digital copies of the Semester Reports are to be retained on the College drives and will also be archived on SEQuential Teacher Assistant (SEQTA).
Teachers are required to maintain a class record of student marks and grade allocations. These can be stored digitally on the school drive and on SEQTA.

Table 1: The King’s College Reporting requirements for Preprimary to Year 6

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Report Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preprimary</td>
<td>Information is provided on student achievement for each Learning Area using word grades: Excellent, High, Satisfactory, Limited and Very Low.</td>
</tr>
<tr>
<td><strong>Years 1, 2</strong></td>
<td>Information is provided on student achievement for each Learning Area using word grades: Excellent, High, Satisfactory, Limited and Very Low. A written comment on each student for English and for Mathematics, indicating the academic progress and effort in these areas. Information on student attributes, under the heading of Personal and Social Development (attitude, behaviour and effort), on a five-point letter scale: Very High, High, Acceptable, Low and Unsatisfactory. Information on personal and social attributes on a on a five-point letter scale: Very High, High, Acceptable, Low and Unsatisfactory. An overall teacher comment is included and may refer to student behaviour; attitude; academic progress; effort; social and emotional attributes.</td>
</tr>
<tr>
<td><strong>Years 3 to 6</strong></td>
<td>Information is provided on student achievement for each Learning Area using letter grades: A = excellent; B = high; C = satisfactory; D = limited; E = very low. Information on student attributes, under the heading of Personal and Social Development (attitude, behaviour and effort), on a five-point letter scale: Very High, High, Acceptable, Low and Unsatisfactory. A written comment on each student for English and for Mathematics, indicating the academic progress and effort in these areas, including areas that are outstanding or in need of focus. An overall teacher comment is included and may refer to student behaviour; attitude; academic progress; effort; social and emotional attributes. <strong>For Semester 2, Year 6 reports will comment on English, Mathematics, Science and Humanities and Social Sciences. This comment will assist in student and parent preparation for secondary reports.</strong></td>
</tr>
</tbody>
</table>