



Curriculum Assessment & Reporting

Wembley Downs Primary School

Frequently Asked Questions

What is the curriculum?

The subject comprising the course of study in a school. English, Mathematics, Science, HASS, Music, Languages other than English, Art, Design and Technology and Physical Education comprise the course of study at our school.

What is assessment?

The action of judging education needs and achievements.

When do I get a student report?

We send out student reports at the end of semester one and semester two.

What does a student report tell me about my child's learning?

The report will provide the following information to parents the overall learning area achievement:

Achievement Descriptors (where reported)

- Excellent - The student demonstrates excellent achievement of what is expected for this year level.
- High - The student demonstrates high achievement of what is expected for this year level.
- Satisfactory - The student demonstrates satisfactory achievement of what is expected for this year level.
- Limited - The student demonstrates limited achievement of what is expected for this year level.
- Very Low - The student demonstrates very low achievement of what is expected for this year level.

Learning Area Effort

Your child's demonstration of effort within each Learning Area is reported using the scale: Consistently, Often, Sometimes and Seldom.

Personal and Social Learning

A description of your child's progress in personal and social learning using the scale: Consistently, Often, Sometimes, Seldom and Not Assessed.

Overall Attitude, Behaviour and Effort

The attitude, behaviour and effort demonstrated by your child is shown using the following scale: Consistently, Often, Sometimes, Seldom and Not Assessed. Comments provide information about your child's progress and areas for improvement. Please take the opportunity to follow up with any of your child's teachers.

BACKGROUND

At Wembley Downs Primary School, we implement a curriculum to meet the learning needs of students and assesses and reports student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

RATIONAL

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;
- 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 6 students 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.

ASSESSMENT AND REPORTING

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. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative. All assessment and reporting complies with the School Curriculum and Standards Authority.

The requirements of the School Curriculum and Standards Authority for assessment and reporting plans include that principals and teachers:

- provide individual students with feedback on their learning;
- use student achievement information to inform planning for future learning programs;
- make judgments of student achievement in relation to expected standards;
- administer prescribed national, State and system assessments to students and distribute the associated reports to parents; and
- communicate with parents about student achievement and progress

RANGE OF ASSESSMENTS

- Formative assessments – continually monitor progress during a learning task
- Summative assessments to establish level of achievement at the end of a course/ unit of study.
- Identify and record extent of progress in relation to prescribed standards
- Assist with identification of students at educational risk
- Encourage students to set goals for their learning

By using a range of assessment strategies teachers will be able to make accurate on – balance judgements about their student performances. These may include;

Observation

Collaborative Assessment Tasks

Standardised tests e.g. NAPLAN, PAT

Student journals

Student teacher conferences

Checklists and matrices

Self-assessments

Peer assessment

Individual and group reflection

Teacher constructed tests

Open Night Parent Interviews

MODERATION

To support consistency of teacher judgements, teachers will have opportunities to engage in forms of in school moderation to determine student grades.

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 enhance future learning
- Participate in professional collaboration to ensure consistency of judgement
- Maintain records according to school policy.

Parents:

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

YEAR OUTLINE

Term 1 - Parent information session with explanation about curriculum priorities and routines.

Parent and teacher interviews (informal and formal)

Term 2 - Semester one report.

Term 3 - Open night with emphasis on the child sharing their learning with parents.

Term 4 - Semester 2 report.