

Maylands Peninsula
PRIMARY SCHOOL



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Curriculum, Assessment and Reporting Policy 2019



MAYLANDS PENINSULA PRIMARY SCHOOL

Curriculum, Assessment and Reporting Policy 2019

At Maylands Peninsula Primary School we deliver a curriculum to meet the learning needs of students, assessing and reporting in accordance with the established standards of her School Curriculum and Standards Authority (SCASA). 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, is consistent with the requirements of the Western Australian Curriculum, and is committed to the following guidelines:

- Curriculum learning area delivery 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 have the opportunity to participate in at least two hours of physical activity each week, as part of the formal learning program.
- Follows the Principles of Teaching and Learning of:
 - opportunity to learn
 - connection and challenge
 - action and reflection
 - motivation and purpose
 - inclusivity and difference
 - independence and collaboration
 - supportive environment.

Assessment

Assessment is the process of gathering, analysing and interpreting quality information about student learning. To be valuable, assessment should be purposeful, systematic, ongoing and appropriate to the age and development of students. Our teachers adhere to the following 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 eland to school-wide evaluation processes.

At Maylands Peninsula Primary School assessment follows a data collection cycle 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.

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

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

- 'Cold' writing task
- First Steps diagnostic task
- Class tests

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.

- 'Hot' writing task
- Class tests
- Moderation tasks
- Portfolios
- Summative Tests

Mandated assessments

- On-entry (State)
- NAPLAN (National)
- ESL progress maps (State)

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

During the assessment process, key stake holders have the following roles:

Students

- Are provided with opportunities as appropriate to contribute to discussions about assessment criteria.
- Make constructive and honest assessment of their own, and others' 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 at least once a term.
- Maintain records according to school policy.
- Participate in setting targets for cohort and individual achievement.
- Guide students in formulating their own goals for future achievement.

Parents

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

Reporting

At Maylands Peninsula Primary School reporting on student progress follows a timetable of formal reporting opportunities. This is complemented by ongoing informal reporting opportunities, as well as catering to reasonable requests from individual student's parents/caregivers. Reporting should aim to improve student learning and provide details on what students have achieved, progress they have made and suggestions for improvement.

Formal Reporting Timetable:

Term	Report	Description
One	On Entry Report	A standardised report generated for all Pre Primary and Year 1 students on completion of On Entry testing.
	Parent Interview	An appointment can be arranged for parents/caregivers to meet with Pre Primary/Year 1 teachers to discuss their child's On Entry Report.
Two	Semester 1 Student Report	Education Department of WA report that indicates achievement for all learning areas and provides information on student behaviour, attitude and effort. This report is emailed to all parents of Kindergarten, Pre Primary and Year 1-6 students.
	Parent Interview	An appointment can be arranged for parents/caregivers to meet with class teachers to discuss their child's Semester 1 Report.
	Portfolio	Samples of student work compiled throughout first semester for Kindergarten and Pre Primary students.
Three	NAPLAN	A standardised report for Year 3 and Year 5 students showing comparative performance data in Numeracy and Literacy.
Four	Semester 2 Student Report	Education Department of WA report that indicates achievement for all learning areas and provides information on student behaviour, attitude and effort. This report is emailed to all parents of Kindergarten, Pre Primary and Year 1-6 students.
	Parent Interview	An appointment can be arranged for parents/caregivers to meet with class teachers to discuss their child's Semester 2 Report.
	Portfolio	Samples of student work compiled throughout second semester for Kindergarten and Pre Primary students.

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

- merit certificates
- telephone calls
- work samples
- interviews – initiated by teacher or parent/caregivers
- letters of acknowledgment
- emails
- communication books

Reporting to Parents Schedule – 2019

	Year Level	Semester 1	Semester 2
	Kindergarten	Identity Connecting and Contributing Wellbeing Learning and Thinking Communicating	Identity Connecting and Contributing Wellbeing Learning and Thinking Communicating
English	Pre Primary – Year 2	Reading and Viewing Writing Speaking and Listening	Reading and Viewing Writing Speaking and Listening
	Year 3 - 6	Reading and Viewing Writing Speaking and Listening	Reading and Viewing Writing Speaking and Listening
Mathematics	Pre Primary – Year 2	Number and Algebra Measurement and Geometry	Number and Algebra Measurement and Geometry Statistics and Probability
	Year 3 - 6	Number and Algebra Measurement and Geometry	Number and Algebra Measurement and Geometry Statistics and Probability
Science	Pre Primary – Year 6	Science Inquiry Skills Chemical Science Physical Science	Science Inquiry Skills Biological Science Earth and Space Science
Humanities and Social Sciences	Year 1 - 2	History	Geography
	Year 3 - 4	Geography Civics and Citizenship	History
	Year 5 - 6	Geography Civics and Citizenship	History Economics and Business
The Arts (Music)	Year 1	Making	Making
	Year 2 - 6	Making Responding	Making Responding
The Arts (Visual Art)	Year 1 - 3	Making	Making
	Year 4 - 6	Making Responding	Making Responding
Health Education	Year 1 - 6	Personal, Social and Community Health	Personal, Social and Community Health
Physical Education	Year 1 - 6	Movement and Physical Activity	Movement and Physical Activity
Technologies	Year 1 - 6	Design and Technologies	Digital Technologies
Languages (Mandarin)	Year 3 - 6	Communicating Understanding	Communicating Understanding