

## Curriculum, Assessment and Reporting Policy

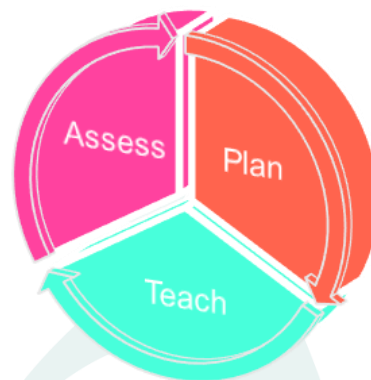
### Overview: *Plan, Teach and Assess*

The School Curriculum and Standards Authority (SCSA) is responsible for the curriculum, assessment and reporting standards for all West Australian schools. Schools are required to implement the *Western Australian Curriculum and Assessment Outline* to meet the learning needs of students from Kindergarten to Year 10.

The SCSA Outline sets out the mandated curriculum and assessment areas in Western Australia in the following subjects:

- English
- Health and physical education
- Humanities and social sciences
- Languages
- Mathematics
- Science
- Technologies
- The Arts

At West Leeming Primary School, teachers use the West Australian Curriculum (WAC) to plan for the learning of their students by implementing a 'plan, teach and assess' cycle.



We have developed a whole school approach to the teaching of WAC content, where teachers implement teaching approaches (pedagogy) that are connected from year to year. This provides students with consistent lesson structures and language that supports their learning progression.

Data from assessments is analysed as part of our 'plan, teach and assess' cycle. These assessments inform teacher planning and the implementation of a differentiated, tiered approach to support the individual learning needs of students.

## Curriculum: What we teach and how we teach

Curriculum implementation at West Leeming considers both ‘what’ we teach and ‘how’ we teach. The ‘what’ we teach is the content of the WAC, incorporating the eight learning areas outlined by SCSA. These learning areas are listed in the Overview section of this policy.

The ‘how’ we teach is reflected in our whole school pedagogical framework. This model is based on the Department of Education’s Teaching for Impact’ (TFI) resources as part of the Quality Teaching Strategy (QTS).



Shaping the future

## Teaching for Impact

Teaching for Impact outlines what effective teachers believe, what they know, and what they do to have high impact on student outcomes.



|                |  |   |  |  |  |  |   |
|----------------|--|---|--|--|--|--|---|
| <b>Believe</b> | Effective teachers believe they can unlock the learning potential of every student | Effective teachers believe they have the responsibility to evaluate the impact of their practice and seek to improve  | Effective teachers believe in <b>inclusion and value student diversity</b>   | Effective teachers believe <b>student wellbeing and engagement</b> are essential to student achievement  | Effective teachers believe they share the responsibility for student success with schools, families and the broader community  | Effective teachers believe in <b>equity and reconciliation</b>                                     | Effective teachers believe in preparing students to become their own teachers and successful life-long learners |
|                | <b>Know</b>  | Effective teachers know themselves<br>They are culturally responsive and critically reflect on their own cultural background, values and beliefs. They use this knowledge to respond to the diverse needs, backgrounds and experiences of all students. | Effective teachers know their students<br>They understand that students come from a diverse range of linguistic, cultural, religious and socioeconomic backgrounds who have varied strengths, interests and needs. They know how students learn and how to teach students to process, recognise, remember and transfer learning. | Effective teachers know the curriculum<br>They understand the Western Australian curriculum content and the knowledge, skills and understandings students need to master at each stage of learning. They know how to develop teaching and learning programs that address the learning needs of their students. | Effective teachers know what works best<br>They draw on a range of evidence-based instructional strategies, understand which have the greatest impact and when to evaluate the impact of their choices on student wellbeing, engagement, progress and achievement. |  |   |
| <b>Do</b>      | <b>Plan</b>  | Effective teachers place students firmly at the centre of quality teaching and learning   | Effective teachers engage<br>Effective teachers focus on creating the preconditions for positive learning  | Effective teachers instruct<br>Effective teachers differentiate to ensure students understand content and expected learning  | Effective teachers practise<br>Effective teachers enable students to consolidate the content and skills  | Effective teachers apply<br>Effective teachers enable students to apply their knowledge and skills |   |
|                | <b>Teach</b>   | Effective teachers plan to create a culturally responsive, safe, inclusive, and supportive learning environment   | Effective teachers engage  | Effective teachers instruct  | Effective teachers practise  | Effective teachers apply   |   |
|                | <b>Assess</b>  | Effective teachers assess student learning and teacher impact   | Effective teachers engage  | Effective teachers instruct  | Effective teachers practise  | Effective teachers apply   |   |

The curriculum emphasis in the early years (Kindergarten to Year 2) is the development of functional literacy and numeracy skills. A wholistic approach to learning that supports social development, emotional wellbeing and physical development is also incorporated into curriculum planning.

Students in Year 3 to Year 6 continue to focus on English (literacy) and mathematics (numeracy) as well as increasing engagement with the other learning areas outlined by SCSA.

At least 2 hours of face-to-face teaching time in these year levels focuses on the attainment of literacy and numeracy skills. At least two hours of physical activity during school hours each week is also required.

## **Assessment: *How we assess and use student achievement data***

Assessment is the process of gathering, analysing and interpreting information to make judgements about student learning. Teachers at West Leeming design assessments *for learning* (diagnostic and formative), *of learning* (summative) and *as learning* (self-assessment). Assessment assists teachers and students to determine the extent to which the skills and content has been mastered, misconceptions that may exist and the next steps for learning.

### ***Diagnostic assessment***

Diagnostic assessment is used by teachers to provide information about what students know and understand, assisting in the identification of gaps in learning and areas requiring consolidation. These types of assessments often take place at the start of a learning program and/or at the commencement of a new school year.

### ***Formative assessment***

Formative assessment is the day to day, ongoing informal and formal assessment of student learning. It allows teachers to examine student understanding and make flexible and timely adjustments to learning programs according to individual student needs. Formative assessment allows the teacher to provide point of need, spontaneous feedback to students about their work. It also encourages active involvement by students in their learning and encourages them to incorporate suggested improvements to improve their performance.

### ***Summative assessment***

Summative assessment is used at the end of a program of work to determine what students have learnt and understood. Summative assessments guide teachers in future planning and contribute toward the analysis of student achievement against the required standards. Summative assessment tasks are often used to support the determination of learning area grades in student progress reports each semester.

### ***Student self-assessment***

Self-assessment is used at all stages of the learning cycle as it empowers students to play an active role in their own learning. This strategy assists students to become life-long learners and promotes a growth mindset that nurtures continuous improvement.

### ***Data collection and analysis***

West Leeming tracks the progress of each student from Kindergarten to Year 6 using a range of diagnostic and summative assessments. Selected assessment tools in English, mathematics and science are incorporated into West Leeming's whole school assessment and data collection schedule. These assessment tools include both Department of Education mandated assessments such as NAPLAN (National Assessment Program Literacy and Numeracy) and school selected standardised tools including PAT (ACER) and Brightpath.

Assessment data is stored on a school data base and is used to track student academic progress and identify those requiring additional learning support or extension opportunities. The data is also used to measure the impact of teaching practice, inform curriculum focus areas and determine the effectiveness of instructional programs.

School academic performance data is shared with the School Board throughout the year. West Leeming's Annual Report also contains information about our whole school academic and non-academic performance. This is published on our school website at the end of Term 1 each year.

## **Reporting: Formal and informal mechanisms**

West Leeming offers a range of formal and informal ways for parents to learn more about how their child is progressing at school.

### ***Student progress reports***

All students in Pre-primary to Year 6 will receive a formal progress report twice a year. These reports are issued at the end of Semesters 1 and 2 using the Department of Education mandated reporting templates. These reports contain grades across the eight learning areas and a personalised general comment. This comment includes information about the student's individual achievements, learning progress and academic performance.

Students in Kindergarten also receive a formal report in semesters 1 and 2 using the Department of Education Kindergarten reporting template. This report incorporates criteria from the WA Kindergarten Curriculum Guidelines and also contains descriptors that explain each student's progress against the Early Years Learning Framework focus of Belonging, Being and Becoming.

### ***Parent and Teacher meetings***

West Leeming offers scheduled meetings with classroom and specialist teachers at the end of Term 2, following the issuing of Semester 1 reports. Additional opportunities to meet with the teacher can also occur at any time throughout the school year and may be instigated by the parent or teacher. These meetings require an appointment.

### ***Informal reporting opportunities***

West Leeming offers a range of informal opportunities for parents to understand more about how their child is progressing in school. These opportunities include access to learning tasks through the SeeSaw app (Kindergarten to Year 2), Connect platform (Years 3 to 6) and Class Notebook platform (Years 4 to 6). Parents may also visit the classroom to view their child's work or attend scheduled assemblies, carnivals, concerts or school excursions.

***Review Date: 2027***