



Atlantis Beach Baptist College

ASSESSMENT AND REPORTING POLICY – PRIMARY SCHOOL

Adopted By: Principal

Date: 9.06.2021

Scheduled Review Date: 9.06.2022

POLICY CONTROL HISTORY:

Date	Reviewed by:	Amendments/Reviews:
9.06.2021	Principal (Primary and Secondary)	Combined Primary and Secondary Policies. Adopted new policy.

DEFINITIONS

At Atlantis Beach Baptist College our definitions for the terminology in relation to assessment are as follows:

- **Assessment:** the ongoing process of gathering, analysing, and reflecting on evidence to make informed and consistent judgements to improve future student learning.
- **Diagnostic Assessment:** assessment used to analyse/examine the knowledge, understanding and skills of the students. Provides clear indications of what a student can or cannot do and informs subsequent teaching and learning experiences.
- **Formative Assessment:** continual assessment which informs practice and monitors students progress and understanding. Learning intentions, success criteria and effective feedback are all critical parts of formative assessment.
- **Summative assessment:** a summary of what is known by the student and teacher, it guides teaching by informing long term planning and revision. It can be used to gauge the success, or otherwise, of students allowing for feedback to students, parents, and teachers. Summative assessment can guide reflection and assist revision
- **Targets / Achievement Standards** – these are the prescribed levels of achievement (either School based, or Curriculum linked) that all students are working towards in their year of schooling. These are standardised.
- **Goals** – these are the steps that are negotiated with students (informed by assessment) to help the student progress towards their achievement standard or target. Goals are personalised and map how students get from where they are towards the relevant achievement standard or target.
- **Learning intentions** – clear statements about what we want students to understand from their learning experiences to achieve their potential. A clear, child-speak statement communicated to students in their lessons. Can also be used in communications with parents.
- **Success Criteria** - keys to determine a student's achievement. Clearly presented statements about what a student needs to demonstrate to achieve the learning intention for the lesson. They can also be used in a rubric to allow for diagnostic, formative and summative feedback to teachers and students. I can... is a useful stem for constructing success criteria.
- **Feedback** – timely reflection on current progress, feedback can be given through various methods (scores, verbal, written etc.). It should be balanced (positive and negative) and be given at the point of need. Feedback can be given to individuals, small groups, whole class, and parents.
- **Rubric** – A rubric is an assessment tool, which if effective can be used by several people to achieve results. They clarify the continuum of achievement; contain fair, achievable, and objective criteria. They can be summative, but also diagnostically and formatively.

- **Reporting** is the process by which assessment information is communicated in ways that assist students, parents, teachers, the school, and the community in making decisions by providing information about what learners know and can do, along with recommendations for their future learning.

At ABBC assessment is used to:

- Inform teaching and learning and
- Inform reports of achievement of standards
- Considers the diversity of students and the contexts of education
- Align to the College Teaching and Learning Philosophy, which will be developed from a sound understanding of good curriculum, pedagogy, and reporting
- Provide an accurate and comprehensive assessment of school and student performance
- Establish open communication between all stakeholders, parents, teachers, students
- Assist in establishing future program and resources direction, groupings, and curriculum focus
- Monitor the progress of students and identifies areas of exceptional performance and individual in need to support, assistance and or further diagnosis
- Enable teachers to adjust programs to ensure all students can achieve the intended outcomes, developing subsequent learning programs.

Assessment procedures must therefore be fair, valid, and reliable.

ASSESSMENT PRINCIPLES

1. Assessment Quality and Equity

For quality, and therefore equity, each assessment item should:

- Be focus on the student and is inclusive of all students in the class.
- Be a process connected to learning and teaching.
- Provide opportunities for students to demonstrate what they know, understand, and can do.
- Provide data and information about attainment and development that is analysed and used as motivation for further learning. Informed feedback is shared with students so they can create their own learning goals.
- Inform, monitor, and progress learning.
- Assist teachers in improving the learning opportunities for all students
- Provide information to identify future lessons and directions, rather than simply a prelude to reporting achievement.
- Clearly outline what it intends to assess in student accessible language, only use specialist language or jargon as an aid to clarity and accuracy. Students have access to marking rubrics.
- Involve the reproduction of gender, socioeconomic, ethnic, ability or other cultural stereotypes, only after careful consideration of the necessity of doing so.
- Be presented clearly through appropriate choice of layout, cues, visual design, font, and words, and state its requirements explicitly and directly.
- Be assessed using criteria developed from either the Australian Curriculum, Curriculum Framework progress maps, scales of achievement or syllabi and be declared in advance.

For equality, and therefore equity, each assessment task should:

- Give clear and definite instructions.
- Be used under clear, definite, and specific conditions that are substantially the same for all
- Be used under conditions that do not present inappropriate barriers to equal participation by all.
- Involve the use of a range of background contexts in which assessment items can be presented.
- Include a range and balance of types of assessment instruments and modes of response, including visual and linguistic materials. Evidence – checklists, rubrics, anecdotal notes, peer, and self- assessments.
- Reflect the changing ICT environment in which students are learning – ACER testing, Mathematics, etc.
- Offer a range and balance of conditions.

2. Student Responsibilities

- Complete the prescribed work requirements by the due date.
- Complete all assessment items as described in the subject/course outline.
- Maintain a good record of attendance, conduct and progress.
- Initiate contact with teachers concerning absence from class, missed assessments, extension requests, clashes with excursions and other issues pertaining to assessment.

3. Staff Responsibilities

- Teachers are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Teachers are responsible for accurately assessing student achievement, as well as whole school performance in a variety of areas.
- Teachers will include a variety of assessment strategies in teaching programs to provide multiple sources of information about student achievement. These may include tests and assignments, projects, performance observations, discussions and involvement in national standardised testing processes nominated in the school assessment matrix.
- Teachers will develop a manageable system of keeping records that can provide a rich mixture of observations of student learning.
- Teachers will use the data they collect to inform learning opportunities and build further learning. A class marks book must be maintained.
- Develop a teaching and learning program that fulfils the current requirements of either the Australian Curriculum, Curriculum Framework and the School Curriculum and Standards Authority.
- Update Curriculum Yearly Overviews as required (parent focus).
- Update Curriculum Thumbnails as required (yearly planning teacher focus).
- Submit teaching and learning programs within first three weeks of each term.
- Develop courses outlines, including an assessment plan showing details of assessment tasks and due dates for each class.
- Ensure that any change to the assessment program is communicated to students in a timely manner.
- Ensure that assessments are valid, educative, explicit, fair, and comprehensive.

- Maintain accurate records of student achievement and assessment.
- Initiate contact with parents/guardians when a student fails an assessment or achieves at a level below the expected range in a timely manner to allow for appropriate intervention.
- Advise parents/guardians within three days of a student failing to submit an assessment.
- Meet school and external timeframes for assessment and reporting.
- Differentiated assessments.

4. Standardised Assessments, Tests, and other scheduled in-class assessment task

- Students will sit standardised assessments in Literacy and Numeracy at the end of Semester 1 and 2. This data will be always available for all teachers, but teachers will be cautioned not to report on this data alone but to use an improvement tool. Raw data will not be disseminated to the parents or students e.g., stanines and age levels will not be reported.
- Teachers will not administer any form of standardised assessments before Week 3 of any term. Teachers are to focus on observation as the key form of data during this time.
- On entry testing will occur in Pre-Primary to Year 2. Longitudinal Literacy and Numeracy Study (LLANS) and Performance PIPS testing used in PP. LLANS provides a comprehensive analysis of students' literacy and numeracy skills. The data can be measured and analysed over time.
- Year level standardised tests made by teachers are to be moderated across the cohort. Tests are to be saved for future reference. Test papers are to be placed in students' workbooks and shared with families.
- Assessments are to be formative and summative. A variety of rich tasks are to be developed and implemented.

If a student is absent from a test, they are to be given an opportunity to sit the assessment as soon as reasonably possible on returning to school.

5. Academic Reporting Kindergarten to Year 6

The National Education Agreement 2009 (NEA) requires the provision to parents, guardians, and carers by all schools of plain language reports twice a year that:

- are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement.
- include an assessment of the student's achievement against any available standards; and
- include, for subjects studied, an assessment of the student's achievement:
 - I. reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards; and
 - II. relative to the performance of the student's peer group.

In Western Australia, student achievement in the learning areas taught is reported on a five-point scale from PP to Year 6. For **Years 1-2 achievement descriptors** may only be used. **Years 3-6 letter grades and descriptors** will be used. A comment for English and Mathematics is included to support the achievement scale. The same scale is to be used for 'effort' and 'personal and social development skills'.

Letter grade	Achievement descriptor 1
A Excellent	The student demonstrates excellent achievement of what is expected for this year level.
B High	The student demonstrates high achievement of what is expected for this year level.
C Satisfactory	The student demonstrates satisfactory achievement of what is expected for this year level.
D Limited	The student demonstrates limited achievement of what is expected for this year level.
E Very low	The student demonstrates very low achievement of what is expected for this year level.

At Atlantis Beach Baptist College, Primary Academic Reports will be issued three times a year:

- March – Interim Report
- July – End of Semester 1 Report
- December – End of Semester 2 Report

6. Homework

Homework will be an important component of the ABBC Curriculum. It will provide our students with opportunities to consolidate the skills and concepts they have learned at school. It will allow for positive communications to take place between home and school. We see the importance of working together to establish good routines which create good learning habits for our students as they move through the College.

Primary homework will be set according to the needs of the students within the year group. Tasks will be often open ended to provide opportunities for students to be challenged and extended. Homework for weekends or holidays, however from time to time a task may flow over these periods and for some year groups the homework may run over a two-week period. Homework will be set by classroom teachers and may differ slightly within a cohort. This is to provide the best opportunities for teachers to respond to the learning needs of the students within their classrooms.

When a task is not understood or the demands of the family routine prevent homework from being completed within the allocated timeframe, parents will be asked to write a note or email the classroom teacher. The classroom teacher will work with the parents to support their child.

The Homework Grid outlined by Dr Ian Lillico, may be introduced into the Primary school. The grid incorporates developmentally appropriate tasks which are directly related to class work and activities which validate sporting ventures and family commitments.

The Homework Grid (Years 1-6)

- Recognises the wide range of after school activities
- Encourages positive family interactions
- Allows relaxed time for children to pursue their own learning

- Recognises that children need life skills as well as academic skills to cope with life beyond school and home
- Provides opportunities to reinforce content learnt in class and practice necessary skills
- Enables parents and teachers to work together for the benefit of all children
- Enables students to learn time management skills using the grid

Example of typical homework grid

Read a variety of books including schoolbooks	Mathletics	Shopping with parents
Physical activity/sport training	Housework (Compulsory every night)	Art Project
Teach your parents something you were taught at school	Play a game with an adult	Assignment/project research
Relaxation	Use computer for work	Cultural/Music practice

Kindergarten and Pre-Primary

Formal homework will not be set for these early years. All activities at home or play can assist children to develop essential knowledge and skills including literacy, numeracy and problem solving.

These are often done in the context of family activities including:

- shopping
- preparation of food
- listening to stories, learning songs and nursery rhymes
- discussion about what is happening at school
- reading
- library borrowing
- family outings
- collecting items

News Telling – all students will be rostered for regular class news telling. Teachers may request students bring items from home to assist at this time.

Pre-Primary students will take home a book each week from the Shared Reading program. Prompt cards will be supplied to support families in engaging students in rich conversation around the text.

Kindergarten students will take home a Library Backpack each fortnight. Contained within the backpack will be several texts for shared reading, a prompt card for supporting families in engaging students in rich conversations around the text, a puppet, and an educational game.

Homework time frames K-6 for 5 weekdays:

- Kindergarten – Literacy Backpack and Library Backpack
- Pre-Primary- Shared Reading Program
- Year 1: 15 minutes plus reading
- Year 2: 15 minutes plus reading

- Year 3: 20 minutes plus reading
- Year 4: Up to 30 minutes plus reading
- Year 5: Up to 35 minutes plus reading
- Year 6: Up to 40 minutes plus reading

7. Student Workbooks and assessment

Work and Workbooks:

- During Term 1, teachers and educational assistants will explicitly teach the expected standards.
- Work is to be ruled up, dated, and titled as per a subject’s requirements. Teachers and Educational Assistants are to work closely together to support students in achieving work standards
- Cohorts to meet with other year groups to review standards annually
- Some students, despite applied efforts, may continue to exhibit poor work standards. Parent contact and a plan to support the student in improving work standards is to be implemented.
- If needed students are to be referred to Learning Enhancement staff for follow-up and to develop an improvement plan.
- Student’s work should be neatly displayed within the classroom and updated regularly. The class environment is to be supportive of students learning.
- Year 1-6 students will be issued with Homework Journals to complete their tasks in and showcase their strengths.
- Teachers will be required to monitor the Homework Journals and give the student feedback in the form of comments, rubrics, annotations, and opportunities for students to self-reflect and for parents to make positively framed comments.

8. Parent Teacher Interviews

- Regular parent contact will occur K-6
- Parent Teacher interviews will be held for PK, KG, Pre-Primary through to Year 6 at the beginning of Term 1 and Term 3
- At the beginning of Term 1 each year teachers will meet each family informally to establish good working relationships. This will occur via a call home or a meeting before or after school.
- Learning Journey for K-6 is held toward the end of Term 3

Term 1	Term 2
<ul style="list-style-type: none"> • Parent Information Evening for all classes Wk. 2 Parent Interviews Wk. 3 • IEP meetings Wk. 3 or 4 Interim Report 	<ul style="list-style-type: none"> • IEP meetings • Parent-teacher interviews if needed Semester 1 Report • Modified Report
Term 3	Term 4
<ul style="list-style-type: none"> • Parent Interviews Wk. 2 • Learning Journey • IEP meetings • NAPLAN report 	<ul style="list-style-type: none"> • IEP meetings • Parent-teacher interviews if needed Semester 2 Report • Modified Report

9. Moderation

Each cohort will participate in year level moderation of assessment tasks with like schools. This will occur within the Baptist network of schools and other local schools at least once per semester.

10. Students with disabilities or specific learning difficulties

In consultation with the Principal and the Learning Enhancement team teachers, may modify assessment and examination requirements in accordance with the School Curriculum and Standards Authority guidelines and/or in accordance with the directives on a stipulated Individual Education Plan or Curriculum Adjustment Plan, to enable a student with a permanent or temporary disability, or a student with specific learning difficulties to demonstrate achievement of course objectives.

Tasks are to be differentiated according to specific needs of all students' not just students with a diagnosed learning difficulty.

11. Holidays during term

It is detrimental to a student's academic progress to miss school for any reason. Parents/Guardians are asked to organise holidays during term breaks and holiday periods only. Parents/Guardians choosing to take students on holiday during scheduled school term time should be aware that the student will be disadvantaged and his or her grade may be adversely affected.

Parents/Guardians should be aware that there is a legal obligation under Section 23 of the School Education Act 1999 that requires a child to attend school on all designated contact days. It is incorrect for Parents/Guardians to believe that they may allow a child to stay home from school without a reasonable cause, such as sickness.

The Law states: Under Western Australian law (School Education Act 1999), Parents/Guardians must send their children to school unless:

- they are too unwell
- they have an infectious disease
- the Principal is provided with a genuine and acceptable reason

12. Leave of absence during the school term

Parents/Guardians must write to or email the Principal in advance to request permission for their child to be absent from school for any reason other than immediate misadventure, injury, illness, or a scheduled medical appointment. This includes leave of absence for extenuating family circumstances or if he or she is representing the state or nation at a sporting event.

13. Students with special needs

The key aspects of this Assessment and Reporting Policy is that all students will be able to undertake assessments without disadvantage. The school uses the broad guidelines provided by the School Curriculum and Standards Authority to accommodate students. It is essential that the student or parent informs the Principal or the Learning Enhancement teacher that this notification occurs either on enrolment or as soon as the student or family are aware of any

special need.

The board provisions which apply are typically:

- **Short term needs** – students with short term absences or injury will be provided with alternate opportunities to undertake tasks. In some cases, where performances are involved and where an injury prevents the student from undertaking the tasks, alternate arrangements will be made.
- **Longer term needs** – it is important for the parent to contact the school to discuss the needs of their child. Case management processes are put in place. For example, arrangements such as extra time to complete timed assessments, breaks during timed assessments, special examination materials (e.g., Braille materials, coloured copies of tests, scribes, use of a computer or recorded responses are recognised arrangements for specified conditions). The school will discuss the processes with the parent and student and advice of appropriate arrangements.

K-6 ASSESSMENT TABLE

Year	Literacy	Numeracy	Timeline
KG	Speech Screen Observation Records Checklists Student Journal – set tasks across each term measuring and showing progress EYLF Checklist YARC Early Reading	Observation Records Checklists Student Journal set tasks across each term measuring and showing progress Parent Interviews EYLF Checklist	Term 3 1-4 1-4 1-4 2 meetings in Term 1 then 1 in Term 2,3 &4 1-4 As required.
PP	Speech Screen OT Screen (as required) Observation Records EYLF Checklists Formal Reports Running Records – Springboard Student Workbooks YARC – Early Reading Rubrics LLANS PIPS	Observation Records EYLF Checklists Formal Reports SIREN Student Workbooks Rubrics LLANS PIPS	Term 3 Ongoing Ongoing 2 and 4 Ongoing Ongoing Mid-Term & End of Term as required Term 1, Term 4
1	Waddington Reading Words Their Way Leveling Assessment Observation Records Checklists Formal Reports PAT R Reading Comprehension	Observation Records Checklists	Term 4 Ongoing 1-4 1-4 Term 2,4 Term 1

	AGAT South Australian Spelling Running Records – Springboard YARC – Early Reading YARC – Passage Reading Student Workbooks	Formal Reports PAT Maths AGAT SIREN Student Workbooks	Term 4 Ongoing As required Mid-Point and End of Term
2	Words Their Way Leveling Assessment Observation Records Checklists Formal Reports PAT – R Reading Comprehension AGAT South Australian Spelling Running Records- Springboard YARC- Early Reading YARC- Passage Reading Student Workbooks Lexile	Observation Records Checklists Formal Reports PAT Math’s AGAT SIREN Student Workbooks SENA	Ongoing 1 - 4 1 – 4 Term 2, 4 Term 2, 4 Term 1 Term 4 Ongoing As required. Mid-Point and End of Term End of each term As required.
3	Words Their Way Leveling Assessment Observation Records Checklists Formal Reports PAT – R Reading Comprehension AGAT South Australian Spelling NAPLAN Rubrics YARC- Passage Reading Running Records- Springboard Student Workbook Lexile	Observation Records Checklists Formal Reports PAT Math’s AGAT NAPLAN WESTWOOD basic facts (+ -) Rubrics Student Workbook SENA 2,3,5,10 Multiplication Facts.	Ongoing 1 - 4 1 – 4 Term 2, 4 Term 2, 4 Term 1 Term 4 Term 2 Term 1 and 4 As required Ongoing. Mid-Term and End of Term As required
4	Words Their Way Levelling Assessment Observation Records Checklists Formal Reports PAT – R Reading Comprehension AGAT South Australian Spelling YARC- Passage Reading Student Workbook Running Records- Springboard	Observation Records Checklists Formal Reports PAT Maths AGAT WESTWOOD basic facts Student Workbook	Ongoing 1 - 4 1 – 4 Term 2, 4 Term 2, 4 Term 1 Term 4 Term 1 and 4 As required Mid-Term and End of Term Ongoing as required.

5	Words Their Way Leveling Assessment Observation Records Checklists Formal Reports PAT – R Reading Comprehension AGAT South Australian Spelling NAPLAN YARC- Passage Reading Student Workbook Lexile	Observation Records Checklists Formal Reports PAT Maths AGAT NAPLAN WESTWOOD basic facts Student Workbook	Ongoing 1 - 4 1 – 4 Term 2, 4 Term 2, 4 Term 1 Term 4 Term 2 Term 1 and 4 As required Mid-Term and End of Term End of every term.
6	Words Their Way Leveling Assessment Observation Records Checklists Formal Reports PAT – R Reading Comprehension AGAT South Australian Spelling Rubrics YARC- Passage Reading Student Workbook MYAT Lexile	Observation Records Checklists Formal Reports PAT Maths AGAT WESTWOOD basic facts Rubrics Student Workbook MYAT	Ongoing 1 - 4 1 – 4 Term 2, 4 Term 2, 4 Term 1 Term 4 Term 2 As required Mid-Term and End of Term 4 End of every year

Key for abbreviations in following table

ACER – Australian Council for

Educational Research AGAT – ACER

General Ability Test

EYLF – Early Years

Learning Framework

MYAT – Middle Years

Ability test

NAPLAN – National Assessment Programme Literacy
 and Numeracy PAT – Progressive Achievement Test

SENA – Schedule for Early Number Assessment

SIREN – Screening and Intervention Resource for

Early Number YARC – York Assessment of Reading
 for Comprehension