

LITTLE GROVE PRIMARY SCHOOL

CURRICULUM ASSESSMENT AND REPORTING POLICY



Policy Statement

Little Grove Primary School implements the West Australian Curriculum (Pre-primary to Year 6) and Early Years Learning Framework (for Kindergarten students) to meet the learning needs of all students. This assesses and reports on student achievement in accordance with the established standards of the School Curriculum and Standards Authority (SCSA). The Department of Education of WA requires all schools to engage in two forms of formal reporting to parents about student achievement each year.

Rationale

Regular Reporting

At Little Grove Primary School, reporting is a regular part of the teaching and learning process.

Partnerships with Parents

At Little Grove Primary School, we believe in strong partnerships with parents / caregivers. Ongoing communication throughout the year is critical to ensure parents/caregivers are kept informed of their child's progress by receiving timely advice.

Student Progress Reporting

The school uses an extensive variety of methods for reporting students' progress and achievement, ranging from informal reporting as needs or opportunities arise, to formal reporting undertaken in structured ways at certain times of the year across the school.

The following information and schedule have been developed for formal and informal reporting to parents.



Formal Reporting to Parents

Term 2 Week 10 (or last week of term) Formal report.

Term 4 Week 10 (or last week of term) Formal report.

School Position report available to parents each semester upon request.

SEN report each semester for students with Special Educational Needs (including students who are working at an E level in a particular learning area).

Documented plans in the areas of attendance, wellbeing or behaviour are reviewed, planned and enacted in an ongoing manner with parents more regularly as part of the case management process.

Assessment Methods

Our teachers use a range of formative and summative assessments throughout the year to identify and track progress and achievement. This also assists in identification of students at risk or students that are gifted and talented.

Grading Accuracy

Our teachers also conduct a range of moderation and common assessment activities with their peers, online and against the set SCSA judging standards to ensure grades are accurate throughout the year. Mid-year grades are the professional judgement of teachers of how the student is tracking towards the achievement of the end of year standards.



Informal reporting to Parents

Parent Teacher interviews each semester requested by teacher or parent.

Teachers will inform parents/caregivers when a child is experiencing difficulties/learning problems or likely to receive a D or E grade on a formal report.

Class meeting in Term 1 Weeks 2-4 to introduce teacher/s and provide information around class routines, homework, communication, expectations.

Learning Journey Night Term 3 to show student work and progress so far.

Phone and email contact, including responding to phone calls and emails.

Incidental conversations between family members, teachers, and support staff.

Awards given out at assemblies and block musters.

Weekly Enews showcasing student work and learning activities.

Seesaw posts (text and photos) of learning activities for Kindergarten and Pre-primary students.

Compass messages or emails.

NAPLAN reports for Year 3 and 5 students.

On Entry Assessment report for Pre-primary students.

Information/emails about Intervention programs (Academic, Behaviour or Wellbeing)

Guidelines

Kindergarten Students

Will receive a formal semester report on all five outcome areas including aspects each semester but no outcome area comments. If an aspect is not assessed, then it should be marked accordingly. An overall comment will be provided at the end of the report. No photos to be included.

Pre-primary to Year 6 Students

Will receive a formal report in all 8 learning areas. Strands will be reported on for English, Maths, HASS and Science only. The other learning areas will be reported at the overall grade level.

Learning Areas Comments

Will not be included.
However, an overall comment will be provided at the end of the report.

'Not Assessed' or 'Grading Not Shown'

If a student is graded as 'Not Assessed' or the 'grading is not shown' in any learning area, then a teacher comment will be included in that learning area stating the reason.

LGPS ABE Rubrics

Teachers will optionally use the LGPS ABE rubrics as a guide when assigning levels of 'Attitude, Behaviour and Effort'. This also applies to 'Personal and Social Learning' for PP-Year 2 reports.

Parent/Guardian Meeting

Teachers will tick 'Parent/Guardian interview recommended' on any student report that they have concerns about and have not already conducted a parent teacher meeting (this will include any student who receives an E or D grade).

Students with Special Educational Needs

Some Students with Special Educational Needs may need a full or partial SEN report. The outcome areas reported on in the SEN report and standard report needs to be determined and setup by the Associate Principal and classroom teacher.

Parent Communication

Report grades should not be a surprise to parents. Teachers will contact parents (phone call preferred over email) if student likely to get a D or E grade. If dropping back two grade levels eg. A to C. If not coping with year level WA curriculum.

See below for timelines.

Notify Parents by Week 5 Term 1 or anytime.

Teachers will contact parents if student not coping with year level WA curriculum. (Phone call preferred over email). *Compass Chronicle Entry*

Reporting to Parents Timelines - Terms 2 and 4.

1

By Week 5 - Notify Parents

Teachers will contact parents if student likely to a D or E grade. Also, if dropping back two grade levels. eg. A to C. (Phone call preferred over email). *Compass Chronicle Entry*

2

Week 7 - Notify Parents

Office staff will notify parents in Enews of the availability of the school position report.
Deadline end of Week 9 to let Office know.

3

Week 8 - Reports due, peer reading and editing

Monday - Teachers Draft reports (grades and overall comment + 'not assessed' learning area comment) finished.
During the week - Teacher's overall comment are read by a peer.
Friday or on weekend - Teachers complete final editing.

4

Week 9 - Principal Check

Reports checked by Principal and Associate Principal.
No Principal comments written.

5

Week 10 - Reports emailed and Meetings.

Monday - Office staff email home reports and school position reports.
Monday - SEN reports emailed home by Associate Principal.
During the week - Teachers will hold parent meetings (if requested on the report or by the parent) unless they have already had one this term. *Compass Chronicle Entry*

If the Term is a 9 or 11 week term, then these timelines will be shortened or extended by one week.

Implementation of changes

When changes need to be made to this policy then a phased in approach may occur to ensure stakeholders are consulted and it can be managed in a timely and considered manner for the operational needs of the school.

Last updated or reviewed: Sept 2024

Noted by School Board: October 2024

Next Review: End of 2025/Term 1 2026