

CURRICULUM, ASSESSMENT AND REPORTING POLICY AND GUIDELINES

CONSULTATION DRAFT

1 POLICY STATEMENT

All public schools will:

1. provide a balanced curriculum that maximises the opportunity for all students to achieve the outcomes described in the *Curriculum Framework*;
2. monitor and evaluate each student's achievement; and
3. report information to parents/caregivers on each student's achievement.

2 RELEVANT LEGISLATION OR AUTHORITY

Curriculum Council Act 1997 (Western Australia)

Disability Discrimination Act 1992 (Commonwealth)

Disability Standards for Education (Commonwealth) 2005

Equal Opportunity Act 1984 (Western Australia)

Schools Assistance Learning Together – Achievement Through Choice and Opportunity Regulations 2005 (Commonwealth)

School Education Act 1999 (Western Australia)

The School Education Act Employees' (Teachers and Administrators) General Agreement 2006

3 PROCEDURES

3.1 Policy statement 1: provide a balanced curriculum that maximises the opportunity for all students to achieve the outcomes described in the *Curriculum Framework*

Schools will:

- engage in whole-school curriculum planning to ensure there is an appropriate curriculum emphasis for each phase of schooling;
- ensure that all primary school aged (Kindergarten to Year 7) students receive at least fifty per cent of curriculum instruction in literacy and numeracy;
- ensure that all students in Years 1 - 10 participate in a minimum of two hours of physical activity each week, during the school day as part of student learning programs; and
- plan for improvement of individual student achievement, applying the principles of the *Curriculum Framework*.

3.2 Policy statement 2: monitor and evaluate each student's achievement

Schools will:

- have an assessment policy based on the principles of the *Curriculum Framework* and make it known to the school community;
- provide every student with individual feedback on their performance;
- ensure that all teachers are able to make judgements of student achievement in relation to expected standards;
- administer prescribed system assessments; and
- use student performance information to plan future learning programs.

3.3 Policy statement 3: report information to parents/caregivers on each student's achievement

Schools will:

- use the Department's reporting templates to issue a report for each student at the end of each semester;
- distribute to parents/caregivers the prescribed system assessment reports for Years 3, 5, 7 and 9.

GUIDELINES

POLICY STATEMENT 1: Provide a balanced curriculum that maximises the opportunity for all students to achieve the outcomes of the *Curriculum Framework*.

The *Curriculum Framework* describes the knowledge, understandings, skills, values and attitudes that students are expected to acquire over the course of their schooling from Kindergarten to Year 12.

A balanced curriculum means different things at different phases of schooling and whole-school curriculum planning should recognise that the learning areas are not of equal importance at all year levels.

The emphasis in the early childhood years (K-3) is on the development of literacy; numeracy; social, emotional and physical well-being; and developing and nurturing positive attitudes to learning.

In the middle childhood years (4-7) there is an emphasis on English and Mathematics and increasing engagement with the other learning areas, with a particular focus on the physical and social sciences.

In the early adolescent years (8-10), students experience the greatest breadth of learning as curriculum offerings expand to encompass all learning areas.

The K-10 Syllabuses provide further guidance for teachers on what constitutes a balanced curriculum for students at different stages of schooling.

The fifty per cent literacy and numeracy requirement for primary school aged students can be met through curriculum provision in English, Mathematics and through integration across other learning areas.

All students in Years 1-10 participate in a minimum of two hours of quality physical activity each week, during the school day as part of student learning programs. Schools are also encouraged to provide opportunities for students to be physically active during breaks, and before and after school.

POLICY STATEMENT 2: Monitor and evaluate each student's achievement.

Teachers exercise their professional judgement when monitoring students' progress and determining grades for reporting, consistent with the school's assessment policies.

Teachers may use a variety of tools and methods for recording assessment information, including:

- anecdotal records;
- annotated work samples;
- audio and visual (including photographic and video) recordings;
- checklists;
- Documented Plans (Individual Education Plans and Group Plans);
- marking keys;
- observation notes;
- portfolios;

- reflection sheets, diaries or scrapbooks;
- records of test results;
- rubrics;
- sample assessment items; and
- student/teacher journals.

For students with disabilities or other identified learning needs it may be more appropriate to monitor their progress and achievements using individual education plans and other planning/monitoring tools. For example, the *ESL/ESD Progress Map* is a monitoring, assessment and reporting tool available for use for all ESL/ESD students. This Progress Map is the most relevant tool to be used for ESL/ESD students who do not demonstrate English language proficiency.

There are a number of ways in which comparability between the judgements of teachers can be achieved. Some of these are:

- system exemplars of valid assessments, assessment guides and annotated student work samples that are indicative of student achievement;
- student work samples drawn from teachers' own assessments;
- analysis of system assessment data;
- collaboration between teachers, within and across schools, to reach shared understandings about what is required for demonstrations of standards of achievement; and
- comparison with any available national standards.

POLICY STATEMENT 3: Report information to parents/caregivers on each student's achievement.

To assist teachers to report student achievement to parents the Department will provide teachers with *Student Assessment and Performance Exemplars* that illustrate the standards that earn an A-E grade in Years 1-10.

In the pre-compulsory years, the format and style of reports can be determined by the school in consultation with parents/caregivers.

For Years 1-10 the Department's reporting templates meet the requirements of all national agreements for reporting to parents. The current agreement requires:

Provision to parents and carers by all schools of plain language reports twice a year that:

- a) *Are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;*
- b) *Include an assessment of the student's achievement against any available standards; and*
- c) *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.*

When parents agree that it is in the best interests of their child's development and self-esteem, the A - E grades can be replaced by alternative reporting formats.

Ongoing communication throughout the year is critical to ensure parents/caregivers are kept informed of their child's progress. It also provides an opportunity for parents to inform the school of any developments at home. These arrangements should be made in consultation with school staff and the school community.