



Rationale

All Western Australian schools are required to implement the [Western Australian Curriculum and Assessment Outline](#) to meet the learning needs of all students from pre-primary to year 10. The Outline sets out the mandated knowledge, understandings, skills, values and attitudes that P-10 students are expected to acquire across the eight learning areas. Planning for kindergarten students is guided by *Belonging Being and Becoming* and the *Kindergarten Guidelines* but not mandated, due to Kindergarten being a non-compulsory year of schooling.

Procedures

Curriculum

Walpole PS will implement the P-10 Western Australian Curriculum in accordance with:

- [The Policy Standards for Pre-Primary to year 10: Teaching, Assessing and Reporting](#)
- The [Principles of Learning, Teaching and Assessment](#) detailed within the Outline.

With regards to Kindergarten students, Walpole PS will use the:

- Principles, practices and outcomes described in the [Belonging, Being and Becoming: the Early Years Framework](#)
- [Kindergarten Guidelines](#) to construct a curriculum to provide a quality teaching and learning experience.

There are eight learning areas included in the Outline. In 2016, Walpole PS taught, assessed and reported according to the [English](#), [Mathematics](#), [Science](#), [Health and Physical Education](#) and [Humanities and Social Sciences](#) curricula. In 2017, they will fully implement the requirements of [Technologies](#) and [The Arts](#) and in 2018, [Languages](#) for Year 3s. Each further year, an additional year level will learn a language.

The selection the school makes in regards to The Arts will be reliant on the skill set of available teachers. Students will study one performance (Music, Dance, Drama) and one visual (Visual or Media) art each year.



Some students may be offered an alternative curriculum that caters for their individual needs. With a legitimate reason for providing an alternative curriculum, e.g. talented and gifted and/or disability, the school and parents will negotiate a variation of the curriculum as a documented individual education plan. This may be used as the basis of the report.

The school will use the [Notional Time Allocation Guidelines: Preprimary to Year 10](#) as a guide for determining the amount of time spent on each learning area. They will not be adhered to implicitly due to differing expectations from the Department.

Assessment

Walpole PS will:

- Monitor and assess individual student achievement, referring to the [Principles of Learning, Teaching and Assessment](#) detailed in the Outline
- Develop and administer assessments in relation to the content of the Western Australian Curriculum
- Ensure that assessments enable all students to demonstrate their knowledge, understandings and skills in relation to the year-level achievement standard
- Use [Brightpath](#) to support teachers in making valid and reliable judgements
- Use data from prescribed national and state wide assessments to inform teacher judgements about student achievement.

Walpole PS values feedback to students to enable personal growth and create self-awareness, to ensure they learn from the experience and are empowered to improve. Constructive feedback can take the form of:

- A verbal or written explanation of what the student did well and how they could improve
- Self and/or peer assessment against given criteria
- Contact with parents informing them of achievement against selected criteria, e.g. [Dojos](#).

Ineffective feedback should be avoided including aggressive or sarcastic comments as well as scores or grades, which are less informative.





Teaching, Assessing and Reporting Policy

Teachers should be making formative assessments that provide fine-grained information on a regular basis to support them to plan appropriate learning opportunities. Summative assessment could take place twice per term to inform reporting. Evidence should be available if parents wish to discuss their child's performance at school.

Whole school assessments include:

South Australian Spelling Test – Term 1 Yr 1-6

[Diana Rigg](#) Spelling & Sight Word Test- termly, Yr 1-6

Narrative Writing Assessment- Term 1 Yr P-6

UPLAT = Term 1 Yr 4-6

[First Steps Diagnostic Tasks](#)- Term 1 Yr P-6

Teachers will use [Year-level Achievement Standards](#) to make judgements for formal reporting.

Teachers will prepare students for, and administer national and statewide assessments such as [NAPLAN](#), AEDC and [On-Entry](#). It is important that developing student skills and knowledge remains the overall priority of schools. NAPLAN is one test, once a year, which generally supports and informs teacher judgement. However, to give students the best opportunity to succeed, teachers of Yr 2-6 will familiarise the students with multiple choice questions and narrative and persuasive texts. In preparation for online testing, students year 1-6 will use [Mathletics](#) and type a first copy piece of writing, at least twice a term, using Word and a computer.





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Teaching, Assessing and Reporting Policy

Reporting

Walpole PS will use plain language to report to parents/caregivers on the achievements of K-6 students. Formal reports will be provided at the end of each semester and give accurate and objective assessment of the child's progress and achievement.

The achievement of Yr 1-6 students will be reported in terms of a grade (A,B,C,D,E), where C is the expected standard. Teachers will refer to the Western Australian Achievement Standards and exemplars when awarding the grade. Teachers will make a judgement regarding the level of achievement against the standards for what has been taught and assessed at that time. Preprimary students will not be awarded a grade.

Information about the students' attitude, behaviour and effort as well as an overall comment, should be given. Yr P-2 student reports should also describe personal and social learning.

The formal reports will report achievement in all learning areas taught and assessed that semester. Each semester report will include English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, Technologies and The Arts. Students learning a language will have that included. With Technologies and The Arts, it is possible to teach and assess in one area per semester and therefore, the report will include only the one subject covered.

Students who are following a modified curriculum will have a report that reflects the student's progress and achievements in relation to that curriculum or IEP. Teachers may choose to use the EAL/D Progress Map when reporting on a student who has English as an Additional Language/Dialect or ABLEWA for students with a disability.





Teaching, Assessing and Reporting Policy

Informally, parents will be invited to attend a Parent Information session at the start of each year. They will have an opportunity to visit classrooms and view student work at the end of term 2 as part of the URWalpole program. Parents can request a meeting with the teacher at any time to clarify their child's progress. Parents may ask, and must be given, student achievement information comparative to their peers. Parents will also receive any national or statewide assessment results and be given the opportunity to discuss these with the teacher.

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