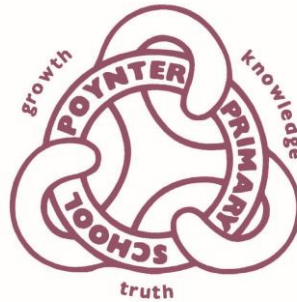


**Poynter Primary School**  
Independent Public School

**Teaching, Assessing and Reporting Plan**



***Excite, Engage and Educate to Achieve***

## SCHOOL MISSION

At Poynter Primary School we provide high quality learning opportunities for students to fulfil their academic, creative, social and physical potential. Students engage in rich, diverse and challenging curricula, empowering them to become active global citizens.

## RATIONALE FOR POLICY

### Policy Statement

Poynter Primary School is committed to providing high-quality educational programs for its students. It is a policy requirement to implement a curriculum to meet the learning needs of the students and assess and report student achievement in accordance with the established standards of the School Curriculum and Standards Authority (the Authority). Teaching, Assessment, and Reporting are integral to the achievement of high-quality learning outcomes and form part of the interacting processes of teaching and learning.

## CURRICULUM

### Western Australian Curriculum and Assessment Outline

The Curriculum and Assessment Outline (Appendix A) is intended for all students in Western Australia, Kindergarten to Year 10. The outline acknowledges the rights of all students, irrespective of their ethnicity, language, culture, gender, socioeconomic status, disability, sexual orientation or geographic location to have access to high-quality learning.

It encompasses the Australian Curriculum, setting out the knowledge, understandings, skills, values and attitudes that students are expected to acquire and provides support for teachers in their assessment and reporting of student achievement.

For Kindy to Year 10, the WA Curriculum Outline sets out the curriculum, guiding principles for teaching, learning and assessment, and support for teachers in their assessment and reporting of student achievement.

The Western Australian Curriculum comprises:

1. The *Early Years Learning Framework*
2. Kindergarten Curriculum Guidelines
3. Pre-primary to Year 10 Curriculum

Given the phased in process of the Australian Curriculum, Poynter PS will be teaching some learning areas from the Western Australian Curriculum, supplemented by learning areas described in the former Western Australian *Curriculum Framework*. As the Western Australian Curriculum Phases are implemented, it will gradually replace the *Curriculum Framework* in Western Australia.

Principals and teaching staff must deliver a curriculum:

- for Kindergarten to year 6 students that addresses their specific learning needs and is consistent with the requirements of the WA Curriculum
- that provides all students from Kindergarten to year 6 with the opportunities to receive at least fifty percent of curriculum instruction in literacy and numeracy
- that provides all students from Kindy to year 6 with the opportunity to participate in at least two hours of physical activity each week, during the school day, as part of the learning program.

## ASSESSMENT

**Assessment** is the process of gathering, analysing and interpreting quality information about student learning.

*Research indicates that ‘the term assessment refers to all those activities undertaken by teachers-and by their students in assessing themselves-that provide information to be used as feedback to modify teaching and learning activities’( Black & Wiliam, 1998, p.140).*

**Assessment** is the purposeful, systematic and ongoing collection of information as evidence for use in making judgements about student learning.

In the context of achievement standards typically demonstrated by a particular point in a student’s schooling, the assessment process involves:

- Providing students with opportunities to demonstrate the achievement standards in relation to the Western Australian Curriculum, Australian Curriculum (AC) and the Curriculum Framework (CF)
- Gathering and recording evidence about students’ demonstrations of the achievement standards;
- Using this evidence as the basis for making overall judgements about whether students have achieved the standard

The six Principles and Practices of Assessment will be used as a guide to provide a school and classroom environment which is intellectually and physically supportive of learning. Assessments will be based on clearly-stated standards and criteria appropriate to the age and development for the students.

## PURPOSE OF ASSESSMENT

The **purpose of assessment** is to ‘*guide student learning and to inform the teacher’s instruction*’ (Sharratt & Fullan,2012)

- Promote, assist and improve student learning;
- Inform programs of teaching and learning;
- Provide data that can be communicated to a range of people about the progress and achievements of individual students or groups of students.

## **Assessment can be Formative or Summative:**

### **Formative assessment**

Formative Assessment is used to monitor progress during a learning sequence. It provides continuous feedback to teachers and students, which enables them to monitor progress and identify errors in learning. The feedback is the crucial component as it informs students about their progress with the specific purpose of helping them to improve.

### **Summative assessment**

Summative Assessment seeks to establish the level of achievement attained by a student, and typically occurs at the end of a learning sequence, course or unit. Although the main purpose is to establish levels of achievement, it also provides information for judging the effectiveness of teaching programs.

### **Assessment of students work assists teachers and the school in:**

- Monitoring the progress of students and diagnosing learning difficulties;
- Providing feedback to students on how they may improve their achievement;
- Adjusting programs to ensure all students have the opportunity to achieve the achievement standards;
- Developing subsequent learning programs;
- Reporting student achievement to parents;
- Whole school and system planning, reporting and accountability procedures.

## PRINCIPLES OF ASSESSMENT

The assessment principles were informed by the most recent research into best practice in assessment and the impact of assessment in improving student learning. The principles assist whole-school planning and individual classroom practice. They come directly from the Authority's SCSA website.

### **Assessment should be an integral part of Teaching and Learning**

Assessment should arise naturally out of the teaching and intended learning of the curriculum. They should be carefully constructed to enable judgements to be made about students' progress in ways that contribute to ongoing learning.

### **Assessment should be educative**

Assessment practices should be educationally sound and contribute to learning. Assessment needs to be comprehensive and balanced across various domains of learning and assess knowledge and higher order cognitive skills such as problem solving and critical thinking. Students need to be included in the assessment process.

### **Assessment should be fair**

Assessment needs to take account of the diverse needs of students, to be equitable with regard to gender, disability, background language and socio-economic status and not discriminate on grounds that are irrelevant to learning.

### **Assessment should be designed to meet their specific purposes**

Information collected to establish where students are in their learning can be used for summative purposes (assessment of learning) and for formative purposes (assessment for learning) because it is used to inform subsequent teaching.

### **Assessment should lead to informative reporting**

Reporting happens at the end of a teaching cycle and should provide an accurate summary of the formative and summative assessment information collected for each student. The purpose of reporting is to provide feedback to students, parents, and teachers. The information is also valuable for school and system-wide planning. It is important that, in addition to providing an accurate synopsis of student performance, the judgements of student achievement are reliable.

### **Assessment should lead to school-wide evaluation processes**

Teachers and school leaders need to understand current and past student achievement levels, be explicit about targets for improvement and be explicit about how progress towards those targets will be monitored. School leaders need to plan for how they will evaluate the effectiveness of school initiatives and programs. Teachers should plan for how they will reflect on and evaluate their teaching practices. This implies that schools and teachers need to be willing to identify and evaluate both the intended and unintended consequences of any initiative or program.

## POLICY LINKS/REQUIREMENTS

### MEASURING STUDENT ACHIEVEMENT

Assessment tasks will be developed in accordance with the Principles of Teaching, Learning and Assessment. Teachers are not expected to 'grade' each piece of student work but are expected to provide feedback to students on assessments so that students know how to improve and teachers know what to plan for in their teaching.

Teachers may use a variety of tools for both formative and summative assessment including: The Western Australian Curriculum Outline, *First Steps*, ESL Progress Maps, Poynter Primary School Operational Plans, anecdotal comments, observations or checklists profiles, photographs, Mathletics, Literacy Pro, Progressive Achievement Tests, NAPLAN, Brightpath and others. Teachers may assess in ways they feel comfortable with to determine a summative 'grade'. Teachers may also use diagnostic tests as per Operational Plans.

All students must be provided with sufficient opportunity to demonstrate the achievement standards. *'Give students second chances to demonstrate success'* (Guskey, 2007)

### TEACHER RECORDING OF STUDENT ACHIEVEMENT

It is a requirement of teacher accountability that they maintain ongoing classroom based records showing each student's achievement of the standards covered and that evidence of their judgements is kept. These records need to document:

1. Attempts at a task and the degree of success of those attempts. (There should be a sufficient number of attempts to indicate that the student has mastery of a task)
2. Task details
3. A measure against the *year level or achievement standard and annotated work samples*

This should be recorded in such a format that it can be used for reporting purposes. Staff will use own process and for identified students the SAER file to record as part of this accountability process as this will enable student data to be passed on from teacher to teacher, year to year.

### REQUIRED ASSESSMENT

All English, Maths, Science and History assessment must be completed as per the Operational Plans. All IEP's and GEP's will be completed in Term 1 and reviewed in early Term 3. From there, identified SAER students will also require individual profiling. NAPLAN and other school wide assessments will also be completed annually. Please refer to MIS plan for data collection dates (Appendix B).

### MODERATION

To support consistency of teacher judgements, teachers will have opportunities to engage in forms of in school and across school moderation. These forms could be:

- In school/across schools moderation of an achievement standard in a given area using the **'Brightpath'** system or other.
- Moderation of on-line annotated samples
- Moderation of teacher work samples for 'grading' purposes

## ASSESSMENT PRACTICE

Assessment Type	What does it look like?	Examples	How information is recorded	How information is shared
Focused Observation	Formal	Pairs of teachers- working together Moderation- Making consistent judgments about student learning	'Shared Drive'  Rubrics	Portfolios/e-folios  Learning Journeys
	Informal	Role plays Student talk	Written/oral anecdotal notes	3 Way conferences
Conversations	Conferences	One-one           email Peers               discussion Small group       boards Three way	Photography  Recordings/ Audio	Formal Reports  Interviews
	Interviews	One to one question and answer.	Annotations	Information sessions
Products	Self/peer assessment	<input checked="" type="checkbox"/> Student Learning Logs; <input checked="" type="checkbox"/> Journals: reading response, dialogue, reflective, metacognitive, summative journals. <input checked="" type="checkbox"/> Goal setting frameworks: eg 2 stars and a wish. <input checked="" type="checkbox"/> Rating scales	Cross curriculum grids  Checklists	IEP- case conferences  Conferences
	Think- alouds	Before, during, after thoughts.	IEP's/GEP's	
	Work samples	Comprehension, writing samples, models, pictures and diagrams, oral presentations, PowerPoint, research projects, cross-curriculum tasks, open-ended tasks, simulation.	Communication books	
	Retells	Oral, visual, written- organising of key information to compare and share with others. Cause/Effect charts, Stem completion Graphic Outlines, Concept maps	Scrap books  Files	
	Surveys	Values, interests, emotions, attitudes, confidence, processes, products.	SAER spread sheet	
	Tests	Criterion referenced- skill mastery (developed with students), norm referenced- comparison of achievement: cloze, multiple choice, Mathletics, Soundwaves, MSE, NAPLAN		

A combination of the above mentioned assessment practices could be used by the teachers, overtime with their students, to determine whether or not tasks have been successfully achieved and whether achievement standards against the *Western Australian or Curriculum Framework* have been achieved. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students' performances.

### **Evaluation**

All programs and initiatives will be evaluated to determine whether they lead to improved student learning. Baseline data will be collected at the beginning and at the end of each program and initiative. Plans will include documented desired outcomes, activities, indicators, short term and long term targets (SMART), timeline and resources. Ultimately the outcome indicators will need to provide evidence that all program initiatives are making a difference to student improvement. It will be essential to engage a broad range of stakeholders in a purposeful discussion in program evaluation. (Gadja & Jewiss, 2004)

### **REPORTING TO PARENTS**

Reporting to parents is a key component in building and maintaining relationships between the school and parents. Poynter PS fosters open relationships with the parents based on clear, comprehensive and accurate information communicated through formal and informal reporting processes.

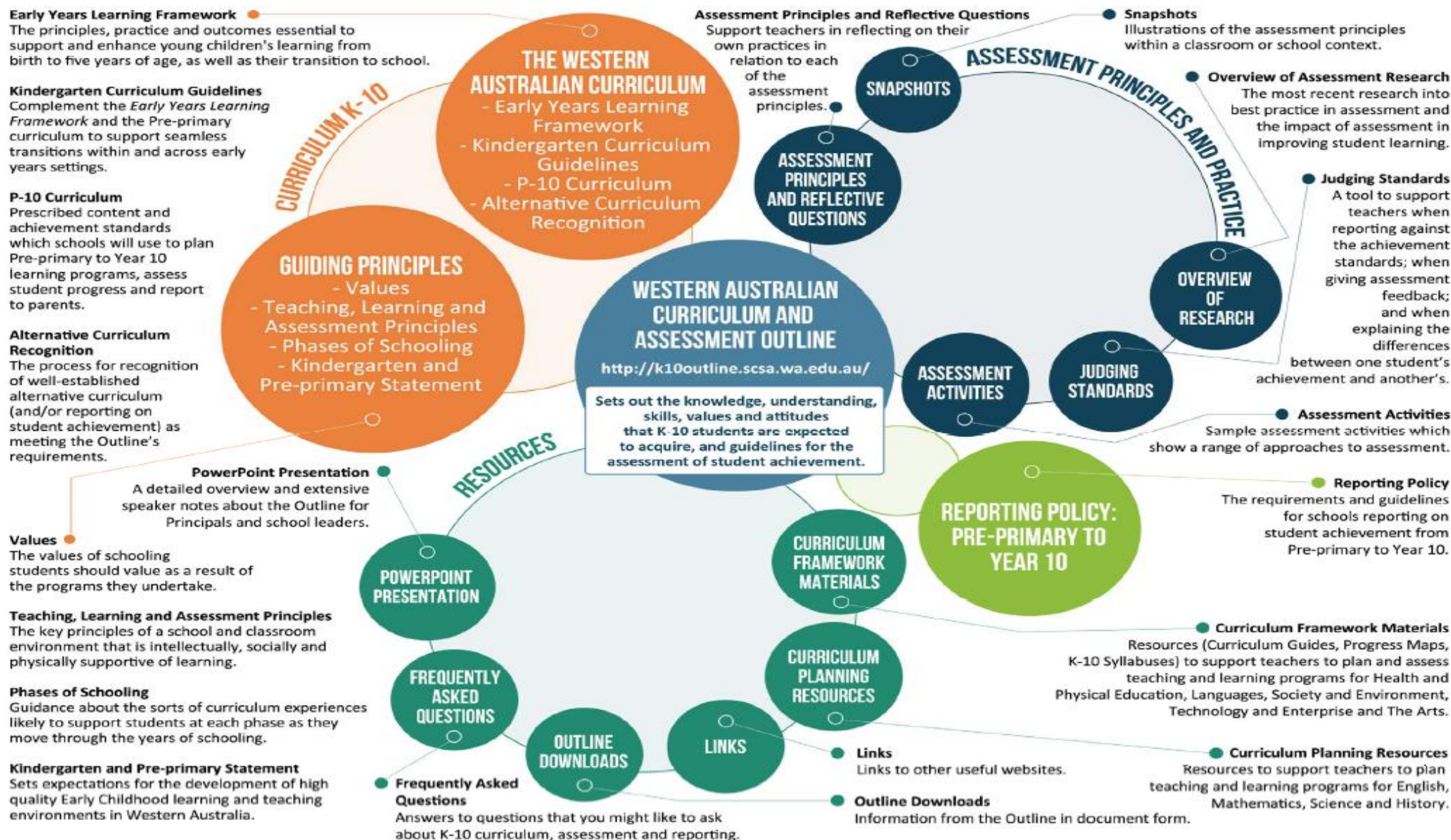
Formal Reporting Requirements at Poynter Primary School are detailed in the Annual Reporting Schedule (Appendix C). Some examples of other types of reporting are detailed in the table below:

<b>Term 1 to 4</b>
<p><b>Kindergarten</b></p> <ul style="list-style-type: none"> <li>• Parent Information Meeting</li> <li>• A portfolio of work samples and assessments</li> <li>• Informal reporting – emails, phone calls, parent discussions</li> <li>• Parent/Teacher interviews</li> </ul> <p><b>Pre Primary</b></p> <ul style="list-style-type: none"> <li>• Parent Information Meeting</li> <li>• Early school closure for Parent/Teacher Interviews</li> <li>• Informal reporting – emails, phone calls, parent discussions</li> <li>• On-Entry Reports</li> </ul> <p><b>Years 1 to 6</b></p> <ul style="list-style-type: none"> <li>• Parent Information Meeting</li> <li>• Early school closure for Parent/Teacher Interviews</li> <li>• Informal reporting – emails, diary entries, phone calls, parent discussions</li> </ul> <p><b>Whole School</b></p> <p>Parent Information Evening presented by Principal</p>



## APPENDIX A

# What's in the Western Australian Curriculum and Assessment Outline



## APPENDIX B

### Monitoring Information System 2 Year Cyclical Grid

Learning Area	Source	Year Level	First Year		Second Year	
			2015	2017	2016	2018
<b>Australian Early Development Census</b>	Australian Government	PP	Term 2 (every three years)		Term 2	
<b>English</b>	<b>NAPLAN As per Literacy Assessment Plan</b>	3, 5 K-6	Term 2 Ongoing		Term 2 Ongoing	
	Brightpath On-Entry Assessment	PP-6 PP & 2	Term 2 and Term 4 Term 1		Term 2 and Term 4 Term 1	
<b>Maths</b>	<b>NAPLAN  As per Numeracy Assessment Plan</b>	3, 5  K-6	Term 2 Ongoing		Term 2 Ongoing	
	On-Entry Assessment	PP & 2	Term 1		Term 1	
<b>History</b>						
<b>The Arts</b>						
<b>H&amp;PE</b>					Term 1 & 4	
<b>Science</b>	PAT		Term 1		Term 1	
<b>Technologies</b>			Semester 1 and 2			
<b>French</b>			Term 3			
<b>Community Feedback</b>	National Survey	All families	Term 2		Term 2	Term 2
<b>Staff Feedback</b>	National Survey	All Staff	Term 2		Term 2	Term 2
<b>Student Feedback</b>	National Survey	Year 4-6	Term 2		Term 2	Term 2

# APPENDIX C

## Semester 1

Years K - 6	The emphasis in these years is on approximately 50% of Curriculum Instruction in Literacy and Numeracy							
Years K	The emphasis in these years is on Literacy and Numeracy Development along with social, emotional and physical wellbeing							
	English	Mathematics	Science	Humanities and Social Science	Languages (French)	The Arts (Visual Arts & Music)	Health & Phys Ed	Technologies
Pre-primary	<ul style="list-style-type: none"> <li>&gt; Reading and Viewing</li> <li>&gt; Writing</li> <li>&gt; Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Number &amp; Algebra</li> <li>&gt; Measurement &amp; Geometry</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inquiry Skills</li> <li>&gt; Understandings</li> </ul>	<ul style="list-style-type: none"> <li>&gt; HASS</li> </ul>		<ul style="list-style-type: none"> <li>&gt; Arts Making</li> <li>&gt; Arts Responding</li> </ul>	<b>Phys Ed</b> <ul style="list-style-type: none"> <li>&gt; Movement and physical activity</li> </ul> <b>Health Ed</b> <ul style="list-style-type: none"> <li>&gt; Personal, social and community</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Design &amp; Technology</li> </ul>
Years 1 & 2	<ul style="list-style-type: none"> <li>&gt; Reading and Viewing</li> <li>&gt; Writing</li> <li>&gt; Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Number &amp; Algebra</li> <li>&gt; Measurement &amp; Geometry</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inquiry Skills</li> <li>&gt; Understandings</li> </ul>	<ul style="list-style-type: none"> <li>&gt; HASS</li> </ul>		<ul style="list-style-type: none"> <li>&gt; Arts Making</li> <li>&gt; Arts Responding</li> </ul>	<b>Phys Ed (Specialist)</b> <ul style="list-style-type: none"> <li>&gt; Movement and physical activity</li> </ul> <b>Health Ed (Class Teacher)</b> <ul style="list-style-type: none"> <li>&gt; Personal, social and community</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Design &amp; Technology</li> </ul>
Years 3 - 6	<ul style="list-style-type: none"> <li>&gt; Reading and Viewing</li> <li>&gt; Writing</li> <li>&gt; Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Number &amp; Algebra</li> <li>&gt; Measurement &amp; Geometry</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inquiry Skills</li> <li>&gt; Understandings</li> </ul>	<ul style="list-style-type: none"> <li>&gt; HASS</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Listening, Responding &amp; Speaking (Yrs 3 - 6)</li> <li>&gt; Viewing/Reading/ Responding (Yrs 4 - 6)</li> <li>&gt; Writing Yr 6</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Arts Making</li> <li>&gt; Arts Responding</li> <li>Instrumental Music</li> <li>&gt; Arts Making</li> </ul>	<b>Phys Ed (Specialist)</b> <ul style="list-style-type: none"> <li>&gt; Movement and physical activity</li> </ul> <b>Health Ed (Class Teacher)</b> <ul style="list-style-type: none"> <li>Personal, social and community</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Design &amp; Technology</li> </ul>
Special Needs	Students who receive Schools Disability Resourcing funding and are working of a modified curriculum within their Personal Learning Plan will be reported on using the SEN Reporting Package.							

## Semester 2

Years K - 6	The emphasis in these years is on approximately 50% of Curriculum Instruction in Literacy and Numeracy							
Years K	The emphasis in these years is on Literacy and Numeracy Development along with social, emotional and physical wellbeing							
	English	Mathematics	Science	Humanities and Social Science	Languages (French)	The Arts (Visual Arts & Music)	Health & Phys Ed	Technologies
Pre-primary	<ul style="list-style-type: none"> <li>&gt; Reading and Viewing</li> <li>&gt; Writing</li> <li>&gt; Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Number &amp; Algebra</li> <li>&gt; Measurement &amp; Geometry</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inquiry Skills</li> <li>&gt; Understandings</li> <li>&gt; Human Endeavour</li> </ul>	<ul style="list-style-type: none"> <li>&gt; HASS</li> </ul>		<ul style="list-style-type: none"> <li>&gt; Arts Making</li> <li>&gt; Arts Responding</li> </ul>	<b>Phys Ed</b> <ul style="list-style-type: none"> <li>&gt; Movement and physical activity</li> </ul> <b>Health Ed</b> <ul style="list-style-type: none"> <li>&gt; Personal, social and community</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Digital Technology</li> </ul>
Years 1 & 2	<ul style="list-style-type: none"> <li>&gt; Reading and Viewing</li> <li>&gt; Writing</li> <li>&gt; Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Number &amp; Algebra</li> <li>&gt; Measurement &amp; Geometry</li> <li>&gt; Statistics &amp; Probability</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inquiry Skills</li> <li>&gt; Understandings</li> <li>&gt; Human Endeavour</li> </ul>	<ul style="list-style-type: none"> <li>&gt; HASS</li> </ul>		<ul style="list-style-type: none"> <li>&gt; Arts Making</li> <li>&gt; Arts Responding</li> </ul>	<b>Phys Ed (Specialist)</b> <ul style="list-style-type: none"> <li>&gt; Movement and physical activity</li> </ul> <b>Health Ed (Class Teacher)</b> <ul style="list-style-type: none"> <li>&gt; Personal, social and community</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Digital Technology</li> </ul>
Years 3 - 6	<ul style="list-style-type: none"> <li>&gt; Reading and Viewing</li> <li>&gt; Writing</li> <li>&gt; Speaking &amp; Listening</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Number &amp; Algebra</li> <li>&gt; Measurement &amp; Geometry</li> <li>&gt; Statistics &amp; Probability</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Inquiry Skills</li> <li>&gt; Understandings</li> <li>&gt; Human Endeavour</li> </ul>	<ul style="list-style-type: none"> <li>&gt; HASS</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Listening, Responding &amp; Speaking (Yrs 3 - 6)</li> <li>&gt; Viewing/Reading/ Responding (Yrs 4 - 6)</li> <li>&gt; Writing Yr 6</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Arts Making</li> <li>&gt; Arts Responding</li> <li>Instrumental Music</li> <li>&gt; Arts Making</li> </ul>	<b>Phys Ed (Specialist)</b> <ul style="list-style-type: none"> <li>&gt; Movement and physical activity</li> </ul> <b>Health Ed (Class Teacher)</b> <ul style="list-style-type: none"> <li>Personal, social and community</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Digital Technology</li> </ul>
Special Needs	Students who receive Schools Disability Resourcing funding and are working of a modified curriculum within their Personal Learning Plan will be reported on using the SEN Reporting Package.							

Please note that the Reporting Schedule changes every year