



# Kapinara Primary School

## Curriculum and Reporting to Parents Policy

Kapinara Primary School's 'Curriculum, Assessment and Reporting to Parents Policy' reflects the intent of the Department of Education Curriculum, Assessment and Reporting Policy and Guidelines in that as part of the planning processes undertaken at Kapinara, the school will:

- provide a balanced curriculum that maximises the capacity of all students to achieve the outcomes of the Curriculum Framework.
- regularly monitor, evaluate and report on each student's achievement.

### Curriculum

**To this extent, the principal and teachers at Kapinara Primary School will engage in whole school planning to ensure:–**

- The emphasis in the early childhood is placed on the development of literacy and numeracy, social, emotional and physical well being; and developing and nurturing positive attitudes to learning.
- The middle childhood years (Yrs 4 – 7) curriculum has a strong emphasis on English and Mathematics.
- At least 50% of curriculum time is devoted to developing literacy and numeracy skills through the teaching of English and Mathematics and integration with other learning areas.
- There is an increasing engagement with other learning areas as students' progress through the school, with a particular focus on science, and society and environment.
- Students participate in a minimum of two hours of physical activity each week as part of the learning program, and that sport is promoted and encouraged through programs before and after school and in the community.
- Music and the arts are promoted through a variety of programs across the whole school during school time, before and after school and in the community.

### Assessment

The **Curriculum Framework** identifies five key principles of assessment. Assessment must be -

- **Valid** – assessment information on the actual ideas, processes, products and values which are expected of students.
- **Educative** - assessment should make a positive contribution to student learning.
- **Explicit** – assessment criteria should be explicit so that the basis for judgements is clear and public.

- **Fair** – assessment should be demonstrably fair to all students and not discriminate on grounds that are irrelevant to the achievement of the outcome.
- **Comprehensive** – Judgements on student progress should be based on multiple kinds and sources of evidence.

Student assessment should focus on what students can do themselves rather than how they are performing compared with their peers. This requires monitoring of each student's progress, assessing students' performance in relation to the Department's descriptors at each year level, and making 'on-balance' judgements to determine achievement of a level.

#### **Using assessment information teachers are able to –**

- make on-balanced judgements about the levels of students' performance;
- produce informed reports to students and their parents about learning progress;
- accurately **review** and analyse the school's overall performance;
- develop **School Improvement Plans** that reflect identified future curriculum provisions; and
- produce an annual **School Report** that clearly reflects the school's performance.

#### **Guidelines**

##### **Assessment at Kapinara Primary School will –**

- identify students' achievements and the extent of their progress in relation to the WA Curriculum or Australian Curriculum (whichever is applicable)
- assist with identification of students at education risk;
- improve students' learning;
- allow students to set goals for their learning;
- motivate students to learn because their learning is personalised;
- improve the effectiveness of teachers' planning, pedagogy, monitoring and reporting to parents;
- allow KPS to plan for improvement by determining with the School Council realistic priorities; and
- broaden home/school links that will enable parents to further assist with their children's learning.

##### **Assessments at Kapinara Primary School need to –**

- provide for students the opportunity to demonstrate their knowledge, skills, understandings and abilities;
- be clear – is the process or the finished product being assessed? Students need to know and understand the criteria associated with the assessment task;
- acknowledge student differences by providing a range of opportunities and strategies for students to successfully achieve the assessment task;
- incorporate judgements from a range of sources;

- provide opportunities for students to sometimes be involved in planning their own assessments;
- ensure that the teachers on-balance judgement about a student's level is an informed and professionally-derived judgement that is sometimes assessed collaboratively with peers from within and without the school.

**Assessment strategies could include any of the following –**

<b>Observation</b>	<b>Teacher journals</b>	<b>Checklists and matrices</b>
<b>Criterion referencing</b>	<b>Self assessment</b>	<b>Peer assessment</b>
<b>Open ended tasks</b>	<b>Student/teacher conferences</b>	<b>Teacher constructed tests</b>
<b>Standardised tests – e.g. MSE, WALNA.</b>	<b>Student journals</b>	<b>Portfolios – Pre-Primary/Kindergarten</b>
<b>Individual Education Programs/Plans</b>	<b>Negotiated evaluation</b>	<b>Individual and group self-reflection</b>

A combination of the above mentioned assessment strategies could be used by the teachers, over time with their students, to determine whether or not a student has demonstrated knowledge, skill and understandings. By using a range of assessment strategies teachers will be able to make accurate on-balance judgements about their students' performances.

## **Reporting**

Kapinara Primary School will formally report student progress to parents (a summative report) in **July and December** for students in years 1-7. The report format will be that provided by the Department of Education.

Information in student reports will give an accurate and objective assessment of the student's progress and achievements against the Department of Education expected standards (February 2011).

Student achievement in each learning area will be reported using the following descriptors:-

A	Excellent	The student demonstrates achievement that has greatly exceeded the expected standard. Their achievement is well beyond what is expected at this year level.
B	Good	The student demonstrates achievement that exceeds the expected standard.
C	Satisfactory	The student demonstrates achievement at the expected standard.
D	Limited	The student demonstrates achievement below the expected standard.
E	Very low	The student demonstrates achievement below the minimum acceptable for this year level.

The report will also include an assessment and comments against a set of core attitudes, behaviours and effort attributes.

On request, parents will be provided with a school position report stating the performance of their child relative to the performance of the student's peer group.

In considering the best needs of a child's development and self esteem, schools and teachers, in consultation with parents may replace the A-E grades with an alternative reporting format.

### **Communication throughout the year**

The school will provide opportunities for two-way communication with parents throughout the year so that parents are kept informed of progress and can inform teachers of any concerns at home. Should parents have concerns over their child's progress then they should make immediate contact with the class teacher.

Students identified as being at educational risk of not meeting expected standards will have targeted intervention. Cases will be managed on an individual basis through the Learning Support (Students at Educational Risk) Coordinator.

Parents should not be surprised when they receive information on their child's progress and achievement. In addition to formal reports the school will communicate formally and informally which can include:-

- Information sessions about the teaching and learning program (at least once a year)
- Term overviews being sent home at the beginning of each term
- Meetings and phone calls

In some learning areas where physical, visual and/or auditory elements are important components, alternative opportunities to report progress to parents are highlighted. These include assemblies, sports carnivals, art exhibitions and displays, dance performances, musical concerts, class plays, performances and learning journeys. In the early years parents have access to class rosters to observe their child's progress.

A **Student Portfolio** style of assessment will be used in the Pre-Primary and the Kindergarten and these will be sent home twice a year in July and December together with a school designed report sheet.

This reporting package will include elements of the following-

- academic progress
- evidence based work samples that demonstrate the work that students are doing so as to achieve outcomes against the students' values' development
- social and emotional development
- students' work habits/effort
- students' self reflection
- a general/overall comment

At any stage during the year parents/caregivers are welcome to contact teachers to discuss any aspect of their child's progress.

Should students be working on an individual education program (IEP), teachers will discuss how information can best be communicated to parents and students, to show progress against the plan as opposed to system targets.

**ENDORSEMENT**

We, the undersigned, hereby certify that this document was ratified at the Kapinara School Council meeting of

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**KAPINARA SCHOOL COUNCIL CHAIR**

**KAPINARA SCHOOL PRINCIPAL**

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**NAME** \_\_\_\_\_

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