



## Assessment Policy: Primary School (K to 6)

### Aim

At DMC, we believe effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students, parents/carers to promote effective home/school partnerships in support of student learning.

Our assessment and reporting policy supports our belief that everyone has the right to positive school achievement at our school and our teachers strive to provide appropriate assessment accommodations to support this where possible.

DMC implement the Western Australian Curriculum and Assessment Outline (the Outline) at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) to meet the learning needs of all students.

### Background

The Outline is informed by Belonging, being and Becoming: The Early Yearly Learning Framework (FYLF) and the Australian Curriculum. The Outline includes Kindergarten Curriculum Guidelines but these are not mandated because Kindergarten is a non-compulsory years of schooling.

The Outline sets out the mandated knowledge, understandings, skills, values and attitudes that Pre-primary to Year 10 students are expected to acquire in the eight learning areas identified in the Alice Springs (Mparntwe) Education Declaration (2019), Principles of Learning, Teaching and Assessment, expected standards of achievement, and the requirements for reporting on student achievement.

### Definition of Assessment and Reporting:

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

**Reporting** is the communication of student progress to the student, parents and caregivers and to other teachers in order to support further learning, document and celebrate achievement.

**Curriculum area** refers to distinct bodies of knowledge, skills and behaviours within a curriculum framework.

**Progress** is observable and measurable change in student learning based on evidence and multiple data sources that indicates development along a continuum of learning , and supports learners to see themselves as successful.



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**SCSA:** School Curriculum and Standards Authority. Responsible for setting standards of student achievement and for the assessment and certification of student achievement according to those standards.

## Purpose of Assessment:

Assessment helps to:

- Determine the extent to which students have acquired specific knowledge, skills and understandings.
- Identify students' strengths as well as areas of their learning where additional support may be needed.
- Establish a student's level of prior knowledge.
- Evaluate the effectiveness of the teaching and learning programs and processes.

## Some Principles of Assessment:

DMC's Assessment and reporting are ongoing and continuous. Teachers are alert to the needs of students, founded on their knowledge of each student's narrative. Assessment, feedback and data-gathering techniques are authentic, varied and diverse.

As a Western Australian school, we adopt the six principles of assessment set by the School Curriculum and Standards Authority (SCSA).

- Assessment should be an integral part of teaching and learning.
- Assessment should be educative.
- Assessment should be fair.
- Assessment should be designed to meet their specific purpose.
- Assessment should lead to informative reporting.
- Assessment should lead to School wide evaluation processes.

## ASSESSMENT AND REPORTING

### Assessment and Evaluation

Assessment is the central process in instruction. It is the bridge between teaching and learning. Assessment refers to the stage of gathering data.

Evaluation is the stage of making judgements about the information gathered. Teachers draw conclusions about the progress of students and the effectiveness of teaching plans from the assessment data.

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## Curriculum

DMC implemented the Pre-primary to Year 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.

In relation to Kindergarten:

- Belonging, Being and Becoming: The Early Learning Framework (EYLF) describes the principles practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school
- The Kindergarten Curriculum Guidelines guide educators to develop kindergarten curriculum for Western Australian children. It draws from the key ideas and related content from the EYLF to construct curriculum to ensure that all children in Kindergarten experience quality teaching and learning.

## Assessment

Assessment is an integral part of Teaching and Learning. Teachers assess and monitor student growth, learning progress and achievement against the WA scopes and sequences and within the learning and teaching program at Divine Mercy College.

## Reporting

The nature and frequency of feedback given to students and parents about individual assessment tasks are determined by teachers and Year Coordinators.

Divine Mercy College implemented the Western Australian Curriculum and Assessment Outline (the Outline) at [www.scsa.wa.edu.au](http://www.scsa.wa.edu.au) to meet the learning needs of all students. These requirements apply to the written reports on student learning and progress. Reports are provided three times yearly. Interim Report in the end of term 1 and semester report at the end of term 2 and term 4. Parent-teacher evenings provide providing verbal feedback on student's progress to parents. DMC parent-teacher evenings conduct twice yearly.

### Assessment Methods:

**Formative Assessment** '(assessment for learning)' is used to monitor progress by providing continuous feedback and identify errors in learning, with the specific purpose of helping them improve. Formative assessments serve the purpose of determining who's understood and who has not. Examples of formative assessment include:

- Observations
- Annotated Work samples
- Book Work
- Peer Assessment
- Student self-evaluation

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**Summative assessment** ('assessment of learning') seeks to establish the level of achievement attained by a student, at the end of a learning sequence. It also provides information for judging the effectiveness of teaching program. A range of summative assessments need to be provided to demonstrate an achievement standard. Examples of summative assessment include:

- Tests (teacher devised and standardised assessments)
- National Assessment Program in Literacy and Numeracy-NAPLAN
- Project work (group/individual)
- Presentations/performances.
- Work samples

Diagnostic assessment identify students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help teachers plan what to teach and how to teach it. Examples of diagnostic assessment include:

- YARD Testing (Kindy to Year 3)
- PAT Testing (Year 1 to Year 10)
- On-Entry Testing (Pre-primary and Year 1)

## Procedures for Assessment and Reporting

### Step 1:

Adapting the Western Australian Curriculum, Kindergarten Guidelines, Early Years Learning Framework, School Business Plan, and School Operational Plans to guide teaching, assessment and reporting in line with School Curriculum and Standards Authority (SCSA).

### Step 2:

Gathering evidence/ work samples and student performance data to support on balance judgements which are consistent with the school's assessment policy.

### Step 3:

Using Accelerus Reporting system to report on student's achievement in all learning areas.

In addition, using National Assessment Program Literacy and Numeracy (NAPLAN) which is completed in Year 3 and 5 in Term 1; PAT Testing in Term 1 and 4; and Judgements regarding achievement of expected standards are made through reference to SCSA Judging Standards and exemplars.

### Step 4:

The reporting process will involve parents, students and teachers. Parents/ caregivers will be given opportunity to be involved and engaged in the reporting process.

One Interim report (Term 1) and two formal end of semester reports (Term 2 and Term 4) for Kindergarten to Year 12, there will be a range of other formal and informal reporting that might include:

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- Parent/ Teacher Evenings (Term 2 and Term 3)
- Formal/ Informal interviews throughout the years as needed
- Diaries as needed
- Phone calls and/ or email communications as needed
- NAPLAN reports in Year 3 and 5 sent home
- Pre-primary and Year 1 On-Entry Reports sent home at the end of Term 1
- Staff will report to parents where it is identified that students are at risk and provide timely information regarding their learning program and progress. This will be attended to through the formal reporting process – Independent Educational Plans (IEP)

## Reporting Policy Schedule:

|                           |   |
|---------------------------|---|
| Information Meetings      | These are held at the beginning of each year. Teachers explain class routines and provide general information about the year's programme.   |
| Parent/Teacher Interviews | These are conducted in Term 2 and Term 3 with all families at the invitation of the class teacher. Parent/carers can request interviews at any time throughout the year.                  |
| Formal Written Reports    | An interim report is provided at the end of Term 1. A summative report is issued at the end of First and Second semesters which provides information on student achievement and progress. |

## Student feedback:

Students are provided with feedback on their performance in a variety of ways:

- Written feedback on work samples
- Three-way interviews with parents when needed
- Test results in various learning areas with comments from the teacher
- End of semester reports
- NAPLAN reports
- Merit Certificates

## Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the college. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled

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- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the college before 9.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- provide either a medical certificate or a letter of explanation immediately the student returns to school.

Where the student provides a reason, which **is acceptable** to the college for the non-completion or non-submission of an assessment task, the teacher will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's license test, preparation for the college ball, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the Year Co-ordinator the development of an individual education plan. This plan will show how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the college examination timetable, students and parents will be advised by the college of adjustments to the task requirements and/or the assessment outline.

## Roles and Responsibilities:

### TEACHERS:

- Provide data informed purposeful teaching, with teaching plans that allow for focused differentiated teaching.
- Communication of test results via school diary (Test Results Page). High school Home room teachers, Primary Classroom teachers and Subject Teachers responsibility to record test results and check for Parent/Carer signature.
- Parents informed by phone call or letter if student is not achieving at 50% over.

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- Assist students to develop good study habits.
- Provide feedback to students through, scores, annotated rubrics, models/samples of good work, personalised written comments and personalised verbal comments.
- Prepare for the transition of students, ensuring new teachers have access to data from assessments, anecdotal notes, work samples, DMC Transition documents, intervention plans (IEP/CAP/BMP). Data placed on schools information system and hard copy kept in transition files.
- Return assessed work in a timely fashion (1-2 week maximum).
- Moderation of student work. Participate in professional collaboration to ensure consistency of judgements between teachers and by referring to Judging Standard exemplars provided online by SCASA.
- Maintain records according to school policy.

## **PARENTS/CAREGIVERS:**

- Communicate with teachers any relevant information which may impact student learning and provide feedback on assessment practices.
- Respect assessment times and teaching and learning periods by scheduling holidays at appropriate times where possible. Absenteeism is not a recognised reason for failure to complete assessments.

## **STUDENTS:**

- Must display academic honesty and refrain from copying, plagiarising, allowing their work to be copied. A score of zero will be given for unacceptable behaviour.
- Meet assessment deadlines as agreed upon with the classroom/subject teacher.
- If a student is too ill to sit an examination/s or complete an assessment task they must obtain a doctor's certificate.
- Failure to complete assessment due dates will result in 10% per day penalisation and the student will be required to attend an Academic Detention. Extensions may be warranted with written request from parent/guardian and approved by the subject teacher. Consideration will be provided for reasons such as late entry to the course, injury or illness, adverse personal circumstances, cultural beliefs or a disability or learning difficulty and there is documented evidence. In these cases assessments may be modified, times extended or estimates taken on previous assessment tasks.

## **LEADERSHIP:**

- Audit planned assessments to ensure a range of types are being used and provided for comprehensive and meaningful learning.
- Analyse whole school assessment results for future school improvement planning.

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