



Bibra Lake Primary School Curriculum, Assessment and Reporting Policy

UPDATED: 29 NOVEMBER 2021

POLICY STATEMENT

All teachers at Bibra Lake Primary School will implement a curriculum to meet the learning needs of all students, from Kindergarten to Year 6, and assess and report student achievement in accordance with the established standards of the School Curriculum and Standards Authority.

PROCEDURES

CURRICULUM

The Principal and teachers will:

- Engage in whole-school curriculum planning to ensure there is an appropriate curriculum emphasis for each phase of schooling;
- Ensure that all students are provided with opportunities to receive at least fifty per cent of curriculum instruction in literacy and numeracy;
- Ensure opportunities are provided to enable all students in Years 1-6 to 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.

ASSESSMENT

Teachers will use evidence from the following, to make judgements of student achievement in relation to expected standards and plan for future learning programs:

- Student academic, behavioural, social/emotional and ability information;
- National Assessment Program for Literacy and Numeracy (NAPLAN);
- Standardised and Diagnostic test results;
- Student class work samples;
- Australian Early Development Census;
- Whole school curriculum programs and planning;
- Whole school assessment schedules;
- Student On-Entry Assessment results;
- Early Childhood development checklists and screeners;
- Australian Curriculum Exemplars – work samples/learning tasks/student work; and
- Moderation activities.

A selection of the following mechanisms may be used for providing individual students with feedback on their performance:

- Annotated assessment
- Comments on work
- Over the shoulder marking
- Positive reinforcement
- Regular oral feedback
- Test results
- Writing/editing keys
- Rubrics (ideally constructed with students) to highlight A –E standards before commencing a unit of work.
- Self assessment formats informed by explicit criteria
- Reflection goal setting and outlines

REPORTING

Bibra Lake Primary School staff believes in a strong partnership with parents/caregivers. Ongoing communication throughout the year is critical to ensure parents/caregivers are kept informed of their child's progress by receiving timely advice at important stages in their child's development.

Teachers will inform parents/caregivers when a child is experiencing difficulties or learning problems as soon as this is apparent and will respond accordingly to the school's Student at Educational Risk (SAER) guidelines.

Teachers will use a variety of methods for reporting students' progress and achievement, ranging from:

- informal reporting on a needs basis or when opportunities arise;
- formal reporting undertaken in structured ways at the end of each semester across the school, including the release of the formal semester report(s);
- a whole of school open night held in Term One, Week 6; and
- parent/teacher interviews held in Term Three (Wednesday, Week 8), whereby the school will seek permission to close the school early in order to schedule the interviews.

Bibra Lake Primary School will use the Department of Education's reporting template to issue a report to parents for each student in Pre-Primary to Year 6 at the end of each semester and for each student in Kindergarten at the end of Semester 2. In Semester 1, Kindergarten parents will be issued a report on their child's progress using the Bibra Lake Primary School's Social/Emotional Report.

Bibra Lake Primary School will administer the prescribed system assessments such as NAPLAN as specified in the Administration Guidelines that accompany the assessments and distribute to parents the prescribed system assessment reports in a timely manner.

Bibra Lake Primary School Assessment Overview Planner

ASSESSMENT											
	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Early Childhood (Kindergarten)											
Diana Rigg Speech Development Screen		At point of need to support CDS referral									
Fine & Gross Motor Skills/OT		At point of need to support referrals to appropriate support services									
Words, Grammar, Fun (1/3 class – random)	(1/3 class – random)										
Diana Rigg Pre-Literacy Screen	PLD Syllabification			Verbalisation of initial phoneme	Alphabet & sounds knowledge SATPIN Onset and Rime Level Blending			Alphabet and sound knowledge - MRCHED			
Early Childhood (Pre-Primary)											
Diana Rigg Pre-Literacy Screen	All students			At point of need for non-spellers							
Words, Grammar, Fun (1/3 class – random)	(1/3 class – random)										
On-Entry Assessment		All students									
Diana Rigg Spelling Test				At point of need for students who achieve over 80% on the Diana Rigg Pre-Literacy Screen							
Writing Moderation											
Maths Moderation											
Student Grade Analysis											
Years 1-6											
ENGLISH											
Diana Rigg Placement Test											
Diana Rigg Test											
Reading Diagnostic Assessment (PAT Reading)											
On-Entry Assessment – Identified Year 1 & 2 students											
Wheldall Assessment of Reading Passages (WARP)	All Yr 2-6										
PM Benchmark – Identified Year 2-6 students											
Sparkle Reading Evaluation Screener – Yr 1 - 2											
Sparkle Reading Evaluation (Yr 1 – 2 not reading for WARP/PM Benchmarking)											
NAPLAN Online (Yr 3 & 5)											

MiniLit / MacqLit / MultiLit Placement Test (Yr 1- 6)												
Writing Moderation												
Student Grade Analysis												
MATHEMATICS												
Mathematics Diagnostic Assessment (PAT Maths)												
Maths Moderation												
NAPLAN												
Student Grade Analysis												
HEALTH & WELLBEING												
Wellbeing Survey												
SCIENCE												
ACARA NAP Science Literacy (Year 6)												
Student Grade Analysis												
HUMANITIES AND SOCIAL SCIENCES												
Student Grade Analysis												
THE ARTS												
Student Grade Analysis												
SIMS Assessment (Music) – Year 4												
LANGUAGES												
Student Grade Analysis												
HEALTH AND PHYSICAL EDUCATION												
Student Grade Analysis												
TECHNOLOGIES												
Student Grade Analysis												

Assessment Schedule Early Childhood

Who	What	Purpose	When
K	Diana Rigg Speech development screen	This tool provides data to support teacher judgement about the need for a CDS referral. Once need for referral is confirmed use referral form.	At point of need
K	Fine Motor Skills / OT	To identify if a child is experiencing difficulties with their fine motor skill development – Referrals made to appropriate services Summary report provided to parents. School to follow up and support families at point of need.	At point of need
K	Gross Motor Skills/Physio	To identify if a child is experiencing difficulties with their gross motor skill development – Referrals made to appropriate services Summary report provided to parents. School to follow up and support families at point of need.	At point of need
K	Words, Grammar, Fun (1/3 class random selection)	Diagnostic analysis of data to identify gaps and inform teaching. Formative assessment.	T1
K	Diana Rigg Pre-Literacy Screen		T1 – PLD Syllabification T2 – Verbalisation of initial phoneme T3 – Alphabet and sounds knowledge – SATPIN , Onset and Rime Level Blending T4 - Alphabet and sound knowledge – MRCHED Re-test at point of need.

Who	What	Purpose	When
PP	Diana Rigg Pre-Literacy Screen as required (PP non-spellers]	Diagnostic analysis of data to identify gaps and inform teaching. Formative assessment.	PP – T1 all students PP T2, T3 and T4 at point of need. Onset and rime Blending CVC words Segmenting CVC words Alphabet knowledge
PP	Words, Grammar, Fun (1/3 class – lower, middle & upper ability)	Pre and post-test to monitor progress Formative assessment.	PP T1
PP & Targeted Yr 1s and 2s	On-Entry Assessment Identified students Yr 1s / Yr 2s	To identify gaps and inform the development of intentional teaching programs, reflective of students' needs.	
PP	Diana Rigg Spelling Test	Diagnostic analysis of data to identify gaps and inform teaching.	At point of need once students can achieve over 80% on the Diana Rigg Pre-Literacy Screen
PP	Writing moderation	Teachers compare students' work to promote comparable teacher judgements.	Intent to move to Brightpath PP – Yr6 T1 & T3 W8 Writing Moderation Task (ready for Wk 9 staff meeting) PP – write in response to a picture prompt Written for all years – not typed Slides on Shared drive: S:\AdminShared\All Staff\250 \ Curriculum\Writing Moderation Tasks Power points
PP	Maths Moderation (rich task)	Teacher selected task	T2 & T4 (Same task to be used)

Assessment Schedule Year 1-6 English

Who	What	Purpose	When
Yrs 1-6	Diana Rigg Placement Test	To place students into groups	T1 Beginning
Yrs 1-6	Diana Rigg Test	Diagnostic analysis of data to identify gaps and inform teaching. Formative assessment.	End T1, T2, T3 and T4
Yrs 1-6	PAT Reading	Summative assessment.	T 4 W 4/5 Current year test
Y1 & Yr2	On-Entry - Yr 1 & 2 identified students.	To track progress	T1
Yr 2 – Yr 6	Wheldall Assessment of Reading Passages (WARP) Testing	Identify weak students Summative assessment.	Early T1 all students.
Yr 2 – Yr 6 Identified students	PM Benchmark	Diagnostic analysis of data to identify gaps and inform teaching.	T1, T2, T3, T4 Students who fall into the bottom 25% on the WARP complete PM benchmark including comprehension.
Yr 1 – Yr 2	Sparkle Reading Evaluation Screener Sparkle Reading Evaluation	Diagnostic analysis of data to identify gaps and inform teaching.	T1, T2 Reading Rate Evaluation Test Level 2. If required score is not achieved administer screener and if passed complete Reading Rate Evaluation Test for required level. T3,T4 Yr 1 and Yr2 who are not ready for WARP/PM benchmark use Sparkle Box Level 4 Reading Rate Evaluation Test. If child does not achieve 40 words per minute administer screener to determine level and then administer whole Sparkle Box evaluation.
Yr 3 & Yr 5	NAPLAN reading, writing and spelling and grammar	Mandated test Summative assessment.	T2

Yr 1 – Yr 6	MiniLit / MacqLit / MultiLit Placement test	To place identified students into groups	Beginning of T1, end of T1, T2, T3, T4 Students identified through WARP results and teacher judgement.
Yrs PP-6	Writing moderation	Teachers compare students' work to promote comparable teacher judgements.	<p>Intent to move to Brightpath</p> <p>PP – Yr6 T1 & T3 W8 Writing Moderation Task (ready for Wk 9 staff meeting)</p> <p>PP – write in response to a picture prompt</p> <p>Yr 1 – Recount T1, Narrative T3 Yr 2 – Narrative T1, Persuasive T3 Yr 3 – Persuasive T1, Narrative T3 Yr 4 – Narrative T1, Persuasive T3 Yr 5 – Narrative T1, Persuasive/Discussion T3 Yr 6 – Discussion T1, Narrative T3</p> <p>Written for all years – not typed Slides on Shared drive: S:\AdminShared\All Staff\250 \ Curriculum\Writing Moderation Tasks Power points</p>

Assessment Schedule Year 1 – 6 Mathematics

Who	What	Purpose	When
Yrs 1-6	PAT Maths – Current Year Test used.	Summative assessment.	T4 Week 5 Yr 1-6
PP – Yr 6	Moderation (Rich Tasks)	Teachers compare students' work to promote comparable teacher judgements. Repeating the task allows teachers to monitor for progress.	SCASA tasks x 2 (T2 & T4) All students do their own year level task even if in a split grade class. The same task is completed in T2 and T4 to allow Yr 1 – Shop until you drop Yr 2 – Choc Blocks Yr 3 – Cooking a Carrot Cake Yr 4 – Birthday Breakfast Yr 5 – Paper Plane Race Yr 6 – Shopping Spree Tasks on Shared drive S:\AdminShared\All Staff\250 - Curriculum\257 - Mathematics\Rich tasks (SCSA)
Yr 3 & Yr 5	NAPLAN	Mandated test Summative assessment.	T2
	Investigate Brightpath		Intention to replace PAT Maths with Brightpath.

Assessment Schedule Year 1 – 6 Additional

Who	What	Purpose	When
Health & Wellbeing			
Yrs 1-6??	ACER Social-Emotional Wellbeing Survey	To identify social, emotional and, behavioural outcomes of students in order to inform whole of school planning.	T1, Wk 6
Science			
Yr 6	ACARA NAP Science Literacy	Diagnostic assessment to inform whole school teaching and learning	T3, Weeks 9 & 10
PP-Yr 6	SAIS Dashboard Grade Analysis	Summative assessment. Evidence of student learning in relation to the Achievement Standard.	T3, Weeks 4-7
Humanities and Social Sciences			
PP-Yr 6	SAIS Dashboard Grade Analysis	Summative assessment. Evidence of student learning in relation to the Achievement Standard.	T3, Weeks 4-7
The Arts			
PP-Yr 6	SAIS Dashboard Grade Analysis	Summative assessment. Evidence of student learning in relation to the Achievement Standard.	T3, Weeks 4-7
Yr 4	SIMS Music Assessment	Summative assessment used to identify student aptitude in music	T3, Wks 8-10
Languages			
Yrs 1-6	SAIS Dashboard Grade Analysis	Summative assessment. Evidence of student learning in relation to the Achievement Standard.	T3, Weeks 4-7
Health & Physical Education			
Yrs 1- 6	SAIS Dashboard Grade Analysis	Summative assessment. Evidence of student learning in relation to the Achievement Standard.	T3, Weeks 4-7
Technologies			
Yrs 1- 6	SAIS Dashboard Grade Analysis	Summative assessment. Evidence of student learning in relation to the Achievement Standard.	T3, Weeks 4-7

Reporting Schedule Kindergarten – Year Six

KINDERGARTEN

Teachers will use the school's social/emotional report to report student achievement and progress to parents in Semester 1 and the Department's formal report in Semester 2. The Semester 2 report will contain 1 photo per area, and a general comment statement on literacy, numeracy and learning support.

PRE-PRIMARY – YEAR TWO

In Pre-primary to Year Two, Bibra Lake Primary School will report using achievement descriptors but without letter grades in Semester 1 and 2 reports. The achievement descriptors used will be the system-based descriptors and align with the achievement standards described in the Western Australian Curriculum and Assessment Outline.

YEAR THREE – YEAR 6

In Year Three to Year Six, Bibra Lake Primary School will report using letter grades in the Semester 1 and 2 reports.

If a student is receiving a D or an E (or an associated achievement descriptor), there should be no surprises to the parent.

If a student is following a modified curriculum (for example, an individual education plan or SEN reporting plan), the teacher will report on the student's achievement and progress against the plan.

Prescribed minimum reporting requirements for the learning areas in Years PP-6.

Learning areas	Reporting Requirements
English	Teachers will report on Reading and Viewing; Writing; and Speaking and Listening.
Mathematics	Teachers will report on Number and Algebra; Measurement and Geometry; and Statistics and Probability.
Science	Teachers will report on Science in a global context. Pre-Primary will report on Science in Semester 2 only, in a global context.
Humanities and Social Sciences	Teachers will report on Humanities and Social Sciences in a global context. Pre-Primary are not required to report on this learning area.
Languages	Teachers will report on Communicating; and Understanding. Pre-Primary are not required to report on this learning area.
Health & Physical Education	Teachers will report on Health; and Physical Education in a global context. Pre-Primary are not required to report on this learning area.
The Arts	Teachers will report on Music; and Visual Arts in a global context. Pre-Primary are not required to report on this learning area.
Technologies	Teachers will report on Digital Technologies in Semester 1 in a global context. Teachers will report Design Technologies in Semester 2 in a global context. Pre-Primary are not required to report on this learning area.

REPORT COMMENTS

The minimum requirement for Pre-Primary to Year 6 reports are to have comments in English, Mathematics and a General Comment.

APPENDIX A GUIDELINES FOR WRITTEN REPORT COMMENTS

The following are expectations of staff for writing student report comments:

1. **No surprises** for parents about their child's report, frequent and *early contact* should be made if there are any issues with the child socially or academically.
2. Reports are due on Monday, Week 8, Term 2 and Term 4.
3. Pre-Primary to Year 6 reports are required to have comments in **English, Mathematics** and a **General Comment**.
4. Care needs to be taken to provide parents/caregivers with information that:
 - is free of jargon and complex technical language;
 - focuses on strengths and what the student has achieved in the learning period;
 - concentrates on the student's learning or development;
 - relates to clearly identified outcomes;
 - informs them about the student's level of achievement;
 - is reliable, valid and comprehensible; and
 - is free from emotive language and must be professional.
5. Comments should include **positive remarks** and **criticisms** need to be **constructive**. A good comment states what a student does well and what he/she needs to do to take the next step. E.g. *Michael has extended his bank of known words and this has resulted in improved fluency. To improve further, he needs to...*
6. The **General Comment** summarises the child's **social and academic progress** during the semester. It should support the attitudes, behaviour and effort statements highlighting the judgements you have made. The school's values should be linked into the report in a constructive way. E.g. *Rod managed to gain his Highways Heroes Certificate as he showed many aspects of the school's values.*
7. Any child that has a Documented Plan (eg. Individual Education Plan) should have this mentioned in the report.
8. If a child receives an 'E' grade, a comment **must** be written in that subject area. The comment should indicate why they received the 'E' grade and how they may best improve.

APPENDIX B GUIDELINES FOR PAT ASSESSMENTS

- PAT Maths and PAT Reading will be administered online to students in Years 1-6 during IN Term 4, Weeks 4-5 of the school year. These same assessments will be made available to staff to use in Term 1, if requested, to assist in making judgements about current student achievement.
- During the Term 4 staff meeting in week 7, time will be provided for teachers to analyse the responses for their phase of schooling. Teachers will:
 - choose areas of need to focus explicit teaching on;
 - identify areas of success and discuss reasons for this; and
 - identify clusters of incorrect responses and discuss possible reasons for this.

APPENDIX C GUIDELINES FOR MiniLit / MacqLit / MultiLit PLACEMENT

The Literacy Intervention Program is aimed at students who are performing below the year level standard in reading. Students who need a 'boost' to bring them up to year level standard are the desired participants.

Students work in small groups, 4 days a week for a Semester.

Participating students will be assessed at the end of each Term. Those who have made sufficient progress will return to the classroom program to apply the skills and strategies they have learnt.

Those students who require further support in the program will continue, however, new groups may be formed, and other intervention strategies may be considered.

To recommend a student for the Literacy Intervention program, the **class teacher** needs to:

- Identify eligible students using their results on the Wheldall Assessment of Reading Passages (WARP) and their teacher judgements at the beginning of Terms 1, 2, 3 and 4.
- The Literacy Intervention specialist and Deputy Principal will consider all students forwarded for placement. Where and if appropriate, identified students will be placed into the appropriate intervention group for the Term. Lack of attendance and disruptive behaviour will make the child ineligible to participate in the program.
- The Deputy Principal in conjunction with the Literacy Intervention specialist will:
 - Make final decision on students in groups;
 - Form the groups;
 - Set the timetable; and
 - Generate parent letters for participating students.