



**Curriculum Assessment and
Reporting Policy**

CURRICULUM ASSESSMENT AND REPORTING POLICY

1. POLICY STATEMENT

At Dalkeith Primary School the Principal and teachers will;

- provide a balanced curriculum that maximises the opportunity for all students to achieve the outcomes described in the *Curriculum Framework*; and
- regularly monitor, evaluate and report on each student's achievement.

2. PROCEDURES

PROVIDE A BALANCED CURRICULUM

Dalkeith Primary School principal and teachers will, as part of the planning, provide a balanced curriculum that maximises the opportunity for all students to achieve the outcomes described in the *Curriculum Framework*.

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 primary school-aged (Kindergarten to Year 7) 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 1-7 to participate in a minimum of two hours of physical activity each week, during the school day as part of student learning programs;
- plan for improvement of individual student achievement by applying the principles of the Curriculum Framework; and
- plan for the implementation of the Australian Curriculum in mathematics, science, history and English.

REGULARLY MONITOR, EVALUATE AND REPORT ON EACH STUDENT'S ACHIEVEMENT

Dalkeith Primary School principal and teachers will, as part of the planning, undertake to have and make known to the school community, an assessment and reporting policy that is based on the principles of the *Curriculum Framework*.

This policy will specify how the principal and teachers will:

- provide individual students with feedback on their performance;
- engage in ongoing communication with parents about student achievement and progress;
- make judgements of student achievement in relation to expected standards;
- administer prescribed system assessments;
- use student performance information to plan future learning programs;
- use the Department of Education's reporting templates to issue a report to parents for each student in Years 1-7 at the end of each semester; and
- distribute to parents the prescribed system assessment reports.

APPENDIX ONE

Dalkeith PS Reporting Schedule

Term One	Class Information meetings Issue On-entry Reports to parents of PP/year 1
Term Two	Years 1-7 semester one summative report Pre-primary and Kindergarten written report and work sample portfolio K-7 Parent/Teacher interviews
Term Three	Issue NAPLAN reports to parents of years 3/5/7
Term Four	Years 1-7 semester one summative report Pre-primary and Kindergarten written report and work sample portfolio

APPENDIX TWO

PRINCIPLES OF ASSESSMENT

Effective assessment practices involve a range of measures and provide students with opportunities to display their knowledge, skills, understanding and attitudes. They should include authentic tasks that reflect real work situations and assess performance in an integrated way. These practices are underpinned by the Principles of Teaching, Learning and Assessment articulated in the Curriculum Framework (1998).

Assessment is valid, educative, explicit, fair and comprehensive. At DPS, staff will involve students in assessment to progress improvement by;

- understanding the purpose
- describing expectations
- giving feedback
- giving advice
- planning what needs to be done next and identifying who can assist

Assessment at DPS will be evidenced by;

- high quality interactions
- sharing criteria
- students directing in their own learning
- providing timely feedback
- goal setting
- reflection
- self and peer assessment

APPENDIX THREE

DALKEITH ASSESSMENT FRAMEWORK

Provide students with feedback on their performance

- Structure feedback on Hattie's Visible Learning model (task, process, self, self regulation)
- Use diary; individual comment and sticker/signature weekly
- Verbal feedback, positive and constructive
- Written feedback and targeted comments on work
- Virtues awards and merit certificates
- Rubrics
- Checklists
- Student meetings
- Display work
- Newsletter

Make judgements of student achievement in relation to expected standards

- Professional Learning Communities to develop and undertake common Assessment Tasks
- Familiarise with and refer to online 'Exemplars' and the expected 'C' standard
- Data analysis (MSE, NAPLAN, EARS, SAIS, FIRST CUT, On-entry)
- Cross school moderation tasks and assessment rubrics
- Record attendance and behaviour on SIS
- K-10 Syllabus
- Australian Curriculum standards

Use student performance information to plan future learning programs

- Data analysis (MSE, NAPLAN, EARS, SAIS, FIRST CUT, On-entry)
- SIS records
- Student profiles and transition files
- Records of parent/teacher interviews
- Liaise with Learning Support Coordinator
- Centre for Inclusive Schooling partnership
- Moderation
- Target reviews

Administer prescribed system assessments

- Pre-primary On-entry testing
- Years 3,5 & 7 NAPLAN testing annually in May
- National Science testing year 6
- MSE (Science and S&E) years 5 and 7, annually in August/September
- UNSW (Science, Mathematics and English) annually in May- August

Engage in ongoing communication with parents about student achievement and progress

- Dairies
- Before school reading diary (yr 1-3)
- Parent/Teacher interviews, informal meetings and email communication
- Focus group discussions
- Annual Report
- Data analysis reports to School Board
- IEP/GEP case conferences
- Website and newsletters
- Parent information nights
- Media stories