



**MOUNT HAWTHORN PRIMARY SCHOOL**  
**TOGETHER TOWARDS THE FUTURE**

## **ASSESSMENT AND REPORTING POLICY**

# MOUNT HAWTHORN PRIMARY SCHOOL

## ASSESSMENT AND REPORTING POLICY 2021

At Mount Hawthorn Primary School we provide a stimulating, supportive and safe environment where all students are equipped and challenged to achieve their potential. We value student effort, progress and achievement. Teachers conduct assessments which consider the academic, social and emotional development of the child.

### A Summary of Assessment

Assessment at Mount Hawthorn Primary School (MHPS) is intended to improve students' learning and track progress relative to the Western Australian Curriculum. Information obtained through assessment facilitates differentiated, individualised learning. Assessment assists teachers to refine planning and pedagogy, and identifies students at educational risk. Additionally, assessment is a tool to report to parents on a student's progress.

### Assessment Defined

Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development of a student. Assessments are fair and explicit, and serve to:

1. Facilitate and improve student learning;
2. Provide data on the achievements of individual students and groups of students;
3. Inform the planning process for teaching and learning;
4. Evaluate school-wide processes and programs.

At MHPS, assessment has three forms: Assessment *for* learning, assessment *of* learning and assessment *as* learning. Together, these three forms of assessment create a nuanced understanding of a child's current ability and inform students, parents and teachers of areas for future focus.

**Assessment FOR learning** involves teachers using evidence of students' comprehension to refine instruction to enhance understanding. This is also known as "formative assessment".

**Assessment OF learning** assess achievement relative to prescribed outcomes and standards. This is often referred to as "summative assessment", as it occurs at the end of a unit or term. This form of assessment may be used to grade and report on a student's achievement.

**Assessment AS learning** occurs when students monitor, reflect and assess their own learning.

### The Range of Assessments: Academic, Social and Emotional

Academic assessment tasks are developed in accordance with policies outlined by the Western Australian School Curriculum and Standards Authority. Students are provided with multiple opportunities to demonstrate their achievement of standards and outcomes. A variety of assessment tools are used to build an accurate and balanced judgement of student achievement over a period of time. Assessments include:

- Student, peer and group reflection
- Teacher observations
- Checklists and rubrics
- Common assessment tasks
- Western Australian Curriculum achievement exemplars
- National and state standardised tests

To support consistency of teacher judgements across year levels and between schools, teachers participate in moderation forums, which compare students' work and assessment decisions, using student performance exemplars.

Teachers are not expected to assess every piece of student work, but are expected to collect sufficient assessment samples to gauge progress and refine teaching practice.

Additionally, social and emotional learning is assessed. MHPS recognises that social and emotional learning builds resilience in children and supports improved academic outcomes through increased engagement and commitment to learning. Assessments in this area included:

- Teacher judgements of self-awareness, self-management, social awareness and social management
- Positive behaviour observations and recording
- Behaviour incidence tracking across all school settings

### **Documentation of Assessment**

Teachers are required to maintain records demonstrating individual student achievement across learning areas. Teachers use these records to determine a summative grade. This supporting documentation can be made available to students and parents.

### **Reporting on Progress**

Reporting is an ongoing process of communicating student progress to parents. Teachers report both informally and formally. Informal reporting includes interviews, emails, phone calls and blog posts. Formal reporting includes case conferences, systemic test results and end of semester reports.

### **The Reporting Schedule**

The reporting schedule provides multiple opportunities for parents to access evidence of their child's effort, progress and achievement. Consistent formal and informal reporting ensures individual concerns are addressed timely.

	Term 1	Term 2	Term 3	Term 4
<b>ALL</b>	<b>Introductory Information Evening</b> <i>(All class parents with teacher)</i>			
	<b>Introductory document</b> outlining classroom philosophies and programs			
	<b>Open Classrooms, Week 5 and 6 of each term</b>			
	<b>Parent-Teacher Interviews, by request</b>			
	<b>Merit Assemblies, by invitation</b>			
		<b>Semester 1 Summative Report *</b>		<b>Semester 2 Summative Report</b>
<b>Kindergarten</b>				
<b>Pre-Primary</b>	<i>On-Entry Testing;</i> Test summary available at end of Term 1			
<b>Year 1</b>				
<b>2</b>				<i>(ACER PAT Testing **)</i>
<b>3</b>		<i>NAPLAN Testing ***</i>	NAPLAN Reports Available	<i>ACER PAT Testing</i>
<b>4</b>				<i>ACER PAT Testing</i>
<b>5</b>		<i>NAPLAN Testing</i>	NAPLAN Reports Available	<i>ACER PAT Testing</i>
<b>6</b>				<i>ACER PAT Testing</i>

*\*Semester Summative Reports are prescribed by the Department of Education and include grade allocations for subject area, assessment of attitude, behaviour and effort, a record of attendance and teacher comments.*

*\*\* ACER PAT Test measures students capability across multiple academic subject areas.*

*\*\*\* NAPLAN Test is an annual national assessment for students in Years 3, 5, 7, and 9. All students in these year levels participate in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy tests over a series of days. This assessment is not included in semester reports.*

*NAPLAN stands for National Assessment Program Literacy and Numeracy.*

## **The Roles and Responsibilities of Reporting**

### **Students**

- Students reflect on their progress and define goals for future learning.
- Students offer constructive assessments of their learning and their peers' learning.
- Students are invited to contribute to discussions on assessment criteria.

### **Teachers**

- Teachers provide timely and actionable feedback to support students' learning.
- Teachers ensure that students understand and contribute to the assessment process.

- Teachers utilise proven assessment practices.
- Teachers maintain records of student progress.
- Teachers report formally and informally to parents on student progress.
- Teachers participate in professional collaboration and moderation to ensure consistency in assessment.

## **Parents**

- Parents support their child's learning in partnership with the teacher.
- Parents communicate information relevant to their child's learning.

## **Additional Information**

Assessment and Reporting at Mount Hawthorn Primary School aligns with government legislation and is influenced by best pedagogical practice. Additional information on assessment and reporting is available at the websites of the *Department of Education Western Australia* and the *Government of Western Australia School Curriculum and Standards Authority*.