



# Assessment and Reporting Policy

Date: January 2023  
Evaluation and Review: January 2025

## Rationale:

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Rose Park Primary School's Assessment and Reporting Policy guides:

- assessment and reporting on student progress and achievement using the Australian Curriculum achievement standards;
- continuous assessment of student progress in International Baccalaureate (IB) Primary Years' Programme (PYP) inquiry – the learning outcomes and the learning process are assessed with formative, summative, self-assessment and peer assessment (documented in a learning portfolio).

## Aim:

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### Assessment in the Primary Years Programme

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Students are actively engaged in assessing and reflecting on their learning, responding to feedback from peers and teachers to inform next steps in learning. Learning goals and success criteria are co-constructed and clearly communicated.

Assessment supports students through the acquisition of subject-specific knowledge, skills and conceptual understandings of the Australian Curriculum, and developments of Approaches to Learning. Assessment identifies what students know, understand and can do at different stages of learning by asking: What are you learning? Why are you learning it? How do you know that you have learnt it? How can you improve? Where do you go for help?

## Implementation:

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### Monitoring and documenting learning

Teachers use a range of methods to document the evidence of student learning and understanding: video, audio, images, graphic representations, observations, performance assessments, process-focussed assessments, selected responses, open-ended tasks, rubrics, exemplars, checklists, anecdotal notes, continuums, success criteria and bump it up walls. Teachers keep records of conversations, comments, explanations and hypotheses, as well as annotated pieces of students' work that form part of a student portfolio.

### Reporting

Reporting is an ongoing process; oral, informal, planned and written, that communicates students' engagement and achievement, about what they have learnt, what they need to learn next, and how the teacher, student and parent/carer can support these next steps to happen. The Australian Curriculum

achievement standards describe the expected achievement standard at each year level in English, Mathematics, Science, Humanities, and Social Sciences (HASS), and in band levels over 2 years in The Arts, Health and Physical Education, Languages, and Technologies.

The reporting process is supported by: Parent/carer interviews; Student-led Learning Journeys and Learning Portfolio; IB PYP Exhibition; Toddle.

### Exceptions

Teachers adjust the curriculum for some students, including students with personalised learning plans and One Plans. This includes students who are not verified under the educational disability criteria - Inclusive Education Support Plan (IESP) who need the curriculum and reporting to be adjusted.

### Supporting information

- Australian Curriculum and IB PYP Assessment and Reporting Principles; Toddle planning tool
- Curriculum, pedagogy, assessment and reporting, early childhood services to year 12 guideline
- SA Teaching for Effective Learning Framework
- One Plan
- Reporting on Australian Curriculum in Department for Education Schools: Reception to year 10 procedure

## Rose Park Primary School Assessment and Reporting Procedure

### Term 1

Week 1	Classes send home general welcome letter – Commence Student Portfolio School Community Newsletter – information regarding Acquaintance Night R-2 Initialit testing across the year - Screener
Week 2	Back to Front Math Assessment task and Essential Assessment pre-test PLD Spelling Placement Screening
Week 3	Acquaintance Night – R-6 Year level and Specialist teachers' term overviews Parent Questionnaire, Parent Representatives nominated R-6 Running Records up to level 30 (at least twice a term); Literacy Pro - Lexiles entered into Scorelink; update list of EALD students with EDSAS data Brightpath/EALD writing samples: Reception - Recount/Narrative, Years 1-6 - Narrative /Persuasive/Information Report ELAD oral and written sample LEAP levelling for intervention
Week 4	Students co-create SMART goals in Literacy, Numeracy and Wellbeing
Week 4 - 8	One plan meetings with Senior Leader - Support Services, staff and parents
Week 6	Update EALD language records in EDSAS
Week 7-9	Years 3 and 5 NAPLAN online Literacy and Numeracy tests Years 4-6 Student Wellbeing and Engagement Survey
Week 9-10	Teacher - Parent Interviews to discuss student progress, reflect on Approaches to Learning
Week 11	Initialit Cumulative Test; Years 1 and 2 Running Records entered into EDSAS PLD Spelling Placement Screening

### Term 2

Week 1-2	R-6 Year level and Specialist teachers' term overviews R-6 Student Portfolios sent home on completion of Units of Inquiry for parent feedback R-2 Initialit testing Level EALD student work samples and moderate LEAP levels internally
Week 4-7	Students review SMART goals in Literacy, Numeracy and Wellbeing

Week 8	Written Student Reports due to leadership
Week 10	Students' mid-year progress written reports sent home Running Records and Lexiles, Australian Curriculum A-E grades entered into Scorelink EALD levels entered into EDSAS/Scorelink; Initialit Cumulative Test PLD Spelling Placement Screening

### Term 3

Week 1-2	R-6 Year level and Specialist teachers' term overviews
Week 3	Nationally Consistent Collection of Data for school students with a disability (NCCD) Year 1 Phonics Screening Check and Initialit testing Student-led Conferences with Portfolios – unit overview – Central Idea, Lines of Inquiry, Teacher Questions, Samples of Work from Specialist Teachers, Formative and Summative assessment tasks Students co-create SMART goals in Literacy, Numeracy and Wellbeing
Week 7-9	Years 1-6 Progressive Achievement Test (PAT) R – Reading, PAT M – Maths Rec to Year 6 Running Records and Literacy Pro – Lexiles entered into Scorelink Year 6 PYP Exhibition Formative and Summative assessment tasks Years 4-6 Student Wellbeing Survey Brightpath writing sample – Reception/Yr. 1 (Recount/Persuasive), years 2 – 6 (Persuasive/Information Report) Enter EALD data in EDSAS
Week 10	Years 1 and 2 Running Records entered into EDSAS Rec to Year 6 Running Records and Lexiles entered into Scorelink PLD Spelling Placement Screening

### Term 4

Week 1	R-6 Year level and Specialist teachers' term overviews R-2 Initialit testing
Week 2	Students review SMART goals in Literacy, Numeracy and Wellbeing
Week 8	One plan meetings and handover of information with staff Written Student Reports due to leadership
Week 9	End of Year Student Summative Written Reports, student books, work samples sent home Teachers and students reflect on Approaches to Learning Year 1: Cumulative Test 4 Australian Curriculum A-E achievement grades are entered into Scorelink