

PRIMARY SCHOOL ASSESSMENT AND REPORTING POLICY 2026



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ANGLICAN COMMUNITY SCHOOL

PART OF **AngliSchools**

Date reviewed:	2026
Next review:	2027
Reviewer:	APEC & APP

Curriculum:

Curriculum planning accounts for the needs of all students at every year level, taking into consideration each student's individual needs. Curriculum planning ensures access for all students regardless of their level of achievement relative to their peers, including students with extra learning needs or disabilities. In the primary section of the School, teachers follow the PP to Year 10 Western Australian Curriculum requirements for planning, assessment and reporting (www.scsa.wa.edu.au). The Early Years Learning Framework (EYLF) determines Pre-Kindergarten and Kindergarten planning, assessment and reporting; teachers also utilise the Kindergarten Curriculum Guidelines to develop curriculum for Western Australian children in the early years of schooling up to the age of 5 years.

Modified Curriculum

Students unable to access the curriculum due to disability or additional learning needs are catered for through the curriculum being modified to suit each child's individual needs. Consultation takes place between the class teacher, the Learning Support Team, the Director of Teaching and Learning, and the child's parents to negotiate and agree modifications to the curriculum. Students operating on a modified curriculum will have an individual education plan developed and updated at regular intervals in conjunction with the relevant school staff, parents and the child. In creating an individual education plan for a student with a disability or additional needs, teachers utilise the Western Australian P-10 curriculum. They may also draw on ABLEWA stages A-D in designing teaching and learning programmes for students with disability and additional needs.

Injured and Disadvantaged Students

In the event that a student in the primary section of the School is unable to participate in the designated programme due to illness, injury or disability, a modified or alternative programme will be provided for that child.

Assessment

Teachers utilise a range of planning resources in conjunction with and consistent with the Western Australian Curriculum syllabus guidelines set out by the School Curriculum and Standards Authority. The development of basic literacy and numeracy skills is often achieved through an integrated program, involving multi-discipline areas and provides realistic contexts for the development of skills and knowledge. The development of knowledge and skills is viewed as developmental and as such teachers use a wide range of mechanisms to assess individual student performance and achievement. These may include checklists, performance indicators, marking keys or rubrics, written anecdotal evidence, as well as the use of video or photography to assess student engagement and learning. Teachers use the published Judging Standards documents aligned to the achievement standards that set out expectations of achievement at each year level, when assessing and determining individual student grades.

The developmental nature of learning in the primary section of the School discourages comparisons and ranking of students. Instead, students are individually assessed, and their progress is closely monitored through periodic collection of work samples, as well as through observation of performance and demonstration of student achievement over time.

The assessment of a student is conducted using both formative and summative assessment. Formative assessment occurs on a daily basis and may involve immediate feedback through 'at the time' correction or explicit reteaching/redirection, anecdotal verbal or written feedback, or over the shoulder or small group marking. Summative assessment occurs periodically throughout the term. Teachers make explicit learning intentions and work samples are collected in order to determine the student's degree of achievement relative to the stated success criteria, and measured against the Achievement Standards. Evaluation can vary from teacher to teacher but generally evaluation is achieved by:

- teachers making decisions or judgements based on student's day to day demonstration of achievement.

- teachers making decisions or judgements through the use of identified work samples.
- students and their teacher negotiating decisions and judgements about their work and progress through comparison to the success criteria defined by the learning intentions.
- teachers making use of school and nationally collected data to inform individual and cohort student achievement in order to set appropriate learning intentions and challenges for all students.
- teachers moderating samples of work with their year level teaching team, to make informed valid and reliable judgements.
- year level teaching teams making use of the Judging Standards samples to ensure consistency in marking against the published and recommended expectations of achievement for that year level.

Teachers may choose to use a combination of assessment methods of evaluation at specific times during the year.

In situations where students have special needs or physical disabilities, assessment and evaluation procedures may be modified to suit the individual student's situation and to provide the classroom teacher with a valid indication of knowledge and abilities.

Reporting

Reporting of individual student achievement is provided formally through twice yearly semester reports. Achievement for each subject is reported against Western Australian year level achievement standards, providing a five-point letter grade for each subject area. Semester reports also include a pastoral care comment and a proficiency scale relevant to a child's development across six key learning competencies. Mid-year reporting provides an indication of progress and achievement, based on the curriculum taught and assessed at that point in time.

Grades are used to describe a student's achievement against the Standard set for the Year level.

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| A | Excellent Achievement |
| B | High Achievement |
| C | Satisfactory Achievement |
| D | Limited Achievement |
| E | Very Low Achievement |

Modified Reporting

Students unable to access the curriculum due to disability or significant differentiated learning needs may be provided an alternative reporting format. Parents will be notified and engaged in the development of alternative curriculums and reporting requirements for identified students.

Parent interviews are held twice yearly for the purpose of ongoing planning for student progress and achievement. Interviews may involve:

- parents and teacher discussing student's progress.
- parents, student and teacher discussion regarding student's progress.
- updating of individual educational plans or goals for students with additional needs or disability.

Parents may request a parent interview, or following the receipt of formal reports, request to be provided information on their child's achievement relative to the student's peer/cohort group at the school.

Teachers and/or parents may request interviews at any time throughout the year as may be required to address the needs and progress of individual students.

Parents are provided informal opportunities to view and engage with their child's learning through classroom visits, attendance at school events and scheduled classroom/school parent/student evenings or showcase lessons or events.