



Connolly Primary School

An Independent Public School

Curriculum, Assessment & Reporting Policies & Procedures



Excellence • Learning • Innovation • Care

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Our Objective

For every child to achieve their full potential by utilising our passion for learning, diversity, educational methods and innovation to make our school the first choice for parents.

Curriculum, Assessment & Reporting – Roles & Responsibilities

The Principal will provide curriculum leadership, and has the final authority to determine the content of school curriculum, assessment and reporting plans.

	Planning	Teaching	Assessment & Reporting
Teachers	<ul style="list-style-type: none"> Plan using the WA Curriculum and Assessment Outline . Ensure planning is in line with the school's curriculum maps and Whole School Approaches. Collaborate with peers to develop appropriate year level learning programmes. 	<ul style="list-style-type: none"> Teach the knowledge, skills and understandings outlined in the Western Australian Curriculum and Assessment Outline. Use group work and differentiated curriculum to support the learning needs of students. 	<ul style="list-style-type: none"> Monitor student learning and provide effective feedback throughout the year. Assess and maintain records of student progress against the appropriate Achievement Standards Report student progress to parents, both formally and informally. Administer whole school and systemic assessments as outline by the Assessment Schedule. Participate in whole school, collaborative and individual analysis of student academic achievement data.
Associate Principal (Curriculum)	<ul style="list-style-type: none"> Keep up to date with Department of Education Policies, and Schools Curriculum and Standards Authority (SCSA) guidelines. Provide Curriculum Leadership within the school Develop policy and procedures relating to curriculum, assessment & reporting. Update Connolly PS curriculum documents as required. Lead curriculum committee meetings, and liaise with cost centre managers. 	<ul style="list-style-type: none"> Up skill staff on the WA Curriculum, and assist in the implementation of best practice. Assist teachers in the delivery of the Western Australian Curriculum (as required) 	<ul style="list-style-type: none"> Coordinate systemic and whole school assessment processes. Lead Whole School analysis of student academic achievement data. Lead curriculum committee review of current practices and programmes. Establish formal reporting templates. Report to the School Board on curriculum implementation and student academic achievement
Curriculum Committee	<ul style="list-style-type: none"> Review whole school curriculum planning and documentation. Review curriculum implementation. Encourage sharing of learning programmes in all learning areas on the S:Drive Assist cost centre managers in the purchase and organisation of resources to support curriculum implementation. Lead collaborative planning sessions. 	<ul style="list-style-type: none"> Model best practice . Assist teachers in the delivery of the Western Australian Curriculum (as required) 	<ul style="list-style-type: none"> Lead moderation and “judging standards” within collaborative teams. Review Connolly PS Assessment & Reporting Schedule. Review of Common Assessment Tasks.
Parents	<ul style="list-style-type: none"> Ensure students are ready for learning. Provide students with the necessary materials to engage in and complete learning activities. Inform teachers of anything which may impact on student learning. 	<ul style="list-style-type: none"> Encourage student participation and learning. Discuss and share in student learning. 	<ul style="list-style-type: none"> Read student reports and clarify points concerning student learning. Meet with teachers to discuss student progress (as required)

Curriculum Vision

At Connolly Primary School we **Plan, Teach, Assess and Report** using the **Western Australian Curriculum and Assessment Outline**.

Teachers work as individuals, and as a member of a collaborative team. This includes planning collaboratively, sharing expertise, mentoring and coaching colleagues.

The pastoral care needs of our students are supported through the classroom learning programmes.

Plan

Teachers ensure the General Capabilities, as described in the **Western Australian Curriculum and Assessment Outline**, are explicitly addressed as part of regular learning programmes.

Teachers engage with and utilise the practices and strategies described in the Whole School Approach documents.

Our school utilises structures and processes to identify children at risk and respond to their needs. This includes adopting a case-management approach, supported by the administrative team, ensuring that each child reaches their capacity.

Teach

Teachers deliver learning programmes that use a variety of strategies to address individual student needs, encourage participation in small group work and provide whole class instruction.

Teaching strategies support the development of critical thinking skills through the use of open-ended tasks and collaborative learning strategies.

Assess

Assessment is an integral part of the teaching cycle, and is an ongoing process. Student achievement is measured against the Year Level Achievement Standards.

Additional assessment and moderation tasks are undertaken according to our school's **Assessment Policy**.

Report

Students receive effective feedback on their achievement and progress through a variety of age-appropriate strategies.

Reporting to Parents will include Interim and End of Semester Reports, School Open Nights and Parent/Teacher Interviews.

Effective Feedback

Feedback is information provided to students to provide insight that helps them to improve their performance.

Effective feedback ensures the student knows about their current level of performance, and what they could do to improve.

Effective feedback can take four different forms:

⇒ *Affirming what they did well.*

⇒ *Correcting and directing.*

⇒ *Pointing out the process.*

⇒ *Coaching students to critique their own efforts.*

Curriculum – WA Curriculum Implementation

	Sem 2, 2015	Sem 1, 2016	Sem 2, 2016	Sem 1, 2017	Sem 2, 2017	Sem 1, 2018
English	Full Implementation	→	→	→	→	→
Mathematics	Full Implementation	→	→	→	→	→
Science	Full Implementation	→	→	→	→	→
	Update Curriculum Map	Use of Updated Curriculum Map	→	→	→	→
Humanities & Social Sciences	Update Curriculum Map	Use of Updated Curriculum Map	→	→	→	→
		Continued Reporting against History/ Geography	→	Full Implementation	→	→
Health & Phys Ed	Update Curriculum Map	Implementation of Curriculum Map	→	Full Implementation	→	→
			Revision of Curriculum Map			
The Arts		Planning linked to WA Curriculum	→	Full Implementation	→	→
Technologies	Development of ICT Skills Scope & Sequence	Development of Curriculum Map & WSA	Implementation of Curriculum Map	→	Revision of Curriculum Map	Full Implementation
Languages		Planning linked to WA Curriculum	→	Plan & Teach to WA Curriculum	→	Full Implementation
Additional	Development of 2016-17 Reporting Schedule	Implementation of Reporting Schedule	→	→	→	Implementation of Reporting Schedule
					Development of 2018-19 Reporting Schedule	

Curriculum – Whole School Approaches (WSA)

Rationale

Student learning is best facilitated through a progressive curriculum which requires consistency as students progress through their schooling. At Connolly Primary School, we believe that by ensuring there is a whole school approach towards the teaching and learning in key curriculum areas, we can better provide this consistency and maximise student engagement and learning.

Guidelines

There will be established Whole School Approaches (WSA) for the following subject areas:

- ⇒ English
- ⇒ Mathematics
- ⇒ Science
- ⇒ Humanities & Social Sciences
- ⇒ Health
- ⇒ Technologies

The WSA documents will include links to Department of Education Policies and the Connolly Primary School Business Plan.

Each WSA document will outline:

- ⇒ Our school beliefs and aims regarding the subject
- ⇒ School & Classroom Organisation
- ⇒ Key Performance Indicators
- ⇒ Key Teaching Strategies
- ⇒ Key Assessment Strategies

In addition, the WSA documents will outline:

- ⇒ Expected Lesson Structures
- ⇒ Focus elements of the Curriculum
- ⇒ Content expectations

Teachers will engage with the WSA documents.

Teachers will ensure that their teaching programmes are in line with the WSA documents.

WSA documents will be reviewed annually by the curriculum committee.

Our Whole School Approaches assist our school in ensuring that we meet the following expectations set out by the Department of Education.

High Performance - High Care

Achieve school-wide agreement on strategies to increase consistency in teaching quality and practices.

Focus 2017

Make informed local decisions to drive high performance in teaching practices and student

Curriculum – Play-Based Learning (Early Years)

Rationale

At Connolly Primary School we believe that play provides the most natural and meaningful processes through which children can construct knowledge and understandings, practise skills, immerse themselves naturally in a broad range of learning outcomes and engage in productive and intrinsically motivated learning environments.

Play provides active exploration which strengthens neural pathways, encourages flexibility and creativity of thought. Connolly PS believes that play is essential to our students' overall development.

Guidelines

Through play-based learning, Connolly PS aims to:

- ⇒ use children's interests as a catalyst to encourage deeper understandings to develop.
- ⇒ provide creative, open and active learning environments to support and sustain student learning and the transfer of skills to a range of different learning situations.
- ⇒ develop student responsibility and encourage positive and appropriate risk-taking.
- ⇒ Recognise and acknowledge student success and effort working through the process,.

Play Investigations

At Connolly PS, investigative learning will be used in the Early Years learning programmes to support the acquisition of the key learning outcomes and general capabilities of the Western Australian Curriculum.

Teachers will...

- ⇒ Intentionally plan experiences.
- ⇒ Provide environments to support, extend and challenge student learning.
- ⇒ Participate in play while modelling skills and language.
- ⇒ Extend learning through engaging with and questioning students.
- ⇒ Use student observations to assist in future planning.

Students will...

- ⇒ Engage in hands on, open-ended learning experiences.
- ⇒ Build their learning through their interests.
- ⇒ Actively reflect on their learning.
- ⇒ Share their learning with their peers and the wider school community.

Types of Play

Guided Play

Purposeful use of co-constructed play involving teachers and students working together towards explicit learning outcomes.

Child Directed Play

Students construct their own learning experience within a teacher-constructed environment promoting discovery and challenge.

Loose Parts Play

Students engage with a variety of materials that can be moved, carried, combined, re-designed, lined up, taken apart and put back together in multiple ways.

Nature Play

Taking place in an outdoor environment, promoting interaction with natural materials and phenomena.

Curriculum – Play-Based Learning (Early Years)

In addition to the explicit teaching and modelling of key concepts and skills outlined in the Western Australian Curriculum, Connolly PS makes use of play as a primary means of learning in all areas of the curriculum. Play is also a fundamental teaching methodology with the Early Years Learning Framework.

The following outlines some of the ways play based learning will be used to ensure students have the opportunities to develop and apply key skills and understandings.

English	<ul style="list-style-type: none"> • Talk to peers and staff in small and large groups. • Quality literature will form the basis for dramatising stories, reciting poetry, rhymes and studying the elements of narrative text. • Relevant print within play settings to encourage the development of reading skills. • Books displayed in play contexts encouraging students to make choices for themselves by browsing in the book area. • Creation of own oral and/or written texts through the use of the kinaesthetic approaches and as a result of play experiences.
Mathematics	<ul style="list-style-type: none"> • Role play opportunities of real-life mathematics application • Creativity, construction and table top play and games using concrete materials. • Encouragement to use appropriate mathematical language during play.
Science	<ul style="list-style-type: none"> • Direct exploration using all senses • Hands-on exploration of materials to build and construct • Making observations
Humanities & Social Sciences	<ul style="list-style-type: none"> • Encouragement to explore their local community, country, other lands/cultures. • Engagement with the natural environment, including the weather.
Health & Physical Education	<ul style="list-style-type: none"> • Development of self-esteem, confidence, concentration and independence. • Awareness of health, safety and hygiene through rules for play and role playing. • Using a range of equipment indoors and outdoors • Use of physical skills including balance, coordination, fine, gross and locomotor skills.
The Arts	<ul style="list-style-type: none"> • Observing and communication of ideas • Designing and creating artwork, both visual and performing • Expressing feelings through art, and encouraging an appreciation for the work of others.

Risk Management

At Connolly PS we recognise the importance of providing our students with the opportunity to challenge themselves physically, to gain mastery over their bodies, to solve problems and to develop social competence and resilience.

Children need to experience risks when they play in order to develop the appropriate skills to independently identify and manage risks, both at school and throughout their lives.

Staff at Connolly PS ensure that all reasonable care is taken, that potential hazards of all play-based learning are identified, and that necessary steps to ensure the environment is safe are taken. Staff provide adequate supervision and support to maintain awareness of student behaviour, to make children aware of how to manage and assess risk, and to understand the consequences of actions.

Curriculum – Extra-Curricular Opportunities

Rationale

Connolly Primary School is committed to providing all of our students with a wide variety of educational opportunities. Through participation in extra-curricular opportunities students can explore various interests and engage and interact with the wider school community.

Guidelines

Connolly Primary School will provide a range of extra-curricular opportunities for students. These will be linked to a curriculum area, and will have specific outcomes.

Students will be informed of all relevant extra-curricular opportunities as they become available.

While students will be encouraged to engage, participation in extra-curricular activities will not be mandatory.

Our school has the expectation that students who participate in extra-curricular activities will demonstrate appropriate behaviours. Should a student's behaviour adversely effect the other participants, or reflect poorly on our school, he/she may have the opportunity removed.

Participation in extra-curricular activities is not considered an alternative to the main learning programmes or activities. Students selected or choosing to participate in extra-curricular activities during class times will be expected to complete any classwork missed.

All extra-curricular activities will be supervised by a member of staff, and any outsider providers are to have a valid Working With Children number.

Extra-Curricular Opportunities at Connolly PS

At Connolly PS, we are committed to ensuring the following extra-curricular opportunities are available for our students.

Mathematics	Participation in the Australian Maths Competition
Visual Arts	Exhibitions of Student Work
Performing Arts	Instrumental Music Lessons School Band School Choir Performance Opportunities
Sports	Interschool Sports Out-of-Hours Sports Clubs In-Term Swimming Lessons
Languages	Japanese Cultural Exchange Programme
STEM	Coding Club
Community Participation	Fundraising for Charity
Leadership	Student Leaders Faction Captains

Additional opportunities may be available at different times throughout the year.

Assessment & Reporting

Rationale

The primary purpose of assessment is to enhance student learning. Assessment practice has a powerful influence on the quality of teaching and learning. Assessment of students should enable all stakeholders to know what students can do, with or without assistance and what they can do individually or collaboratively.

Reporting to parents is vital to the development and maintenance of the partnership between home and school. Reporting ensures that parents and students are well-informed regarding achievement and progress.

Assessment In Practice

At Connolly Primary School:

Assessment practices will be consistent with the **Principles of Assessment** outlined in the **Western Australian Curriculum and Assessment Outline**.

Students will be provided with ongoing feedback on their learning.

Staff will administer prescribed system assessments and common assessment tasks as outlined by school's **Assessment Schedule**.

Assessments will be based on explicit criteria and identify specific skills and knowledge students have demonstrated.

Teachers will make judgements of student achievement in relation to expected achievement standards. This will be supported through the completion of moderation tasks throughout the year, to be selected by the collaborative teams.

Assessment of student achievement targets relating to Individual and Group Education Plans will be based on specific learning targets set as part of the planning process that reflect the individual student's educational needs.

Using Assessment Data

At Connolly Primary School:

Assessment data will be used to determine the focus and purpose of the School Business Plan, operational plans, and classroom learning programs. These decisions will be demonstrably evidence-based.

Assessments will inform the student reporting process and occur within the context of the whole school approach to curriculum.

Principles of Assessment

Assessment should be an integral part of Teaching and Learning.

Assessment should be educative.

Assessment should be fair.

Assessments should be designed to meet their specific purposes.

Assessment should lead to informative reporting.

Assessment should lead to school-wide evaluation processes.

Assessment & Reporting

Assessment Methods

At Connolly Primary School, in addition to the ongoing assessment of student progress within individual classrooms the following assessment programmes are undertaken by students:

On-Entry Assessment (OLI)	Pre-Primary - Year 2
NAPLAN Testing	Years 3 & 5
KAT Comprehension	Kindergarten
RAT-R	Kindergarten - Year 1
Off-Years NAPLAN Testing	Years 2, 4 & 6
Numeracy Common Assessment Tasks	All Years
MTS Summative Assessment	Years 1 - 6

In addition to the assessment programmes, will engage in moderation of student learning in the areas of :

Science

History

Geography

Writing

Reporting In Practice

At Connolly Primary School:

Reporting practices will be a regular part of the teaching and learning process.

Parents and students will be provided with regular information on academic achievement, progress and work habits.

Reporting will provide a basis for ongoing dialogue between staff, parents and students.

Reporting judgements will be made within the context of the **Western Australian Curriculum and Assessment Outline**, in accordance with legislative requirements.

Moderation with peers will play a key role in the allocation of grades.

Formal reporting to parents will follow the schedule below:

Term 1	Parent Information Session/Welcome Night Interim Report (Student Attitude and Effort ONLY)
Term 2	Mid-Semester Report (Reporting to Parents)
Term 3	Open Night
Term 4	End of Year Report (Reporting to Parents) NAPLAN Report (Years 3 & 5 ONLY)