



IRRAWANG PUBLIC SCHOOL

PROGRAM FOR CURRICULUM PLANNING AND PROGRAMMING, ASSESSING AND REPORTING TO PARENTS K-6

Last Review: Term 1 2024 Next Review: Term 1, 2025
Principal: Mrs Stacy Mathieson

✓ **Detailing how schools plan curriculum and teaching programs including assessment and reporting to parents.**

Objectives - statement

Curriculum planning and programming

Schools plan curriculum and develop teaching programs which are consistent with the Education Act and Board of Studies syllabuses and credentialing requirements.

Curriculum planning and teaching programs will meet the Policy Standards.

Teaching programs will incorporate assessment as an integral component.

Teaching programs will indicate the outcomes being addressed, the teaching activities planned and the intended assessment strategies.

Assessing

Rationale

At Irrawang Public School assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Purpose

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes. Assessment enables students to demonstrate what they know and can do. It clarifies student understanding of concepts and promotes deeper understanding. Assessment provides evidence that current understanding is a suitable basis for future learning.

At Irrawang Public School we believe assessment should:

Be valid and be based on syllabus outcomes.

Include criteria to clarify for students what aspects of learning are being assessed.

Enable students to demonstrate their learning in a range of different contexts.

Be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.

Enable students and teachers to use feedback effectively and reflect on the learning process.

Be inclusive of and accessible to all students.

Be part of an ongoing process where progress is monitored over time.

Be used as evidence to identify the cluster in which each student is working on the Literacy and Numeracy Continuums. Evidence of student achievement will be gathered formally and informally to make judgements and to facilitate and monitor progress on the continuums using syllabus outcomes.

We believe that teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

Assessment For, As and Of Learning

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit of work, term or semester and may be used to rank or grade students. The effectiveness of *assessment for learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Implementation

At Irrawang Public School a data collection schedule will be used to collect and interpret information about students' learning. Student progress will be monitored throughout the year. Parents will be informed of student progress through formal and informal reporting. Verbal feedback to parents will be timely and on-going with written reports at the end of each semester.

Audience and applicability

This policy applies to all staff employed in NSW public schools, regions and state offices. It also applies to students who attend public schools and has implications for each school community.

Context

This policy has been developed to provide greater clarity for teachers and schools in response to *Time to teach - time to learn* the report of the evaluation of outcomes assessment and reporting in NSW government schools.

The policy also covers requirements for reporting to parents specified by the Australian Commonwealth Government school funding legislation, Schools Assistance, 2004 and Regulations to the legislation, 2005.

Document history and details

Responsibilities and delegations

Director of Curriculum, as policy owner,

Publication and currency of the policy and support material

Notification to staff of any changes to this policy

Policy Contact Person, Assistant Director, Curriculum

Provision of advice on the interpretation and implementation of the policy

Assistant Director, Curriculum

Management and oversight of the policy and its implementation

Provision of advice and assistance to curriculum support staff on policy development, implementation and evaluation

Monitoring, evaluation, review and reporting to the Director of Curriculum on the implementation of *Curriculum Planning and Programming, Assessing and Reporting to Parents*

Users

Verification of the currency of DET policy documents by reference to the policy website PD\2005\0290\V09 is the Unique Identifier of this policy document. It is the responsibility of the user to verify that this is the current and complete version of the document, located at <http://www.det.nsw.edu.au/policies>.

Monitoring, evaluation and reporting requirements

The Director, NSW Curriculum and Learning Innovation Centre will monitor the implementation of this policy and will report annually, or as required, to the Board of Management.

Regional directors will collect information to inform the Director, NSW Curriculum Learning Innovation Centre and for evaluation of the policy.

School education directors will monitor and support the implementation of the policy in schools and report to their regional directors.

Principals, school executive and delegated teachers will supervise the implementation of the policy in schools reporting their evaluations to school education directors.