



## Woodlands Primary School

### Assessment and Reporting Policy

#### Purpose

At Woodlands Primary School, assessment and reporting are integral to our teaching and learning programs. Assessment provides evidence of student progress, guides teaching, and informs future learning goals. Reporting communicates this progress clearly to parents, carers, and students.

Our approach is consistent with the Department of Education WA policy and the School Curriculum and Standards Authority (SCSA) Principles of Teaching, Learning and Assessment. These principles emphasise fairness, validity, reliability, and transparency in assessment practices.

#### Principles

- Assessment is integral to teaching and learning, informing planning and instructional decisions.
- Assessment is fair, inclusive, and transparent, ensuring all students have opportunities to demonstrate their learning.
- Assessment is valid and reliable, measuring what it is intended to measure.
- Assessment provides useful feedback to students, parents, and teachers, supporting improvement and progress.

#### Assessment Practices

Teachers at Woodlands Primary School:

- Use a variety of assessment strategies, including diagnostic, formative, and summative approaches.
- Collect evidence of student achievement through observations, classwork, tests, projects, and performance tasks.
- Provide regular feedback that is constructive and focused on improvement.
- Use assessment data to plan for differentiation and targeted support.

## Reporting

Woodlands Primary School is committed to clear and consistent reporting that provides parents and carers with meaningful information about their child's progress and achievement.

The school reports on curriculum areas in accordance with SCSA requirements.

- Learning area achievement is reported globally, reflecting student performance across the overall learning area.
- English and Mathematics learning area achievement is reported by curriculum strands as well as an overall learning area grade.

Reports provide:

- A clear indication of a student's achievement against the Western Australian Achievement Standards.
- Information about the student's progress, strengths, and areas for improvement.
- A five-point scale (A–E or equivalent) to indicate achievement.

## Frequency of Reporting

- Formal reports are provided to parents twice per year, at the end of Semester One and Semester Two.
- Parents are offered opportunities to discuss their child's progress through a parent-teacher interview and open-classroom afternoon to view student work samples.
- Teachers provide additional communication through class updates, assessment feedback, and where required, individual learning plans.

## Review

This policy will be reviewed regularly to ensure alignment with Department of Education WA requirements, SCSA expectations, and school improvement priorities.