



Curriculum Assessment & Reporting Policy

The following guidelines have been developed so that students, parents and teachers are aware of their responsibilities in the assessment and reporting processes at Falcon Primary School. The application of the assessment guidelines may vary according to the Phase of Learning.

1.0 Curriculum

At Falcon Primary School, access to the curriculum is provided in a balanced manner and in keeping with SCSA guidelines.

	Minutes per week over 40 weeks per year (based on 1550 minutes per school week)			
	SCSA Recommendation		FPS Allocation 2024	FPS Allocation 2025
	PP-2	Y3-6	Whole School	Whole School
English	360	360	425	675
Mathematics	300	300	425	400
Humanities & Social Sciences	120	120	120	60
Science	120	120	60	60
Health & Physical Education	120	120	120	120
Languages	0-120	120	60	60
Technologies	120	120	100 Integrated	60 Integrated
The Arts	120	120	120	120
Unallocated time*	120	120	120	55

* Assemblies, Upper Primary Sport, Daily Fitness, PBS

1.1 Curriculum Delivery

- **English (675 mins)**

This is to comprise of 5 x 135 minute *blocks* of time.

- **Mathematics (400 mins)**

This is to comprise of 5 x 80 minute *blocks* of time.

- **Science (60 mins)**

This will be delivered by a Specialist teacher through the DOTT timetable (60 mins).

Health & Physical Education (120 mins)

Physical Education will be delivered by a Specialist Teacher through the DOTT timetable (60 mins) and Health by the classroom teacher (60 mins)

- **Languages (60 mins)**

This will be delivered by a Specialist teacher through the DOTT timetable

- **The Arts (120 mins)**

This will be delivered by Specialist teachers through the DOTT timetable

Literacy Block Structure

There is a defined Literacy Block Structure for:

- Kindergarten
- Pre-Primary
- Year 1-2
- Year 3-6

These structures can be found in Appendix A. Staff are expected to follow these structures.

2.0 Assessment Practices

Assessment is an integral part of teaching and learning. It forms the basis for planning the next educational steps in response to student needs.

Assessment assists teachers and schools in:

- Monitoring the progress of students and identifying gaps in learning
- Providing feedback to students on their progress towards achieving desired learning outcomes
- Providing feedback and data to assist in targeting learning programs to suit students' needs
- Setting realistic targets to develop whole school, cohort and classroom planning, reporting, and accountability procedures

3.0 Assessment Guidelines

Falcon Primary School recognises the key role assessment plays in the learning and teaching process. To articulate the importance of assessment in this process the school sets principles for assessment and outlines key responsibilities for staff, students, parents and the school.

3.1 Principles of Assessment

It is the responsibility of teachers to ensure that assessments are:

- an integral part of teaching and learning,
- educationally sound and contribute to learning,
- fair and designed to meet a specific purpose,
- comprehensive and carried out over time in a variety of contexts,
- able to differentiate performance.

3.2 Teacher Responsibilities

All teachers must:

- Develop a teaching & learning program that adheres to current SCSA and WA Curriculum requirements
- Ensure that assessment practices are fair, valid and reliable
- Provide students with timely and constructive feedback and guidance
- Use student achievement information to inform planning for future learning programmes
- Make judgements of student achievement in relation to the Achievement Standard for that year
- Administer prescribed national, state and system assessments
- Mark and return work to students in a timely manner
- Provide students with opportunities to reflect on their own progress
- Maintain ongoing communication about student achievement and progress and inform parents if student performance is of concern
- Maintain accurate records of student's work/grades as evidence for parent meetings, reporting and moderation
- Participate in professional collaboration to ensure consistency of judgments between teachers
- Use data to analyse, and plan for individual and class progress
- Issue a report to parents at the end of each semester within school and system time-frames

3.3 Student Responsibilities

It is the student's responsibility to:

- Complete the prescribed work requirements by the due date

- Ensure all work submitted is their own
- Complete tests and external exams according to the conditions set by the school

3.4 Parent Responsibilities

It is the parent's responsibility to:

- Ensure they support students to keep up to date with homework and assignment due dates
- Inform the school of any disability/learning difficulty with appropriate evidence
- Notify teachers of any concerns or issues affecting their child's learning

3.6 Missed Assessments

If a student is absent from class, their ability to achieve to their potential is diminished. Extended absence frequently results in lower levels of achievement, or unit assessment requirements not being met.

a) Scheduled assessment tasks

Absence from a specially scheduled assessment task must be explained by one of the following:

- medical certificate
- telephone call, email or letter from parent

b) Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, the school will endeavour to provide support. If a student has been provided with additional opportunity to complete assessments but does not use this opportunity for reasons that are not acceptable to the school a consequent marks reduction could apply.

3.7 Extensions

Application for an extension must be in advance of the due date and should be submitted in writing, and signed by a parent/guardian. Extensions may be given at the discretion of a teacher in cases of illness or significant personal circumstances. If a student does not apply for and receive an extension, the consequences will be the same as for missed work without an acceptable explanation of their absence.

3.9 Cheating, collusion and plagiarism

Students shown to have cheated or been involved with collusion or plagiarism in assessed work or in examinations will not have that work accepted as valid evidence of achievement.

Students requiring special consideration

The school will ensure that students with special educational needs are catered for in an appropriate way and in accordance with SCSA guidelines.

4.0 Reporting


Teachers will:

- Report student achievement according to the curriculum emphasis for each phase of learning as mandated by SCSA

4.1 Reporting Strategies for Kindergarten Students

- Reporting is via individual student portfolios and Semester 1 and Semester 2 formal report
- Achievement will be reported by way of descriptors
- Interviews are available at any stage and can be requested by parents or teachers
- Formal interviews will be offered in Semester 1
- Informal conversations may occur when children are being dropped off or collected.

4.2 Reporting Strategies for Pre Primary

- All students will receive a Semester 1 and Semester 2 formal report
 - Achievement in English and Maths will be reported for all students
 - Achievement will be reported against the achievement standards by way of descriptors, not letter grades.
 - Student's attitude, behaviour and effort will be reported
 - Interviews will be available at any stage and can be requested by parents or teachers.
 - Formal interviews will be offered in Semester 1.
 - Informal conversations may occur when children are being dropped off or collected.
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4.3 Reporting Strategies for Year 1 to Year 2 Students

- All students will receive a Semester 1 and Semester 2 formal report
- Achievement in English and Maths will be reported for all students
- Achievement will be reported for other learning areas taught
- Achievement will be reported against the achievement standards by way of letter grades.
- Student's attitude, behaviour and effort will be reported
- Interviews will be available at any stage and can be requested by parents or teachers.
- Formal interviews will be offered in Semester 1.

4.4 Reporting Strategies for Year 3-6 Students

- All students will receive a Semester 1 and Semester 2 formal report
- Achievement in all taught learning areas will be reported
- Achievement will be reported against the achievement standards by way of letter grades
- Student's attitude, behaviour and effort will be reported
- Students in Year 3 and 5 will receive a NAPLAN report, recording achievement in Reading, Writing, Language Conventions and Numeracy.
- Interviews will be available at any stage and can be requested by parents or teachers.
- Formal interviews will be offered in Semester 1

4.5 Special Educational Needs (SEN) Reporting

Students with a diagnosed disability may receive a modified report containing details on individual goals.

5.0 Communicating Progress

Parents will be notified of their child's progress through the following methods:

- Formal reports
- A telephone call or email
- Via a requested interview

Students and parents will be informed when it is identified that there is a risk of:

- Students not achieving their potential
- When a grade of "D" or E is likely in formal reports



APPENDIX A



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Kindergarten Integrated Split Literacy Block: 135 minutes per day (2 days week)

Session 1

20 minutes	Oral Language	Songs, greetings, morning messages.
20 minutes	Phonological Awareness and Daily Review	Fast paced—Hegerty script, Power-Point or other including syllabification, rhyming, onset/rime, sounds, vocabulary.
5 minutes	Key out the door	Exit card— Check for Understanding.

Session 2

30 minutes	Pre-Reading Talk for Writing Pre-Writing	Story (big) book, Peggy Lego, Letters and Sounds Phase 1, Busy Things, Modelled Writing, Sentence Building.
50 minutes	Small Group, Call up, Play <i>Includes constant positives e.g. blocks, roleplay corner, puzzles, manipulatives, reading corner, listening post, math corner, painting easel etc</i>	⇒ Fine Motor ⇒ Adult lead, call up ⇒ Adult lead, call up ⇒ Oral language. Small world tray
10 minutes	Plenary	At the end of each week revise and revisit anchor/display charts to review key concepts taught over the



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Pre-Primary Integrated Literacy Block: 140 minutes per day (5 days week)

7—10 minutes	Phonemic Awareness	Heggerty script—daily phonological and phonemic lessons
40 minutes	Daily Review	Synthetic Phonics—including Letters & Sounds Phases Handwriting—including Peggy Lego
45—60 minutes	Integrated & Alternated Reading & Writing Rotational Groups—One/Two rotations per day <i>Small ability groups to practice Focus Literacy concepts—Phonics, Comprehension, Guided Reading, Grammar/Punctuation, Spelling/sight words</i>	Whole group or small groups. Based on student needs. Activities include but are not limited to—Sentence writing/editing, diary writing, CVC Tool box, Roll, read, make & write sounds/sight words, guided reading group x1. Plough back—reflect and review on group activities before rotating groups.
25 minutes	Talk for Writing	Imitation, Innovation & Invention Short Burst Writing Toolkit foci
5 minutes	Plenary	Exit card used for Check for Understanding

Years 1 & 2 Integrated Literacy Block: 125 minutes 5 days per week		
20 minutes	Daily Review	Phonics, fluency, comprehension, grammar/punctuation, spelling, sight words, vocabulary, sentence writing, editing, parts of speech.
10 minutes	Heggerty	Heggerty script—daily phonological and phonemic lessons.
20 minutes	Letters and Sounds	As per Phase Timeline and lesson structure (Introduce, Review, Teach, Practice, Apply, Assess)
20 minutes	Reading	Fluency, big book reading, Comprehension.
15 minutes	Vocabulary	Taken from TFW and Reading unit planners.
30 minutes	Talk for Writing	Imitation, Innovation, Invention Short Burst Writing Toolkit foci
10 minutes	Handwriting	Peggy Lego Links to phonics focus



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Years 3—6 Integrated Literacy Block: 135 minutes 5 days per week

20 minutes	Daily Review	Including spelling, vocabulary, syntax, grammar, punctuation, reading fluency.
20 minutes 3x week	Spelling	Soundwaves. Including phonology, morphology, Etymology and prefixes, suffixes, homophones.
30 minutes	Viewing Reading	Comprehension strategies, fluency, novel studies, literature, viewing comprehension
15 minutes	Vocabulary	Taken from TFW and Reading unit planners. Short Burst Writing Toolkit foci
40 minutes	Talk for Writing	Imitation, Innovation, Invention Short Burst Writing Toolkit foci Grammar & punctuation
10 minutes	Handwriting (Years 3 & 4)	Writes using joined letters that are clearly formed, consistent and fluent.
Speaking & Listening covered incidentally throughout all Curriculum areas and specifically targeted through annual Speak Ups.		