Video Transcript – *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy*

The School Curriculum and Standards Authority requires all schools to implement the *Western Australian Curriculum and Assessment Outline* to meet the learning needs of all students.

The Authority’s *Pre-Primary to Year 10: Teaching, Assessing and Reporting Policy* sets out the mandatory requirements for teachers to implement the *Outline*.

The policy is supported by *Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting.*

The *Standards* provide the minimum requirements for curriculum planning and reporting on student achievement.

The *Teaching, Assessing and Reporting Polic*y includes procedures for schools in relation to: curriculum, what teachers need to teach; assessment, how teachers need to assess student learning; and reporting, how teachers need to report on student achievement.

Schools plan curriculum in accordance with the *Western Australian Curriculum and Assessment Outline*.

Curriculum planning accounts for the needs of all students.

This includes the enrolment of students with disability in regular classes, education support classes and education support schools.

The expectations for Kindergarten are that teachers work with reference to *Belonging, Being and Becoming: The Early Years Learning Framework* with guidance from the *Kindergarten Curriculum Guidelines* which support educators to develop Kindergarten curriculum for Western Australian children.

In planning the delivery of the Pre-primary to Year 10 Western Australian curriculum, schools should ensure they meet the requirements outlined in the eight learning area syllabuses and according to the implementation timeline.

Teachers can see an overview of the curriculum requirements and available options along with the implementation timeline in the tables provided.

Schools should use discretion in regard to the use of the *Notional Time Allocation Guidelines: Pre-primary to Year 10* provided in the *Outline*.

The Guidelines are **not mandatory** and do not presume how schools should organise their students’ learning.

The standards for curriculum cover the expectations for:

* modified curriculum
* recognition of an alternative curriculum.

The expectations around schools’ assessment of student achievement focus on the connections between the principles of learning, teaching and assessment detailed within the *Outline*, the content of the Pre-primary to Year 10 Western Australian curriculum and the year-level achievement standards.

These expectations extend to how schools develop processes to support all teachers in making valid and reliable judgements, and how data from prescribed national and statewide assessments is used to inform teacher judgements about student achievement.

Schools must also provide their school community with an assessment and reporting policy that is based on the principles of learning, teaching and assessment.

Advice is provided about what an assessment and reporting policy should contain.

The Authority expects schools to use plain language to report to parents and carers on the achievements of Pre-primary to Year 10 students in terms of the Western Australian achievement standards.

This reporting will be provided in a formal report at the end of each semester, informally and as requested by parents and carers.

Schools are also expected to share reports from national and statewide assessments with parents and carers.

Where appropriate, schools should provide opportunities for discussion between teachers and parents or carers about reports from national and statewide assessments.

The policy also signals for schools that, in time, the Authority will begin to collect end of semester two achievement descriptors for Pre-primary, descriptors or grades for Years 1 and 2 and grades for Years 3 to 10.

The Authority will provide further details about the timeline and process for this in future years.

The *Standards for Reporting* address expectations about:

* components of written reports
* achievement in learning areas – including the use of a five-point scale.

Student achievement is reported using achievement descriptors and without letter grades in the Pre-primary year.

For Years 1 to 2, student achievement is reported using system-based or school-based achievement descriptors or those provided in Table 3 in the Standards.

Schools may use letter grades.

For Years 3 to 10, letter grades and achievement descriptors outlined in Table 3 in the Standards must be used.

All schools must implement the learning area reporting requirements outlined in the standards.

Schools may choose to report at a more detailed level than the minimum requirements identified.

School systems may direct schools to report at a level above the minimum requirements.

Schools report:

* one grade (A–E) as a minimum for English
* one grade (A–E) as a minimum for Mathematics
* one grade (A–E) as a minimum for Science
* one grade (A–E) as a minimum for Humanities and Social Sciences
* one grade (A–E) as a minimum for Health and one grade (A–E) as a minimum for Physical Education
* one grade (A–E) as a minimum for Languages
* across a year, schools report one grade (A–E) as a minimum for Design and Technologies and one grade (A–E) as a minimum for Digital Technologies:
	+ where subjects are taught concurrently during the year two grades are required each semester
	+ where the subjects are taught in separate semesters it is permissible to report on Design and Technologies in one semester and Digital Technologies in the other semester.
* across a year, schools report one grade (A–E) as a minimum in a performance arts subject and one grade (A–E) as a minimum in a visual arts subject:
	+ where subjects are taught concurrently during the year two grades are required each semester
	+ where the subjects are taught in separate semesters it is permissible to report on a performance arts subject in one semester and a visual arts subject in the other semester.

In mid-year reports, teachers make a professional judgment regarding the level of achievement that the student is demonstrating relative to the achievement standard, taking into account the curriculum that has been taught and assessed to that point in time.

If there is a legitimate reason for a student to be following a modified curriculum schools report on a student’s progress/achievement in terms of the modified curriculum. Additional reporting on the student’s progress/achievement in terms of the year-level achievement standard is not required.

The *Pre-primary to Year 10: Teaching, Assessing and Reporting Policy* and the *Standards* are available on our website.

We encourage you to read them, discuss them in your schools and follow up if you need clarification.