

Tammin Primary School REPORTING TO PARENTS GUIDELINES

OUR PURPOSE

Tammin Primary School and its teachers are responsible for informing parents/carers about their children's progress at school, their strengths and aptitudes, the areas that require improvement and the strategies being implemented to assist.

ASSESSMENT	OUR PRACTICE
<p>1. Parents are informed about their child's progress utilising the Australian Curriculum against which student achievement and progress is measured.</p> <p>Assessment should be carefully constructed to enable judgements to be made about student's progress in ways that contribute to ongoing learning.</p> <p>Reporting occurs both formally and informally, routinely and according to need.</p>	<p>The school reports to parents:</p> <ul style="list-style-type: none"> • routinely and formally in June and December each year against the Australian Curriculum outcomes; • according to need, as expressed by teachers or parents, at other times throughout the year; • Report comments to be limited to 5 sentences and adhere to 'feedback sandwich' structure; • Use simplified language relevant to audience; • Reports to be completed and edited by teachers by Week 5, Term 2 & Term 4. <p><i>Student Reports sent home in Week 9, Term 2 & Term 4.</i></p>
<p>2. Assessment practices should be educationally sound and contribute to learning.</p> <p>The reporting process involves the collection & sharing of work sample evidence of student achievement and a written record of progress.</p> <ol style="list-style-type: none"> 1. Student Report, which is kept by parents at the end of each semester. 2. Student Working Portfolio, which is stored at the school for handover & future use. 	<p>Throughout each semester, teachers collect work sample evidence, which will accurately and honestly inform parents about their child's progress against standardised Australian Curriculum rubrics developed by Tammin PS staff.</p> <p>This material will include:</p> <ul style="list-style-type: none"> • work samples & assessment tasks; • observations of work habits and social skills; • observations about areas requiring development; • on-going teacher judgments; • standardised Australian Curriculum rubrics developed by Tammin PS staff. <p><i>Portfolios to be edited & completed by Week 7, Term 2 & Term 4.</i></p>

<p>3. Assessment needs to take account of the diverse needs of students Students take responsibility for their own learning and identifying their strengths and areas for further development.</p>	<p>Students play a role in reporting to their parents including:</p> <ul style="list-style-type: none"> • evaluating their own learning; • setting goals for future development, where appropriate; • negotiated work sample evidence for inclusion into Student Portfolios; • participating in the parent-teacher interview, where appropriate.
<p>4. Written material collected or prepared for the purpose of reporting to parents reflects high standards of professionalism on behalf of the teacher.</p>	<p>Teachers ensure that material used for the purpose of reporting to parents:</p> <ul style="list-style-type: none"> • is a valid representation of the child's ability and present standard of achievement; • is complete; • is marked and corrected; • has teacher comments which use professionally appropriate and constructive language. • provides positive recognition and affirmation of a child's strengths; • provides constructive suggestions for future learning and development.
<p>5. The conference which forms part of the reporting to parents' process informs parents about the curriculum, as well as their child's progress and achievements against the curriculum.</p> <p>It is conducted in professionally appropriate language and provides an honest balanced picture of the child's strengths and areas for future development.</p>	<p>The class teacher prepares for interviews by:</p> <ul style="list-style-type: none"> • collecting the evidence; • becoming familiar with the evidence; • identifying areas of strength and those requiring future development ; • creating a positive ambience for the interview; • 'Conference Record' used to record the interview & placed on Student File at completion.

NB: Document developed in line with SCSA Curriculum & Assessment Outline.
http://www.scsa.wa.edu.au/internet/Years_K10/Curriculum_Assessment_Outline