



# Kurmond Public School

Effort Courtesy Responsibility Safety Achievement

## Curriculum, Assessment and Reporting Policy

### Rationale

*Programming is an important process in the teaching, learning and assessment cycle. It enables teachers to plan for the delivery of syllabus content and improve student learning outcomes. Programming is the process of selecting and sequencing learning experiences that cater for the diversity of student learning needs in a particular year and/or stage. The process of programming is typically shared in schools and offers an opportunity for collaboration, professional reflection and evaluation.*

*NSW Education Standards Authority*

### Expectations

Kurmond Public School expects that all teachers will prepare teaching programs that outline explicit, sequenced, syllabus-based learning experiences that are designed to support students to achieve stage appropriate skills and outcomes. This expectation is in line with Department of Education Policy *Curriculum planning and programming, assessing and reporting to parents K-12 (last updated 27/7/2018)*.

#### 1.1 Curriculum planning and programming

1.1.1 - Schools plan curriculum and develop teaching programs which are consistent with the Education Act and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

1.1.2 - Curriculum planning and teaching programs will meet the [Policy Standards \(PDF 201.08KB\)](#).

1.1.3 - Teaching programs will incorporate assessment as an integral component.

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

#### 1.2 Assessing

1.2.1 - Schools plan assessment so that:

- students can demonstrate achievement of outcomes for the relevant stage of learning.
- valid and reliable assessment strategies are used.
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students.

1.2.2 - Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.

1.2.3 - Teachers use a variety of appropriate assessments for judging student achievement.

1.2.4 - Teachers collect and record assessment information to:

- guide ongoing teaching and learning.

- monitor and evaluate student progress.
- report achievement to parents and relevant authorities in accord with school requirements and department policy.

### 1.3 Reporting

1.3.1 - Schools will provide parents/carers, throughout the school year, with formal and informal opportunities to receive information about and discuss their child's learning.

1.3.2 - The school's procedures for reporting to parents will be:

- based on the department's policy.
- time efficient and manageable.
- developed in consultation with parents/carers and teachers.

1.3.3 - Schools will provide parents/carers with a written report on their child's learning at least twice per year. The components of the written report will meet the [Policy Standards \(PDF 201.08KB\)](#).

1.3.4 - Schools will provide information on how a child's achievement compares with the child's peer group at the school, on request from the child's parents/carers.

1.3.5 - Schools will disseminate to parents/carers the reports from state-wide testing programs and, as appropriate, will provide opportunity for discussion between teachers and parents/carers.

## Requirements

In order to comply with the *Education Act 1990* and NESA requirements, all schools are required to maintain documentation that provides evidence of compliance with the NESA syllabuses and reflect the obligations to students under the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

### ***Policy Standard 1.4.1 Year K-6 (Early Stage 1 to Stage 3)***

Essential elements to be included in a school's documented curriculum

- syllabus outcomes and requirements in scope and sequence overviews
- syllabus content and teaching activities in teaching programs

Accordingly, at Kurmond Public School, all class documentation should include:

- Timetables showing the allocation of time for each Key Learning Area
- Scope and sequences that include
  - Stage
  - Unit title
  - Duration of unit
  - NESA syllabus outcomes
- Assessment schedule or plan
- Class documentation that identifying student learning needs (eg, IEP, PLP, etc)
- Teaching programs for each unit of work that include
  - Unit title and stage or year

- Unit description
- Syllabus outcomes
- Syllabus content
- Duration
- Teaching, learning and assessment activities
- Differentiated teaching strategies
- Resources
- Unit reflection and evaluation
- Student work samples that reflect the unit of work, assessment and any adjustment/ differentiation
- Evidence of students' learning progress over time

## Curriculum and allocation of time

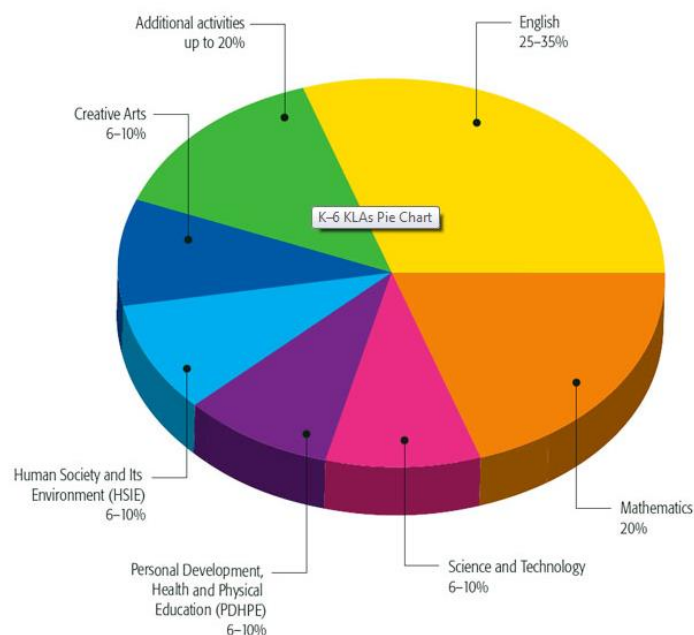
In providing curriculum, schools are to ensure that priority is given to English and mathematics.

### ***Policy Standard 1.1***

Schools have flexibility in how they deliver learning programs, for example through integrated programs, provided that:

- approximately 50% of time is allocated for English and mathematics and 40% of time for the other KLAs and sport
- as part of the 40% allocation, schools are to include 150 minutes per week for planned physical activity, including a minimum of one hour for sport in Years 3 – 6
- provision is made for Special Religious Education (SRE) and Special Education in Ethics (SEE) in each primary year, where authorised personnel from approved providers are available.

NESA recommends that the following time should be spent on each Key Learning Area:



At Kurmond Public School, this is as follows:

<i>English</i>	8 hours
<i>Mathematics</i>	4 hours 40 minutes
<i>Science and Technology</i>	1 hour 25 to 2 hours 20 minutes
<i>HSIE, incorporating History and Geography</i>	1 hour 25 to 2 hours 20 minutes
<i>Creative Arts</i>	1 hour 25 to 2 hours 20 minutes
<i>Personal Development, Health and Physical Education</i>	1 hour 25 to 2 hours 20 minutes
<i>Additional Activities (assemblies, scripture, buddy reading)</i>	1 hour 40 minutes

## Reporting to Parents

Parents are provided with a written report updating their child's progress twice a year, in Terms 2 and 4. The written report for each student will:

- use plain English
- provide information on a student's learning in each of the six Key Learning Areas: English; Mathematics; Science and Technology; Human Society and its Environment, incorporating History and Geography; Creative Arts; and Personal Development, Health and Physical Education
- compare the student's achievement in each KLA against state-wide syllabus standards using the A-E scale (years 1 to 6 only)
- include teacher comments for each KLA identifying areas of student strength and areas for further development
- have information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements

## Procedures for reports

The Kurmond PS Report Style Guide has been created to support teachers during the writing of semester reports for their students.

### *Role of the Teacher*

Teachers are responsible for creating reports for all of their students that meet Department guidelines and Kurmond Public School Style Guide requirements. They are encouraged to follow the style guide and that there has been careful editing of each report. This will include the use of spell check, possible editing by a buddy, printing out of hard copies and making suggested changes to the student reports.

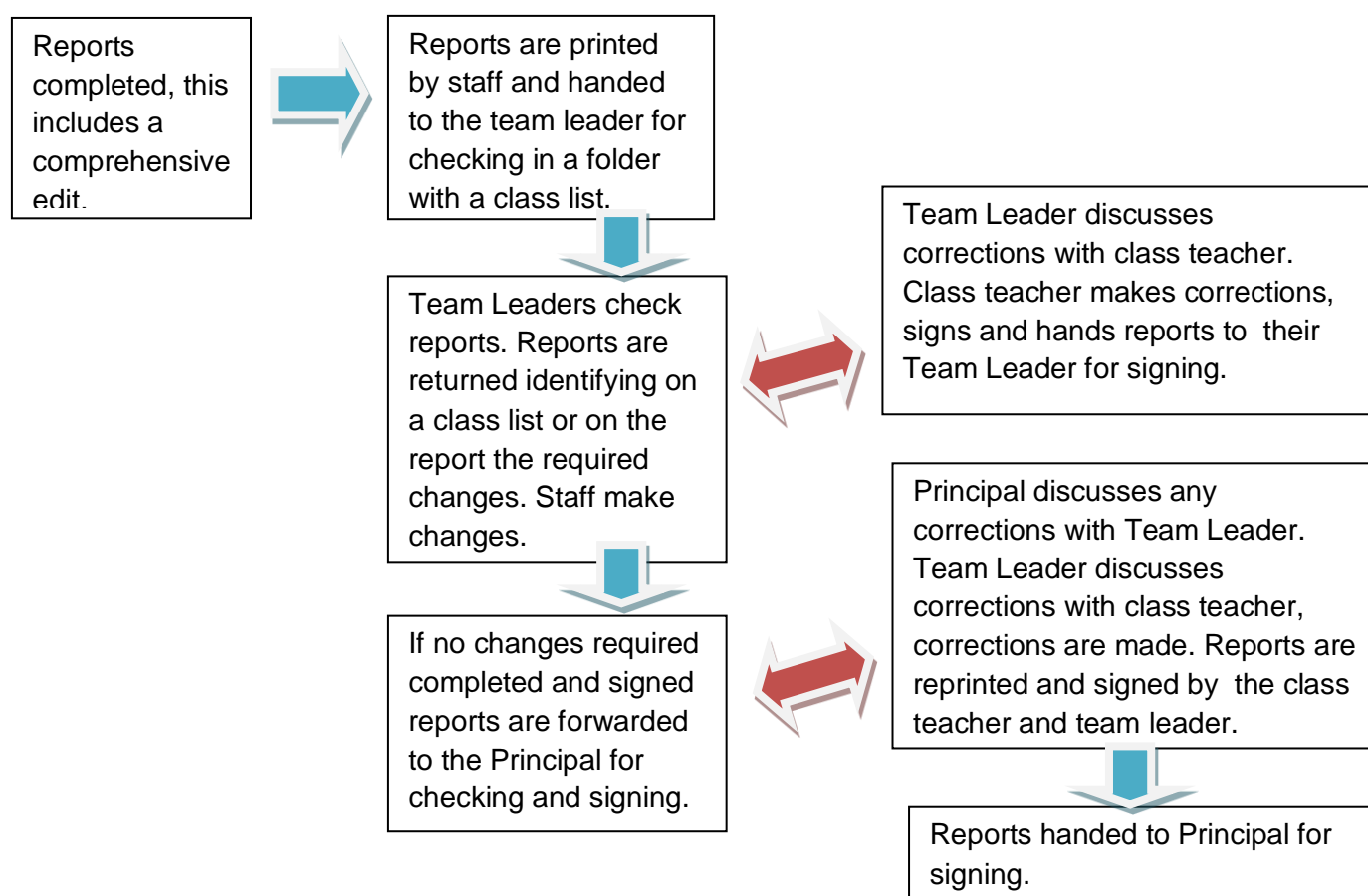
### *Role of the Assistant Principal*

Assistant Principals will be responsible for the overall editing of reports. They will check dot points match allocated grades and the general comment is reflective of learning attitudes. Team Leaders will also check for spelling, grammatical and style guide errors. Assistant Principals will sign their team's final reports.

### *Role of the Principal*

The Principal will read all class reports, edit where necessary and sign them.

## FLOWCHART FOR COMPLETING REPORTS



## SCHEDULE FOR TEACHING AND LEARNING PROGRAM

<b>Timeline for program sharing and collection</b>	
Term 1 Week 5	Teachers' programs are shared with the team leader. This may include sharing at team meetings and collection.
Term 2 Week 5	Teachers' programs are shared with the team leader. This may include sharing at team meetings and collection.
Term 3 Week 5	Teachers' programs are shared with the team leader. This may include sharing at team meetings and collection.
Term 4 Week 5	Teachers' programs are shared with the team leader. This may include sharing at team meetings and collection.

## APPENDICES TO ACCOMPANY THIS POLICY

Appendix 1 - Program Feedback

Appendix 2 – Student Reports Style Guide

Appendix 3 – Mathematics Scope and Sequence

Appendix 4 – English and Mathematics Syllabus Checklists