



Divine Mercy College  
326 Yangebup Road Yangebup WA 6164

Reg. Standard Curriculum 3.3  
Version 3  
Written 2025  
Next Review Date 2026

# ASSESSMENT POLICY: PRIMARY (K TO 6)

## Aim

At Divine Mercy College (DMC), we believe that effective teaching and learning require the provision of timely, meaningful, and comprehensive information on student achievement and progress. This information is shared with students, parents/carers to foster strong home-school partnerships, supporting each child's learning journey.

Our assessment and reporting policy reflects our commitment to ensuring that all students have the opportunity to experience positive academic achievement. We recognize the diverse needs of our students and strive to provide appropriate assessment accommodations where possible, ensuring equity and fairness in assessment.

DMC implements the Western Australian Curriculum and the Assessment Principles as outlined by the School Curriculum and Standards Authority (SCSA) to meet the learning needs of all students. This approach ensures that assessments are designed to accurately reflect student progress in relation to the curriculum content and achievement standards, as specified in the Western Australian Curriculum and Assessment Outline.

## Background

The Western Australian Curriculum and Assessment Outline (the Outline) is informed by key frameworks, including *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* and the Australian Curriculum. While the Outline includes guidelines for the Kindergarten curriculum, these are not mandated, as Kindergarten remains a non-compulsory year of schooling in Western Australia.

The Outline specifies the essential knowledge, understandings, skills, values, and attitudes that Pre-primary to Year 10 students are expected to develop across the eight learning areas identified in the *Alice Springs (Mparntwe) Education Declaration (2019)*. It also encompasses the *Principles of Learning, Teaching, and Assessment*, sets expected standards of achievement, and outlines the requirements for reporting on student achievement.

## Definition of Assessment and Reporting

**Assessment** refers to the process of gathering, analysing, and interpreting reliable and valid information about student learning to inform teaching and improve learning outcomes.

**Reporting** is the process of communicating student progress to students, parents, caregivers, and other educators. It aims to support ongoing learning, document achievements, and celebrate student success.

**Curriculum Area** refers to distinct bodies of knowledge, skills, and behaviours within a curriculum framework, focusing on specific disciplines or subject areas.

**Progress** is the observable and measurable growth in student learning, based on evidence from multiple data sources. It indicates development along a continuum of learning and supports students in recognising themselves as successful learners.

**SCSA (School Curriculum and Standards Authority)** is responsible for establishing the standards of student achievement and overseeing the assessment and certification of student achievement in accordance with these standards.

### Purpose of Assessment

Assessment serves to:

- **Determine the extent of student achievement** by measuring the acquisition of specific knowledge, skills, and understandings.
- **Identify students' strengths and areas for growth**, highlighting where further support may be required to enhance learning outcomes.
- **Establish students' prior knowledge** to inform future learning pathways and ensure learning is appropriately tailored to individual needs.
- **Evaluate the effectiveness of teaching and learning programs**, providing insights into how well instructional strategies are meeting student needs and supporting progress.

### Principles of Assessment

At DMC, assessment and reporting are ongoing, continuous processes embedded in everyday teaching and learning. Teachers are attentive to the needs of each student, drawing upon their understanding of individual learning narratives. Assessment, feedback, and data-gathering techniques are varied, authentic, and diverse, ensuring they meet the needs of all students.

DMC adopts the six principles of assessment set by the School Curriculum and Standards Authority (SCSA), which are as follows:

- **Assessment should be an integral part of teaching and learning:** Assessment is embedded in the teaching and learning process and informs instructional decisions to support ongoing student development.
- **Assessment should be educative:** It should provide valuable information that guides future learning, helping students to build on their strengths and address areas for growth.
- **Assessment should be fair:** Assessment must be equitable, ensuring that all students have the opportunity to demonstrate their learning, with accommodations where necessary to meet diverse needs.

- **Assessment should be designed to meet its specific purpose:** Each assessment is created with a clear, defined purpose in mind, ensuring it aligns with learning objectives and provides relevant insights.
- **Assessment should lead to informative reporting:** Assessment results should be communicated clearly and meaningfully to students, parents, and other educators to support student progress and achievement.
- **Assessment should contribute to school-wide evaluation processes:** The data gathered through assessment should inform school-wide evaluations and continuous improvement efforts, enhancing overall teaching and learning strategies.

## Assessment and Reporting

- Assessment and Evaluation

Assessment is a central process in teaching and learning, acting as the bridge between instruction and student progress. It involves gathering data on student performance, learning, and development. Evaluation follows, where teachers analyse and make informed judgments based on the collected data. This helps determine student progress and the effectiveness of teaching plans.

At DMC, assessment and evaluation are informed by our comprehensive Whole School Curriculum Plan and Curriculum Evaluation Plan, which guide the implementation and review of our curriculum to ensure alignment with student needs and educational goals.

- Curriculum
  - Kindergarten: *Belonging, Being and Becoming: The Early Years Learning Framework (EYLF)* outlines the principles, practices, and outcomes that support young children's learning from birth to five years and their transition to school. The **Kindergarten Curriculum Guidelines** provide educators with a framework for developing a curriculum based on the EYLF's key concepts to ensure quality early learning experiences for all children in Kindergarten.
  - Pre-Primary to Year 6: DMC implements the Pre-primary to Year 10 Western Australian Curriculum in alignment with:
    - The **Policy Standards for Pre-primary to Year 10: Teaching, Assessing, and Reporting**
    - The **Principles of Learning, Teaching, and Assessment** as detailed in the Western Australian Curriculum and Assessment Outline (the Outline).
- Assessment

Assessment is integral to the teaching and learning process at DMC. Teachers continuously assess and monitor student growth, learning progress, and achievement against the Western Australian curriculum scopes and sequences. This process is embedded within our learning and teaching programs, ensuring that all students receive the support needed to meet their individual learning needs.

- Reporting
 

At DMC, feedback on individual student assessment tasks is provided regularly to students and parents. The nature and frequency of this feedback are determined by

teachers and Year Coordinators, ensuring that reporting aligns with each student's learning needs and progress.

Written reports on student learning and progress are provided three times per year:

- **Interim Report** at the end of Term 1
- **Semester Report** at the end of Term 2 and Term 4

In addition, **Parent-Teacher Evenings** are held twice yearly to provide verbal feedback on student progress, offering parents an opportunity to discuss their child's achievements and areas for growth.

➤ EYLF and SCSA Judging Standards

**Kindergarten (Kindy):**

For Kindergarten students, we use the **Early Years Learning Framework (EYLF)**. This framework focuses on children's development across five key learning outcomes, such as their sense of identity, well-being, and communication skills. Kindy reports reflect students' progress in these areas based on teacher observations.

**Pre-Primary to Year 6:**

At DMC, student reports for PP to Year 6 are based on the **SCSA Judging Standards**. These standards outline what students should know and be able to do at each year level. Teachers assess student progress using these standards, and the results are then converted into letter grades based on **SCSA's grade descriptors**. The grades range from **A** (Excellent) to **E** (Limited), which represent a student's level of achievement in each learning area.]

## Assessment Methods

**Formative Assessment** '(assessment for learning)' is used to monitor progress by providing continuous feedback and identify errors in learning, with the specific purpose of helping them improve. Formative assessments serve the purpose of determining who's understood and who has not. Examples of formative assessment include:

- Observations
- Annotated Work samples
- Book Work
- Peer Assessment
- Student self-evaluation

**Summative assessment** '(assessment of learning)' seeks to establish the level of achievement attained by a student, at the end of a learning sequence. It also provides information for judging the effectiveness of teaching program. A range of summative assessments need to be provided to demonstrate an achievement standard. Examples of summative assessment include:

- Tests (teacher-devised and standardised assessments)
- National Assessment Program in Literacy and Numeracy-NAPLAN
- Project work (group/individual)

- Presentations/performances.
- Work samples

Diagnostic assessment identifies students' current knowledge of a subject, their skill sets and capabilities, and clarifies misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help teachers plan what to teach and how to teach it. Examples of diagnostic assessments include:

- YARD Testing (Kindy to Year 3)
- PAT Testing (Year 1 to Year 10)
- On-Entry Testing (Pre-primary and Year 1)

## Student Feedback

Students are provided with feedback on their performance in a variety of ways:

- Written feedback on work samples
- Three-way interviews with parents when needed
- Test results in various learning areas with comments from the teacher
- End of semester reports
- NAPLAN reports
- Merit Certificates

## Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason that is acceptable to the school. Acceptable reasons may include:

- Illness, injury, or significant personal circumstances that prevent a student from attending on the day of an in-class assessment task (e.g., tests or class activities).
- Illness, injury, or significant personal circumstances that prevent the completion or submission of an out-of-class assessment task by the due date.

In these cases, the parent/guardian must:

- Contact the school **before 9:30 am** on the day of the in-class assessment task or the due date for an out-of-class assessment.
- Provide a **medical certificate** or a **letter of explanation** when the student returns to school.

If the student provides an acceptable reason for the non-completion or non-submission of an assessment task, the teacher will:

- Agree on a new due date for the out-of-class task or a new date for the in-class assessment (usually within two days of the student's return).

- Decide on an alternative assessment task if the original task cannot be rescheduled (for example, if it is no longer confidential or time-sensitive).
- In some cases, decide not to require the task to be completed and adjust the student's marks for other tasks, as long as there is enough evidence from completed tasks to assess the student's learning and assign a grade.

**Examples of unacceptable reasons** for non-completion or non-submission of an assessment task include events that can be rescheduled, such as:

- Personal or social events, such as birthday parties or sleepovers interfere with the completion of assessments.
- Holiday Trip

In exceptional circumstances, parents/guardians may negotiate with the Homeroom/ Subject teacher to develop an individual education plan. This plan will outline how missed lessons will be made up and any necessary adjustments to the assessment timeline.

If a major event (e.g., a pandemic) impacts the teaching program or the ability to complete assessment tasks on time, the school will notify parents and students about any necessary changes to assessment requirements or timelines.

## Roles and Responsibilities

Role	Responsibilities
<b>TEACHERS:</b>	<ul style="list-style-type: none"> <li>➤ Provide purposeful teaching: Plan lessons based on data and differentiate to meet student needs.</li> <li>➤ Communicate test results: Record test results in the school diary and ensure parents/carers sign them.</li> <li>➤ Notify parents of underperformance: Contact parents if a student's performance is below 50%.</li> <li>➤ Help develop study habits: Encourage and support students in forming good study habits.</li> <li>➤ Provide feedback: Give feedback through test scores, rubrics, models of good work, and personal comments (written or verbal).</li> <li>➤ Support student transitions: Share relevant student data (assessments, notes, work samples, and plans) with new teachers.</li> <li>➤ Return work on time: Return assessed work to students within 1-2 weeks.</li> <li>➤ Participate in moderation: Collaborate with colleagues to ensure consistent assessment judgments.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Maintain records: Keep accurate student records according to school policy.</li> </ul>
<b>PARENTS/CAREGIVERS:</b>	<ul style="list-style-type: none"> <li>➤ Communicate relevant information: Inform teachers of any circumstances that may affect the student's learning and provide feedback on assessment practices.</li> <li>➤ Respect school schedules: Schedule family holidays during appropriate times to avoid missing assessment periods. Absenteeism is not considered a valid reason for failing to complete assessments.</li> </ul>
<b>STUDENTS:</b>	<ul style="list-style-type: none"> <li>➤ Maintain academic honesty: Students must avoid copying, plagiarising, or allowing their work to be copied. A score of zero will be given for any instance of unacceptable behaviour.</li> <li>➤ Meet assessment deadlines: Students must complete assessments by the deadlines set by the teacher.</li> <li>➤ Provide medical documentation: If unable to sit an exam or complete an assessment due to illness, students must provide a doctor's certificate.</li> <li>➤ Penalties for late submission: Late submissions will incur a 10% penalty per day. Students will also be required to attend Academic Detention. <ul style="list-style-type: none"> <li>○ Extensions may be granted with a written request from the parent/guardian, approved by the subject teacher.</li> <li>○ Extensions will be considered for reasons like late course entry, illness, injury, personal circumstances, cultural beliefs, or documented disabilities/learning difficulties. In these cases, assessments may be modified, time extended, or estimates based on previous tasks may be used.</li> </ul> </li> </ul>
<b>LEADERSHIP:</b>	<ul style="list-style-type: none"> <li>➤ Audit planned assessments: Ensure a variety of assessment types are used to support comprehensive and meaningful learning.</li> <li>➤ Analyse assessment results: Review whole school assessment results to inform future school improvement planning.</li> </ul>

**Inclusive Practices for Diverse Learners**

Divine Mercy College is committed to ensuring that all students, regardless of their learning needs, have equitable access to assessment and learning opportunities. We recognise and support the diverse range of learners within our school, including students with additional learning needs, those requiring extra support, and those with exceptional talents.

**Differentiation in the Classroom:**

DMC implements differentiation in each classroom to cater to the varied learning needs of students. Teachers adapt their teaching methods, materials, and assessments to ensure all students can access the curriculum and demonstrate their learning in ways that are appropriate for their individual needs.

**Educational Support:**

Our Learning Education Support teacher is available to work with students who require additional assistance. Specialised support is scheduled as needed to provide targeted intervention for students with educational needs. This may include adjustments to assessment tasks, additional time for completion, or other strategies to ensure these students can succeed.

**Opportunities for Gifted Students:**

DMC recognises the talents and abilities of gifted students and offers them opportunities to extend their learning beyond the standard curriculum. Gifted students are invited to participate in enrichment activities, including competitions such as the **International Competitions and Assessments for Schools (ICAS)**. These initiatives allow gifted students to further challenge themselves and broaden their knowledge in subjects such as mathematics, science, and English.