



Education in our school for our world

Assessment and Reporting Policy

Purpose

The purpose of this policy is to outline Charles Weston School Coombs' (CWSC) philosophy, principles, and practices regarding assessment and reporting within the Primary Years Programme (PYP). It reflects our commitment to supporting student learning, growth, and agency through a transdisciplinary, inquiry-based approach, while ensuring transparency and shared understanding among students, teachers, and families.

This policy also ensures compliance with relevant legislative and educational frameworks, including:

- *Australian Government Schools Assistance Act 2004*
- *ACT Education Act 2004*
- *From Principles to Practice* (International Baccalaureate Organisation)
- *Education and Care Services National Regulations (2011)*
- *Belonging, Being and Becoming: The Early Years Learning Framework* (Australia)
- *Australian Curriculum (ACARA)*

By aligning the IB philosophy with local and national requirements, this policy supports a coherent approach to assessment and reporting that promotes high-quality teaching, meaningful learning, and the development of internationally minded learners through the integration of the IB Learner Profile and its values.

Philosophy

At CWSC, assessment is integral to teaching and learning. As an IB World School offering the PYP, we use assessment to inform practice, support student growth, and guide the learning process.

Teachers design engaging, transdisciplinary learning experiences that develop subject knowledge, conceptual understanding, and Approaches to Learning (ATL). Assessment provides a snapshot of student learning, helping teachers and students make informed decisions about next steps.

Assessment is a visible, collaborative process. Students actively reflect, set goals, participate in student led conferences and engage with feedback. This approach promotes academic growth while developing critical thinking, communication, and self-management skills central to the PYP.

The IB describes the purpose of assessment as *“to inform learning and teaching. It involves gathering and analysing information about student learning to guide teaching practice and identify what students know, understand, and can do at different stages of the learning process.”*



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- **Why?** To inform and improve teaching and learning.
- **What?** Assessment of knowledge, skills, and conceptual understanding.
- **How?** Using a range of tools and strategies to monitor, document, and measure learning.



Assessment and Reporting Principles

Assessment practices at CWSC are guided by the ACT Education Directorate and the International Baccalaureate's Primary Years Programme.

Within the primary years, assessment encompasses Preschool to Year 6 achievements standards and the social and emotional capabilities from the Australian Curriculum. In preschool, assessment considers the five learning outcomes outlined in "Belonging, Being and Becoming" - The Early years learning framework for Australia. All elements of the Primary Years Programme underpin assessment practices, and Universal Design for Learning is embedded to support the diverse learning needs and abilities of all students.

When designing and implementing assessments, teaching teams consider the four dimensions of assessment. These include, monitoring and informing learning, documenting learning, measuring learning and reporting on learning.

Assessments provide information through diagnostic, formative and summative components. Assessment is ongoing, authentic, varied and purposeful. It is a collaborative and informative process that involves students, teachers, family and the community. Classroom practice and curriculum planning are driven by assessment. At CWSC, we believe in strengthening the communication between home and school. Assessment through reporting forms an integral component of this communication.

At CWSC, reporting on student learning includes communicating what students know, understand and can do. It involves all key stakeholders and provides opportunities for teachers, students and families to purposefully participate in decision-making about each child's future learning directions. Reporting at CWSC is dynamic, inclusive of community voices, and may take both formal and informal forms. As described above, reporting may include formalised written reports, learning journeys, displays of student work, student-led conferences, parent-teacher interviews and the Primary Years Programme Exhibition.

Individual Learning Plans (ILPs) are an important component of our approach to personalised learning and reporting. They are collaboratively developed for students requiring additional support or extension, ensuring that individual needs, strengths and goals are clearly identified and addressed. The creation of each ILP is a team effort, involving input from teachers, families, support staff and, where appropriate, the student. Together, we establish clear, measurable goals and strategies that promote growth and success in identified areas of learning and wellbeing.



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Implementation of ILPs is a shared responsibility. Teachers embed agreed strategies into classroom practice and monitor progress through ongoing assessment and observation. ILPs are reviewed each term in collaboration with all involved stakeholders, ensuring plans remain relevant, responsive and reflective of student growth. This process strengthens communication between home and school, celebrates progress, and supports continuous improvement in every child's learning journey.

Role of School Leaders

School leaders foster a culture of assessment by supporting staff to develop their skills, embedding comprehensive assessment practices aligned with the IB and local requirements, and providing professional learning and collaborative opportunities for teachers to reflect and moderate learning.

Role of Teachers

Teachers guide students to become assessment-capable by identifying what they know and can do, co-constructing learning goals and success criteria, providing timely feedback, and documenting and analysing learning to inform teaching. In early years, observation of behaviour and play helps guide next steps in learning.

Role of Students

Students actively participate in their learning by reflecting, setting goals, using feedback, collaborating with teachers, and sharing their understanding with peers, teachers, and the wider community.

Role of Parents and Carers

Parents and carers support their child's learning by staying informed, discussing learning at home, collaborating with teachers, attending school events, and contributing insights to the school community.

Assessment Schedule

Formal Assessments

CWSC implements a range of formal assessments, including DIBELS, SpellEx, Decodable Readers Australia (DRA), and PAT testing, to ensure consistent and reliable data collection across the school. Whole-school literacy and numeracy assessments monitor the progress of all students, while cohort-specific assessments are designed to address the learning needs of particular year groups in both literacy and numeracy.

These assessments are analysed collaboratively within Professional Learning Communities through structured reflective discussions, ensuring that data informs teaching practices and supports student learning. Assessment evidence is used to develop termly, student-centred SMART Goals that guide learning and support the development of Approaches to Learning (ATL) skills.



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By embedding assessment within the transdisciplinary programme of inquiry, teachers can monitor conceptual understanding, subject-specific knowledge, and skills, enabling students to make connections across disciplines, take ownership of their learning, and engage meaningfully with the PYP framework.

The Role of Formative Assessment in the PYP

Formative assessment is central to effective teaching and learning in the PYP because it provides ongoing, meaningful feedback that supports both teachers and students in making informed decisions about learning. Its importance can be summarised in the following areas:

Guiding Teaching

Formative assessment allows teachers to identify students' strengths, areas for growth, and misconceptions in real time. It informs instructional strategies and ensures learning experiences are differentiated and responsive to student needs.

Supporting Student Learning

It provides students with actionable feedback to understand their progress and next steps. By engaging with formative assessment, learners develop agency, set personal goals, and monitor their own growth across knowledge, skills, and conceptual understanding.

Promoting Engagement

Formative assessment encourages active participation through strategies such as self-assessment, peer feedback, and reflection. It fosters a growth mindset by emphasising effort, learning processes, and improvement rather than solely final outcomes.

Identifying Gaps Early

Ongoing assessment detects learning gaps before they become barriers, enabling timely interventions and targeted support to strengthen universal instruction.

Encouraging Reflection

It fosters reflective practices in both students and teachers, promoting continuous improvement, deeper understanding, and more purposeful inquiry.

Aligning with Long-Term Goals

Formative assessment ensures learning experiences are aligned with curriculum objectives, IB standards, and the transdisciplinary programme of inquiry. It provides a clear pathway toward mastery and conceptual understanding over time.

In the PYP, formative assessment is authentic and classroom-based, particularly in areas such as inquiry, writing, and collaborative projects. Professional Learning Communities collaboratively develop rubrics with clear criteria and observable behaviours, ensuring holistic and consistent judgements of student learning.



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Moderation and Consistency

Moderation is essential for ensuring consistent and comparable assessment judgments across the school. Teachers engage in collaborative planning and reflective discussions to align expectations, identify evidence of learning, and build a shared understanding of achievement standards. To formalise this process, each Professional Learning Community completes a Moderation Document each semester, documenting the evidence used to assess learning against the Australian Curriculum Achievement Standards. This collaborative approach ensures that assessment is fair, transparent, and informs both teaching and future learning.

A-E Grades

All students in Years 1–6 receive an A–E report, unless alternative arrangements have been made with the school. Teachers are required to provide A–E grades for all students across all curriculum areas, following moderation with their teaching team to ensure consistency and accuracy.

Student achievement for each subject is reported against the Australian Achievement Standards using the following five point scale:

A - Outstanding: Demonstrating outstanding achievement of the standard

B - High: Demonstrating a high achievement of the standard

C - At Standard: Demonstrating achievement at the standard

D - Partial: Demonstrating partial achievement of the standard

E - Limited: Demonstrating limited achievement of the standard

S - Status: Indicates that circumstances have prevented the student from being assessed against the individual achievement standard sentence, or there is insufficient evidence to award an overall grade

The student report will show the number of students in each of the achievement levels from A-E. The report will only be provided for cohort groups of greater than 10 students.

Plan (P) reference A 'P' indicates that the student has been assessed against an adjusted curriculum based on their learning needs. Their learning sits outside the learning described in their equivalent year level achievement standards.

Primary Years Programme: Approaches to Learning and Effort in Learning Area

Approaches to learning and effort in learning area are reported on using the following 4 point scale:

C - Consistently: Consistently demonstrates the habit/capability

U - Usually: Usually demonstrates the habit/capability

S - Sometimes: Sometimes demonstrates the habit/capability

R - Rarely: Rarely demonstrates the habit/capability



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Formal Assessment Calendar

Reporting type	Year	Term 1	Term 2	Term 3	Term 4
<p>Parent conferences</p> <p>Student led conferences take place early in terms 1 and 3. During these conferences, teachers and parents support students in getting to know students, developing, reviewing and revising goals to work towards over the coming semester. A record of the conference is created and shared with parents via Seesaw soon afterwards.</p>	P - 6	✓ wk 4		✓ wk 1	
<p>End of semester reports</p> <p>Summative reports are created for students twice a year, at the end of terms 2 and 4. CWSC reports are created using Sentral and sent home to parents via email. Teachers are to write a general comment for each set of reports, using our CWSC agreed Report Writing Guidelines and High Quality Comment Exemplars..</p>	P - 6		✓		✓
<p>A - E Grades</p> <p>All students in years 1-6 receive an A-E report, unless they have made arrangements with the school. Teachers are required to provide A-E grades on all students against all curriculum areas, after having first moderated with their teaching team.</p>	1 - 6		✓		✓
<p>Learning Journey</p> <p>Learning journeys at CWSC occur twice each year, as the culmination of an integrated Inquiry unit. Teaching teams decide which Inquiries to end in a learning journey. Students share their inquiry learning with families, members of the community and staff and students from across the school.</p>	P - 6	2 per year			
<p>Seesaw Journal items</p> <p>Seesaw is used as an ongoing record of student learning in all curriculum areas, as well as PBL achievements and social-emotional</p>	P - 6	Continuously			





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<p>learning. It is an accurate, authentic, real-time record of student learning that allows students and families to appreciate an entire portfolio of work and teachers to review, assess and moderate with less paper and time. Student work can be posted as photos, video or linked files. Students should learn to use devices to post their own work effectively and teachers/parents are able to comment on said work in real time. All student and parent posts must be approved by a teacher to be visible to anyone else.</p>		
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Related documents:

- Programme Standards and Practices 2021 PYP
- Principles into Practice Updated 2024
- The Australian Curriculum Version 9
- Early Years Learning Framework

Related policies:

- Curriculum and Academic Reporting Policy for ACT Public Schools
- The National Quality Framework (NQF) - operates under an applied law system, comprising the Education and Care Services National Law and the Education and Care Services National Regulations.

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