

Communicating Learning Progress with Families Policy

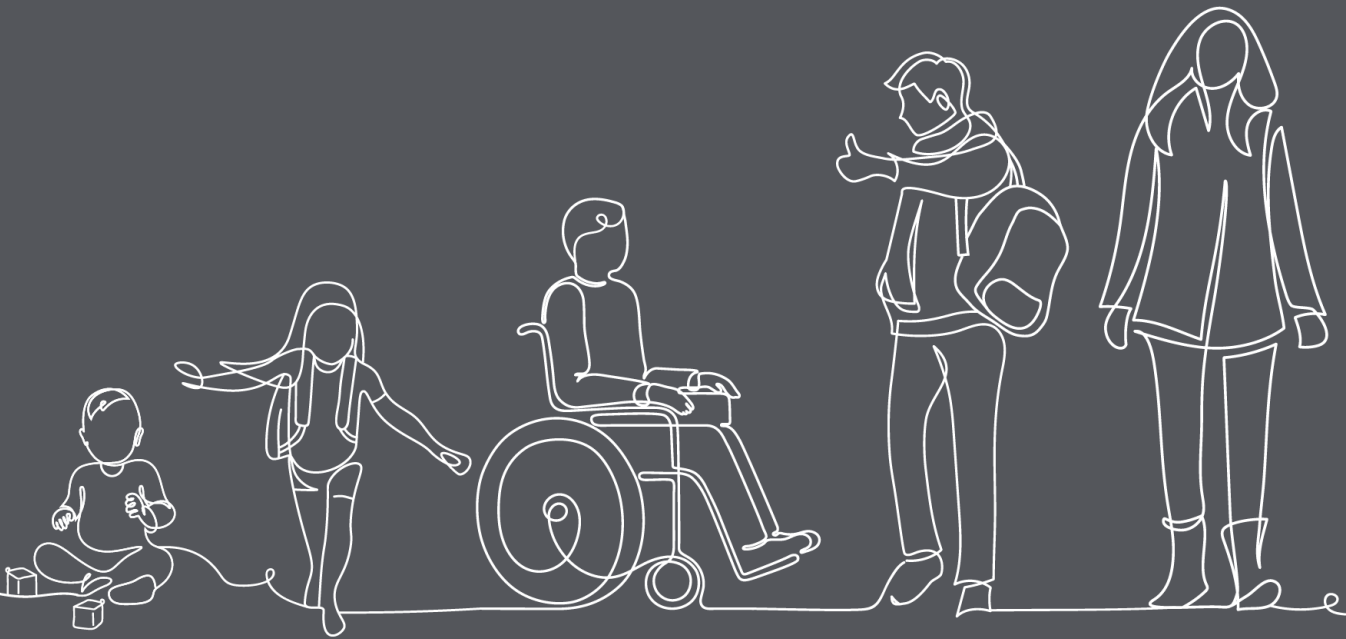


TABLE OF CONTENTS

Version 2.1 1/12/2022

1	Purpose.....	3
2	Policy Statement.....	3
3	Communicating Learning Progress Requirements.....	3
4	Related policies.....	4
5	Related procedures.....	4
6	Supporting information/tools.....	4
7	Definitions.....	5
8	Legislation.....	6

1 Purpose

This Policy applies to all Department for Education, Children and Young People (the department) schools from Kindergarten to Year 10 (K-10) and outlines the requirements for communicating student learning progress, achievement and wellbeing with families. This process allows for family engagement in their child's learning and wellbeing.

2 Policy Statement

All Tasmanian Government Schools are required under legislation to provide families with formal and informal opportunities to receive meaningful information about a student's learning progress and achievement, throughout the school year.

Schools must work with School Associations to enact the Policy and determine how the department's Communicating Learning Progress with Families Procedures may be contextualised for their community.

The requirements outlined below should contribute positively to student learning and wellbeing, while being considerate of teacher workload.

This Policy must be read in conjunction with the Communicating Learning Progress with Families Procedures and other supporting documentation, which provide full details of the application of the Policy across K-10.

3 Communicating Learning Progress Requirements

From Term 1, 2022 a phased implementation of new reporting requirements for all Tasmanian Government Schools (K-10) began. From 2024, full implementation of reporting requirements will be required for all Tasmanian Government Schools (K-10).

Please refer to the Communicating Learning Progress with Families Procedures for an implementation schedule.

Table 1: Communicating Learning Progress Requirements

ELEMENT	REQUIREMENT
Summative reports of learning achievement provided at mid-year and end-of-year	<ul style="list-style-type: none">• Summative reports of learning achievement against the Achievement Standards of the Australian Curriculum must be provided for:<ul style="list-style-type: none">» Prep: end of year only for English, Mathematics and Science» Years 1 to 6: twice yearly for English, Mathematics and Science and at least once per year for Humanities and Social Sciences (HASS)» Years 7 to 10: twice yearly for all Australian Curriculum Learning Areas taught (or once per year if the Learning Area is taught across one or two terms only).• For students whose learning is not able to be assessed against the Australian Curriculum, a summative report of learning achievement can be provided twice-yearly against their approved learning plan goals.• Summative reports will communicate student learning achievement via a visual scale and worded descriptor.• Written comments will not be included in summative reports.• Summative reports will be made available to each family either electronically or printed and sent home.• Teachers assess Kindergarten students against the Kindergarten Development Check – this is not a summative report, but is undertaken twice-yearly.

<p>Communication to support learning and wellbeing</p>	<ul style="list-style-type: none"> • Schools will provide an opportunity to communicate with a student’s family at least four times per year. • The focus of this communication must be about the student’s learning progress, application to learning and wellbeing. • The mode of communication used must be easily accessed by each family. • Students should be involved in the communication of their learning progress, application to learning and wellbeing. • Schools must document occasions where communication (about learning progress, application to learning or wellbeing) with families has not been successful.
<p>Regular sharing of evidence of learning from assessment</p>	<ul style="list-style-type: none"> • Evidence of learning informs the feedback that teachers provide students. Feedback will recognise what the student has achieved and support next steps in their learning. • Evidence of learning must be assessed against the appropriate standards for: <ul style="list-style-type: none"> » Kindergarten – share two pieces of evidence of children’s learning against some or all of the five Outcomes of the Early Years Learning Framework (EYLF) Australia – optional in 2023 Terms 2, 3 and 4 and from 2024 it is required each term. » Prep to Year 6 – English and Mathematics once per term, other Learning Areas taught once per year » Years 7 to 10 – English and Mathematics once per term, other Learning Areas taught twice per year (or once per year if the Learning Area is taught across one or two terms only). • For students whose learning is not able to be assessed against the appropriate standard, evidence of learning must be assessed against the identified learning goals in the students approved learning plan. • Evidence of learning can be shared with a student’s family during a communication/conversation, through an online platform or printed and sent home.

4 Related policies

Nil

5 Related procedures

- [Communicating Learning Progress with Families Procedures](#)

6 Supporting information/tools

- [Learners First: A Pedagogical Framework](#)
- [Learners First: DoE Assessment Strategy 2020-2023](#)
- [Reporting to Families section -Teaching and Learning Centre \[STAFF ONLY\]](#)
- [Respectful Schools, Respectful Behaviour: Building Inclusive Practice in Schools](#)
- [Communicating Learning Progress with Families - Kindergarten 2023 Requirements](#)

7 Definitions

Assessment

The intentional process of eliciting evidence of learning at a point in time (*Learners First: DoE Assessment Strategy 2020-2023*).

Evidence of Learning

Evidence of learning are the artefacts that students produce that demonstrate their learning. It may include evidence elicited by teacher designed assessment tasks or may be student generated.

Evidence of learning can also include teacher observations of actions.

Families

The term 'family' is used in the broadest sense. It includes all primary and other caregivers involved in the lives of learners and includes the student ([*Respectful Schools Respectful Behaviour: Building Inclusive Practice in Schools*](#)).

KDC

Kindergarten Development Check – undertaken twice-yearly.

K-10

From Kindergarten to Year 10.

Learning Achievement

The level of proficiency against a continuum of learning or recognised standard at a given point in time.

Learning Progress

The gain, growth or increasing proficiency along a continuum of learning (or learning progressions), as measured over time (Masters, G., 2017).

Must

Is to be interpreted as mandatory.

Reporting

The process of communicating evidence of student learning progress, achievement and wellbeing.

Student Agency

The level of autonomy and power that a student experiences in the learning environment, relating to having an active role in their learning through voice, and often a choice in the process (Barker and Harris, 2020).

Summative Report

A summative report demonstrates learning achievement at a point in time against:

- learning outcomes from the Early Years Learning Framework
- the achievement standards of the Australian Curriculum
- identified learning goals from individual learning plans
- other nationally recognised standards including competency-based standards for VET.

Barker, B & Harris, D 2020, *Parent and Family Engagement: An implementation Guide for School Communities*, Canberra: ARACY.

Masters, G.N. 2017, *Monitoring Learning* in T. Bentley & G.C. Savage (Eds.), *Educating Australia: Challenges for the decade ahead*, Carlton, Victoria: Melbourne University Publishing.

8 Legislation

- [Australian Education Regulation 2013](#)
- [Education Act 2013 \(Cth\)](#)

The *Australian Education Regulation 2013 (Cth)* and the *Education Act 2013 (Cth)* prescribe the minimum standards and other requirements that schools must comply with to be approved authorities.

The Australian Education Regulation 2013 (Cth) states;

Section 59 Student Reports

- (1) For paragraph 77(2)(f) of the Act, an approved authority for a school must provide a report to each person responsible for each student at the school in accordance with this section.
- (2) A report must be readily understandable to a person responsible for a student at the school.
- (3) A report must be given to each person responsible for the student at least twice a year.
- (4) For a student who is in any of years 1 to 10, the report must:
 - (a) give an accurate and objective assessment of the student's progress and achievement, including an assessment of the student's achievement:
 - (i) against any available national standards; and
 - (ii) relative to the performance of the student's peer group; and
 - (iii) reported as A, B, C, D or E (or on an equivalent 5 point scale) for each subject studied, clearly defined against specific learning standards.

Authorised by: Jodee Wilson, Deputy Secretary for Development and Support

Contact: Teaching and Learning – Curriculum curriculum@decyp.tas.gov.au

Last significant review: new policy

Review due: 2 December 2024

This document replaces: New Policy