Middle School / Senior School

Assessment & Reporting Policy

What do we want to learn?

Learners constructing meaning

How will we know what we have learned?

How best will we learn?

What do we want to learn?
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Assessment and Reporting Policy

What are the main principles of assessment?

Assessment involves gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Assessment as learning
- Students and staff identify and reflect on their own evidence of learning
- Students and staff help to set their own learning goals
- Students and staff practice self and peer-assessment

Assessment for learning
- Students, staff and parents are clear about what is to be learned and what success looks like
- Students and staff are given timely feedback about the quality of their work and how to make it better
- Students and staff are fully involved in deciding next steps in their learning and identifying who can help

Assessment of learning
- Staff to use a range of evidence from day-to-day activities to check on students' progress and give feedback to students' about their learning.
- Staff talk and work together to share standards in and across schools
- Staff use assessment information to monitor their progress and to plan for improvement

Our classroom assessment needs to involve high quality interactions, based on thoughtful questions, careful listening and reflective responses.

The Assessment Triangle

Assessment is viewed as being integral to all planning, teaching and learning.
Assessment is central to effectively guiding students through the five essential elements / skills of learning:

- Comprehending & Collecting
- Structure & Sequence
- Analyse, Assess & Conclude
- Create & Present
- Apply Techniques & Procedures

## Developing Effective Assessment Tasks

<table>
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<tr>
<th>The Task</th>
<th>Credibility</th>
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<tr>
<td>Does the task generate sound evidence about student performance?</td>
<td>- is accompanied by explicit criteria&lt;br&gt;- is accompanied by clearly stated standards&lt;br&gt;- is clearly aligned with the targeted curriculum intentions&lt;br&gt;- is fair &amp; equitable to all students&lt;br&gt;- provides opportunity for students to demonstrate what they know and can do</td>
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<tr>
<th>Intellectual Quality</th>
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<td>Is the task intellectually challenging?</td>
<td>- draws in sufficient depth &amp; breadth upon the targeted knowledge, concepts &amp; skills&lt;br&gt;- engages students in a range of thinking skills&lt;br&gt;- provides opportunities for students to demonstrate critical analysis&lt;br&gt;- has clear cognitive expectations</td>
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<tr>
<th>Authenticity</th>
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<td>Does the task address a realistic and complex problem?</td>
<td>- has an appropriate real life context for all students&lt;br&gt;- is engaging and motivating&lt;br&gt;- has genuine and valued purpose&lt;br&gt;- has a context that is appropriate for the cognitive demands</td>
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<tr>
<th>User friendliness</th>
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<td>Does the task clearly communicate to students what is needed for producing their best performance?</td>
<td>- has an accessible &amp; appropriate format&lt;br&gt;- has layout, cues, visual design, format &amp; choice of words that clarify what is expected&lt;br&gt;- has examples &amp; resources that are helpful to students&lt;br&gt;- provides a complete set of guidelines (including models) that allow students to reflect on, rehearse and review their responses</td>
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Collecting & Recording Assessment Data

Assessment in the classroom will include:
- Using representative examples of students’ work or performance to provide information about student learning
- Collecting evidence of students’ understanding and thinking
- Documenting learning processes of group and individuals
- Engaging students in reflecting on their learning
- Student assessing work produced by themselves and others
- Developing clear rubrics and criteria / task sheets
- Identifying exemplar student work
- Keeping records of test/task results

Pre-Assessment
- To be done at beginning of each unit of inquiry, teachers will assess students’ prior knowledge

Formative Assessment will:
- Be ongoing and regular
- Be directly linked to teaching
- Utilise a variety of methods

Summative Assessment
- Occurs at the end of the teaching and learning process
- Is planned for in advance
- Where possible provides opportunities for students to show understanding in an authentic context and apply it in new and different ways
- This can include National Testing of Literacy & Numeracy Year 3, 5, 7 & 9.

Giving Feedback
Effective feedback on assessed work tells the student four things:
- What are the good or successful features of the assessed work:
- What are the areas that need improvement;
- How the student can improve this piece of work;
- How the students might do better work in the future.

“Good feedback is also timely. Provided too soon it may stop the students themselves reflecting on their work; provided too late it may no longer be salient…”

Isaacs, G. 2001, Assessment for Learning, The University of Queensland, Brisbane, pp. 10 - 11

Observation
- Involves teachers in observing students as they participate in planned activities
- Occurs continually as a natural part of the learning and teaching process
- Can be used to gather a specific or broad range of information about students’ demonstrations of learning outcomes
<table>
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<th>Stage of Unit</th>
<th>Purpose</th>
<th>Recording instruments</th>
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<tr>
<td><strong>Tuning In</strong></td>
<td>• To engage students in the topic.</td>
<td>• Anecdotal records</td>
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<td>• To gauge student interest and attitudes.</td>
<td>• Teacher/Student Journals</td>
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<td></td>
<td>• To find out what students believe (understandings and misconceptions).</td>
<td>• Visual folios</td>
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<td></td>
<td>• To provide opportunities for students to share what they already know and believe,</td>
<td>• Checklists</td>
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<td>• to introduce/clarify language,</td>
<td>• Criteria Sheets</td>
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<td>• to identify gaps in their knowledge and misconceptions,</td>
<td>• Annotated work samples</td>
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<td></td>
<td>• to assist teacher planning of the unit.</td>
<td></td>
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<tr>
<td><strong>Finding out</strong></td>
<td>• To take students beyond what they already know.</td>
<td>• Audio &amp; visual (including photographic &amp; video) recordings</td>
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<td></td>
<td>• To challenge students’ ideas, beliefs and values.</td>
<td>• Worksheets</td>
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<td></td>
<td>• To enable the student to use skills (e.g. thinking, communication, co-operation,</td>
<td>• Reports of test results</td>
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<td></td>
<td>research skills)and knowledge to collect new information.</td>
<td>• Reflection sheets/ diaries</td>
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<td><strong>Sorting Out</strong></td>
<td>• To sort out, organize, represent and present information from the finding out stage of the</td>
<td>• Learning logs</td>
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<td></td>
<td>unit.</td>
<td>• Conference logs</td>
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<td></td>
<td>• To provide opportunities for the students to use their preferred ways of learning to</td>
<td>• Observation notes</td>
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<td></td>
<td>demonstrate their learning (knowledge, skills, values)</td>
<td>• Feedback sheets</td>
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<td></td>
<td>• To present another perspective on or dimension to the topic.</td>
<td>• Peer &amp; self assessment sheets / journals</td>
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<td><strong>Going further</strong></td>
<td>• To extend/broaden the unit if appropriate.</td>
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<td></td>
<td>• To allow students to investigate areas of personal interest.</td>
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<td></td>
<td>• To use their preferred learning style.</td>
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<td></td>
<td>• To present another perspective on or dimension to the topic.</td>
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<td><strong>Reflection</strong></td>
<td>• To provide opportunities for the students to think about their learning-how they learnt</td>
<td>• Self, peer and group assessment</td>
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<td></td>
<td>what they learnt and why.</td>
<td>• Comparing tuning in ideas with current ideas</td>
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<td></td>
<td>• To identify changes in skills, knowledge and values.</td>
<td>• Writing generalizations</td>
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<td></td>
<td>• To draw conclusions and make connections between ideas.</td>
<td>• Journals (visual and written)</td>
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<td><strong>Action</strong></td>
<td>• To identify what the students have learnt and the implications for personal actions.</td>
<td>• Publicising findings e.g. through newsletters</td>
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<td></td>
<td>• To enable students to make choices and apply their ideas.</td>
<td>• Contacting relevant organizations</td>
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<td>• To relate their learning to real life situations.</td>
<td>• Making a personal action plan</td>
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<td>• Public performance</td>
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### Reporting Assessment Data

**Information Evening:**
- held at the beginning of the year in the form of Middle & Senior School Meet & Greets
- parents and learning advisor meet
- provides parents with an opportunity to gain insight into the school year
- provides teachers with an opportunity to inform parents about the year ahead and support systems (chaplain, learning support, counsellor)

**Learning Advisor Interviews:**
- occur at the end of Term One
- three way interview with parent, student and learning advisor
- term one interim reports given an discussed in this interview
- self – report given to student in this interview to be completed with parent / care giver
- information / action / issues from interviews are recorded on a standard proforma

**Parent / Teacher / Student Interviews:**
- take place twice a year
- opportunity for teachers to discuss students’ behaviour, performance, progress and concerns
- parents are given the opportunity to provide their perspective, ask questions and voice concerns
- additional interviews can be scheduled upon request of either the parents or the teacher
- information / action / issues from interviews are recorded on a standard proforma

**Reports**
The report aims to evaluate the level of attainment of knowledge, skills, concepts and attitudes that each child needs to master at each stage of the learning continuum. It is intended to provide insight for parents and students into what students already know and can do, and the rankings are measured against the expectations of each year level’s curriculum.

- these are written four times a year – End of Term 1, Term 2, Term 3 and Term 4
- reports are to be fair, honest, credible, easily understood and comprehensive
- describes the progress of student learning - identifies areas of growth, concerns, participation in sporting, cultural, or extra curricula activities within the school community
- statistical analysis of year level results available for parents
- learning advisor writes a comment and reports about student development and learning based on the life long learning attributes
- goals are reviewed and targets set to achieve during the next semester
- statistical analysis of year level results available for parents

**Achievement Grades**
- Progress Grades (mandatory five point scale):
  - A- Very high degree of mastery
  - B- High degree of mastery
  - C- Sound degree of mastery
  - D- Limited degree of mastery
  - E- Very limited degree of mastery
Student Profiles

- As assessment pieces are marked and moderated grades are to be updated on Markbook on a regular basis by teachers.
- HODs have access to this information as does the DOLT, Deputy, Head of sub school & Dean of Students

Processes & Procedures for Middle & Senior School

Assignments

Purpose of Assignments

An assignment is an extended research-type activity involving work both in and outside of school. (The spirit of this policy is also applicable to English tasks and extended practical projects such as those required by Art, Technology Studies, Home Ec etc.)

Assignments are an integral part of the teaching process. Therefore there should be work in the classroom:
- before the assignment (so that students understand its purpose and receive instructions)
- during the assignment (to give students help and overcome difficulties)
- after the assignment is completed (to provide feedback)

The use of an assignment should be justifiable on the grounds that it is the most suitable medium to develop or assess the skills or knowledge required by the work program.

Setting of Assignments

The timetable of assignments should be given to students at the beginning of semester.

Teachers setting assignments are asked to consult with the Librarian to determine the availability of resources, and the Head of Department regarding all aspects of the assignment.

Information provided to the student at the time of setting the assignment should be PROVIDED IN WRITING and should include relevant aspects from the following:
- clear and specific statements of criteria/objectives/outcomes
- clear and specific statements of procedures
- clear definition of conditions: e.g. length, structure (e.g. genre), time allowed for assignment, date due, method of presentation, whether the assignment is summative or formative

Such information should include dates for presentation of rough and final drafts

A declaration on the task sheet from parents and/or student stating that the work is the student's own, could also be included.
Criteria sheets should be provided for oral and practical tasks as well as written.

N. B. In setting assignments, bear in mind the needs of students for whom special consideration should be given - for example ESL students, those with disabilities or learning difficulties. Refer to section entitled Special Consideration.

Presentation of Assignments:

Word processing and typing may be encouraged but not required. However, poor handwritten presentation should not be accepted.

In the interests of ensuring equity among students, students who have access to expensive equipment and computer software should not receive higher ratings for their presentation than others who have done their best with what they can afford.

When a bibliography is called for, the student must use the guidelines contained in the College dairy.

Assignment Timeline Sheets

Assignment timelines are to be set and discussed with students at the start of an assignment and are to be given to students with the criteria sheet. The purpose of the timeline is to help students’ time management of an assignment by breaking down time and tasks into manageable parts. The timeline also allows teachers, students and parents to monitor, plan and check progress. These are to be completed for all key learning areas.

Year 4-6
The timeline is given to students completed by the teacher at the start of the assignment / assessment piece.

Year 7-9
Teacher talks through assessment task with the class and together breakdown the tasks and time allocation. The sheet is filled in together.

Year 10-12
Students are given a blank timeline sheet and breakdown the task and time allocation independently. The teacher checks that the sheet has been filled in appropriately.

Plagiarism

Plagiarism is “the appropriation or imitation of another’s ideas and manner of expressing them, to be passed off as one’s own”. Generally in schools this consists of:

- directly copying another student’s work
- directly coping from a book or other source (e.g. CD Rom or Internet) without recognition of source
- receiving too much help from parent or tutor in the writing of an assignment
  (See attached document: How much help is too much?)

Teachers need to be on the lookout for plagiarism and should take the following steps to avoid it:

- warn students in advance that plagiarism should not occur and the penalties if it does
• ensure rough drafts are examined before submission of the assignment, and then handed in with it
• include a section on the task sheet for parents to sign declaring the student’s authorship
• ensure the work programme has a balance of test and assignment tasks
• do not set the same question or task year after year
• develop questions or topics which require the student to write original material

If plagiarism is detected the matter should be referred to the HOD and DOLT. Generally, proven plagiarism will result in the student’s gaining no credit for the assignment. In cases where excessive parent help is involved, the Director of Learning and Teaching will exercise discretion.

Submission of Assignments

These must be submitted on the due date.

HOWEVER, it is the responsibility of the teacher to ensure that:
• sufficient time (including class time) is given for the assignment
• the assignment is appropriately staged (especially for Middle School students) - that is, with intermediate deadlines for sections and/or rough drafts
• if students appear to be having difficulty meeting the deadline, they are counselled and/or parents called. Requiring students to spend time out of class to make progress PRIOR to the deadline is a good strategy, if they are procrastinating.

It is the responsibility of the teacher to collect the assignments and record those submitted or not submitted on time. Alternatively, these should be submitted to the assignment box. Students should know clearly, ahead of time, the penalties for late submission of assignments.

Location of Submission of Assignments

Students must hand the work personally to the teacher, or into the assignment box where it will be stamped. They must not hand the assignment to a third person.

Extensions

Assignments must be submitted on the due date unless there are exceptional circumstances. (SEE SPECIAL MIDDLE SCHOOL CONDITIONS BELOW)

An extension may be granted if a parent applies in writing to the Head of Department whole decides in consultation with the DOLT. An extension will only be given if it is agreed that sufficient reason exists (i.e. circumstances beyond the student's control.) The application should be made on a suitable form.

Circumstances may include illness up to and including the deadline, personal trauma, exceptional school commitments (such as the College musical) etc for illness on the day of the deadline, either the assignment should be brought into school by a friend or relative, or the parent must contact the DOLT.
Computer or printer failure is often not a sufficient excuse for an extension to be granted. Students should ensure they always back up their assignments regularly on discs. They should also make hard copies of their work as it progresses. If a failure occurs the following can be done:

- The assignment can be hand-written
- The back-up disc or rough drafts can be submitted as evidence
- The assignment can be emailed to school

**Late Assignments**

If any extension has not been given and the assignment is late the following will apply:

The teacher will reduce the student's rating for the assignment by the equivalent of one full level of achievement per day e.g. A becomes B after one day, C after 2 days.

OR

Where the above is not practicable, the student will be required to hand in what he or she has done on the due date and it will be marked as is.

The student will still be required to submit the assignment even though he or she may receive a reduced rating, or no credit at all.

Such a late assignment should still be marked and commented upon by the teacher.

IT IS IMPORTANT THAT TEACHERS FOLLOW UP WITH STUDENT AND PARENTS once assignment is a few days late. The parent should be warned of the consequences of handing in late assignments. A detention (or more) should be given to ensure work is handed in. It is an expectation that students will all hand every assignment in some form.

**SPECIAL CONDITIONS FOR MIDDLE SCHOOL**

In order to provide an effective (non-stressful) transition from Junior School, the following conditions should be applied.

- In the Middle School there must be extremely strict adherence to the assessment schedule to ensure students are not overloaded.
- There should be a meeting at the beginning of each semester of Middle School teachers to rationalise the assessment schedule to ensure there are an appropriate number of well spread out assignments/tests.
- There should be plenty of in-class time for assignment work.
- Assignment work should be carefully staged - in sections and with intermediate dates for rough drafts. At each stage of the assignment process student, teacher and parent sign the checklist.
- The Diary should be used to record due dates and parents are to sign.
- If the teacher can see that a student is not coping or keeping to the timeline:
  - Parent to be contacted and notified about situation to negotiate an outcome that meets the needs of everyone involved.
  - Parent should write a letter and ask the teacher for an extension, stating the reasons.
Meeting Deadlines

If an assignment is not handed in on/by the due date with no letter for extension prior to the due date then:

- teacher organises/supervises student until assignment is completed during a detention (in or after school time.

- In Semester I Year 8 students should be warned that by Semester 2 in Year 8 they will be required to meet deadlines or penalties will be imposed.

- In Semester 2 Year 8 if deadlines are not met, penalties are as for the Senior School i.e. a loss of one full level of achievement per day.

Marking

In order to provide necessary feedback to students, assessment items should be returned to them as quickly as possible (preferably no longer than 2 weeks after the due date), but at least before a second assessment item of the same type is due.

Exam Protocols

Exam Protocol for Year 11 and 12 Students

Students in Years 11 and 12 need only attend school when they have an exam. The Senior Library will be available for those students who are not in an examination for any particular reasons. Students will need to sign out of Senior Administration on their departure from school and sign into the Senior Library if they are remaining in school. (If students wish to see a teacher in another part of the school with the subject teacher present, eg Tech Studies, Music or Art rooms, then that teacher needs to write a note to Mrs. Barclay. Only students associated with that subject can be in that particular area, only art students may go to the art room.)

Students need to be aware of and adhere to the following during the examinations:

- No students may have information relating to the examination content written on themselves, equipment or paper taken into the examination room.
- No student will talk while in the examination room.
- All books and non-essential items are to be placed on the floor beneath the desk/table.
- No electronic equipment is allowed into the examination room unless students have been told otherwise prior to the exam, eg a calculator for Maths.
- If a student wishes to ask a question they may raise their hand to catch the supervisor's attention. Students are to remain seated at all times.
- Students are to avoid any actions which may be interpreted as cheating.
- Students should face the front of the room at all times.
- Students must bring the appropriate equipment to the exam room. They will not be allowed to fetch equipment once they have entered the room.
- There is to be no borrowing of equipment during the exam so students will need to come properly prepared.
- Toilet visits during the examination should be avoided but if absolutely essential, students should raise their hand to inform the supervisor. The time and duration of the visit to the toilet will be recorded on the examination paper.
All students must stay until the conclusion of the examination. Students will be allowed to bring along notes for other subject exams or a reading book (not a magazine) to the exam room in case they complete an examination before the designated time. These will remain on the floor until required.

Any student absent on the day of an examination will need to produce a letter/medical certificate to present to Senior Administration.

Students missing an examination need to report to Mrs. Wrigley to arrange an alternative sitting.

Failure to observe these guidelines/rules may result in the loss of part or all of the marks for that examination. If cheating is proved, all students involved will receive zero.

Exam Protocol for Staff

Preparation of Examination Papers

- Exam papers need to be typed and printed with the conditions clearly marked on the front cover. The examination cover template is available on the common drive for teachers to enter conditions. e.g., length of exam, perusal time, type of exam, eg open book;
- Needs of students with special consideration must be considered before hand and a statement needs to be given in writing to the exam supervisor stating details of modifications. (eg 20 mins extra time, dictionary allowed etc) (There is also the option to place such information for the students affected on their exam script on the exam cover template);
- Examination papers must be prepared and ready at least 24 hours prior to the scheduling of the exam to ensure they are accurately checked. HODs and TICODS must check/work through the exam papers set by teachers in their departments;
- Examination papers are to be placed in labelled and sealed envelopes in the vertical “shelving” unit in Senior Administration. (Labels and envelopes will be available from Senior Admin) Exam supervisors may then collect the papers from Senior Administration at the start of the exam. Subject teachers must ensure that a student roll is included in the envelope so that students’ attendance/absences can be recorded.

During the examination

- Students are to wait outside the room and not be allowed in until the supervising teacher allows them to enter;
- While entering, the teacher will check materials students have with them to ensure they suit the conditions of the exam;
- Appropriate equipment must be brought to the room. Once students are in the room they cannot leave to fetch equipment;
- If there is time for a study period prior to the start of the exam, students should study in complete silence. If they have completed exams, students must bring in appropriate notes or reading matter (not magazines);
- Students enter quietly and sit down alphabetical order as instructed by the supervising teacher;
- Students need to place all possessions underneath their desk before the start of the exam;
- A roll is to be taken at the start of the examination. (Any absences are to be recorded and reported to Mrs. Wrigley at the conclusion of the exam);
- If there are two different exams operating, the teachers should have students sit in alternate rows in order to separate students sitting the same exam;
• Unless the exam states otherwise stated, allow a five minute perusal for each exam;
• Once the teacher announces the start of the exam, ALL students must be entirely silent. There should be no communication of any type between students;
• Students are not allowed to borrow equipment;
• The start and finish times should be clearly written on the board and, if there is no clock, draw a clock or show countdown intervals 10 or 15 minute intervals on the board;
• Announce to students when they are halfway through and when there are 10 minutes to go;
• ALL EXAMS MUST BE TIMED TO FINISH AT THE END OF THE SESSION;
• Teachers are to actively supervise during the session by walking round frequently and checking for possible breaches of security. Teachers must remain in the exam room at all times. If teachers mark papers, they should do so from the back of the room and continue to get up to monitor students regularly. Teachers must not be engaged in tasks likely to inhibit the vigilance of their supervision;
• If the replacement teacher supervisor does not appear to take over supervision of the exam, teachers should send a note or phone Senior Administration as soon as possible;
• Ideally students should not be allowed to make toilet visits during the examination itself. However, if this cannot be avoided and if there is more than one teacher supervising then one of the supervisors can escort the student to the toilet. If this is not possible, the supervisor will make a note of the time and duration of the toilet visit on the student’s examination paper;
• If a student talks during the exam the teachers will record this on the exam paper and this wrongdoing will be followed up by the teacher and the DLT;
• If a student objects to instructions or is disruptive during the study time then the teacher is to write a note and send the student to Senior Administration with another student;
• If a student is disruptive during the exam the supervising teacher should issue one verbal warning and if the disrupting continues the students should be sent to Senior Administration;
• Students must not hand in their papers until the scheduled end of their exam, even if they finish early;
• Announce “pens down; stop writing” at the end of the session and enforce this strongly;
• Remind each student to write their name and the name of their teacher on all relevant parts of the examination;
• Do note give an extension of time unless you have been specifically instructed to do so by the DLT or the subject teacher of the exam. If the extension is given, the supervising teachers MUST ensure that students remain in the same exam room under the same protocols and be supervised appropriately. The supervising teachers must not leave the exam room until all the students have handed in their question and answer papers.

After the exam
• Supervising teachers will ensure that all question papers and answer scripts are handed in and checked off against the roll;
• Return papers to teacher pigeonholes in Senior Administration immediately;
• Report any absences to Senior Admin and report any breaches of security to the DLT.
Assessment Calendar

Management

The Director of Learning and Teaching is responsible for the management of the Assessment Calendar.

HOD's are responsible for:

a) Checking that all assessment items for classes in their subject areas have been placed on the calendar.

b) Collecting and keeping the class work programmes that each teacher prepares at the start of semester.

The calendar is drawn up at the start of each semester, and clashes are resolved by a meeting of staff. After that time, any changes in dates will be made only after consultation with the DOLT.

Students and parents will be given a copy of the assessment calendar at the start of semester and it will be posted on the web-site. Regular fortnightly due dates will also be published in the Middle / Senior School Bulletin.

Student Workloads

No student will have more than two assessment items due on the one day. Exceptions are tests in class time which require no preparation by the students

Moratorium

The purposes of the moratorium are:

- to allow teachers to have uninterrupted class time to prepare students for examinations;
- to allow students to concentrate at home on study for examinations rather than on time-consuming assignments.

The length of the moratorium is 2 weeks before the end of every term.

During the moratorium there should be:

- Preferably no assignments being completed or due;
- No excursions during class time;
- Outside class-time activities should be avoided.

The following exceptions may be considered in consultation with the DOLT

1  Tests (during class time) may be allowed where there is no other assessment in that subject during the exam block;

2  Assignments may be allowed when there is no other assessment in that subject during the exam block. The assignment, however, should be able to be completed within class time.
**Vacation periods:** Any assessment item set prior to a vacation period shall not be due in the first week after the vacation period. Students should be given enough term time to complete an assignment to allow them to have a break free from school work.

**Class Time:** Sufficient in-class time should be provided by teachers to allow the majority of students to attain a sound level of achievement in an assessment item.

### Special Procedures

#### Special Consideration

Students are entitled to receive special consideration for tests or assignments if their work is affected by CIRCUMSTANCES BEYOND THEIR CONTROL. St Andrews tries to ensure that all students are able to gain the results of which they are capable.

Special consideration may include:

- an extension of time to complete tests or assignments
- Modified assessment to suit the disability or circumstance (e.g. an oral instead of a written task for a student with a broken arm)
- Exemption from completion of assessment item.
- When making an overall grading, discounting assessment item(s) done during a time when illness, trauma or disability occurred
- The school organising assessment schedules so that there are few assignments due around special school events such as the Musical
- Changing the order of units of work to accommodate temporary special student needs
- Use of computer, calculators, or dictionaries for students with handwriting, severe numeracy or literacy needs in subjects where these elements are not critical to the syllabus.

Special consideration is NOT (according to QSA rules):

- giving higher marks for a test or assignment because the teacher thinks without the circumstance or disability they might have done better
- giving the student exemption from a critical syllabus requirement (e.g. for English, student cannot be exempt from doing orals, or from writing)

Examples of such circumstances and suggested modes of consideration are:

- Medical - Physical e.g. short term illness, chronic illness, accident (exemption from test, extension on test or assignment, use of computer. For chronic illness causing slowness, extended time for test)
- Medical - Psychological e.g. diagnosed mental illness, diagnosed ADD or ADHD (extension on assignment, 10mins extra per hour on tests)
- Disability - Appraised e.g. Level 5 or 6 appraised students for whom funding is received (IEP - Modified assessment)
- Disability - non-appraised e.g. students with learning disabilities, as defined by Learning Support teacher or other students (Maybe modified assessment; for very low literacy level tests may be read to the student or dictionary used where subject is not English, extra time for tests)
- Personal trauma - e.g. bereavement, family breakdown (exemption from test, extensions)
- ESL (English as a Second Language) (Use of dictionary, extra 10mins per hour for tests)
- Excessive SCHOOL-RELATED commitments - e.g. State level representation, College Musical (Extensions on assignments)
School Procedure

- The DOLT will receive and file medical certificates or letters/reports outlining special circumstances.
- The subject teacher or HOD should discuss with DOS the appropriate kind of special consideration to be made. BE AWARE OF PRIVACY LEGISLATION CONFIDENTIALITY REQUIREMENTS.
- At end of semester, prior to exams, and for Year 12 BEFORE Panel submissions, DOLT will provide to staff a list of students for whom special consideration should be applied to ensure exams are conducted to suit, and ratings calculated appropriately.
- DOLT will offer to students in Year 12 the option of receiving special consideration from the school, OR gaining it through submission to QTAC (students can only receive the latter, if they have not received the former).

Appeals Procedure

It is the right of all students at St Andrews to appeal against a judgement made by a teacher in a test or assignment. It is recognised that marking is a subjective activity and therefore it is possible for students to feel, from time to time, that they wish to verify a judgement made. Students who make an appeal should NOT be made to feel they have done the wrong thing.

It is the right of all teachers to be treated with respect as professionals. Thus the following behaviours are unacceptable:

- students going behind a teacher’s back to get a second opinion
- teachers giving the student a second opinion on a fellow-teacher’s marking without the procedure below being followed

If at all possible, to avoid charges of lack of fairness, the following should occur:

- orals, especially for Year 11s and 12s, should be double-marked or videotaped
- the marks for orals should be returned only after all have been completed
- when there is more than one class in the subject, regular moderation meetings should be held where marks or ratings of different teachers for the same piece of work or test are compared

The correct procedure is as follows:

- The student approaches the teacher who has marked the work and asks to appeal the decision.
- The teacher will discuss the reasons with the student and will offer to seek a second opinion, (this should be offered willingly, not grudgingly)
- This second opinion will preferably be sought from the Head of Department or Teacher in Charge of the Subject, but if this is not available a second teacher in the subject area. If this is not available, a teacher outside the school can be sought, or the DOLT, Deputy Principal or Principal
- The second marker should read the work, without knowledge of the mark given by the first teacher
- The two teachers will then confer, discuss the matter, and come to an agreement.
- The result will be provided to the student, with comment from the second marker in writing.
**Student Access to Tests and Assignments**

Students and parents should be given access to tests and assignments after they have been marked, in order to take advantage of the feedback given.

If possible and appropriate they should be permitted to take them home on the condition that those which should be returned are returned. All Year 11 and 12 work must be returned and kept at school for Panel submission. Year 12 work is not to be destroyed or returned to students until the end of March of the year following graduation from school.

If this is not possible, students and parents should be given access at school to the material.

ACCORDING TO THE PRIVACY POLICY, DISCLOSURE OF STUDENT FOLIOS AND MARKS TO PARENTS AND STUDENTS IS MANDATORY, UNLESS ANOTHER PERSON’S PRIVACY IS AFFECTED OR THERE IS A LEGAL SITUATION WHICH INHIBITS IT.