



LE FEVRE HIGH SCHOOL

Assessment for Learning Policy



Document control

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**Government
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ASSESSMENT FOR LEARNING POLICY

REVISION RECORD

Date	Revision Description
May 2012	Assessment and Reporting Policy first issue
May 2017	Migrated policy to new format and updated to include new DECD requirements. Scope of policy broadened. Title changed to Assessment for Learning Policy.
19/6/2017	Updated policy ratified by Governing Council
30/4/2020	Updated due to changes to local reporting procedures and machinery of government changes.
11/5/2020	Updated policy from 30/4/2020 ratified by Governing Council



ASSESSMENT FOR LEARNING POLICY

RATIONALE:

At Le Fevre High School, assessment and reporting processes across Years 8 – 12 are intended to assist students, teachers and parents to understand the student as a learner. Through this, each participant is able to identify their strengths, areas for development in knowledge, skills and understanding and develop action plans for improvement.

Teaching, assessment and reporting are linked. The purpose of assessment is to gather and analyse information in order to make judgments about students' learning. Assessment should be planned, continuous and consistent. It should focus on the connections students make in their learning and in the development of their skills and achievements.

At Le Fevre High School, assessment is a process used to:

- provide ongoing feedback of the learning process to students, teachers and parents and takes place throughout each course. Assessment will include both summative and formative assessment.
- provide information about whether the learning goals of the teaching program have been achieved
- assist with making decisions about subsequent teaching and learning programs.

The purpose of reporting is to inform students, parents and other stakeholders about the progress of an individual student's learning and to enable timely intervention where necessary to support student learning success.

PRINCIPLES:

Principle 1: All students can expect to participate in a planned teaching and learning program based on the IBO, Australian Curriculum, SACE and DECD Frameworks which responds to their needs, interests, prior experiences and achievements.

We believe that when teachers, parents/caregivers and students work together it is more likely that the learning program will reflect the needs of all students and foster/encourage student engagement.

For students to be skilled and knowledgeable they have to understand how assessment and reporting contributes to their learning, be experienced in different approaches to assessment and reporting and feel confident to participate in the process.

Principle 2: Teachers need to record and report learner achievement.

All educators regularly record evidence of learner achievement in ways which best support teacher professional judgments, assessment purposes and methods.



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Principle 3: Effective assessment and reporting of student achievement requires a coordinated whole school approach.

Discussion about assessment and reporting practices at staff meetings, Professional Learning Communities, Learning Area Teams and Year Level Teams are integral to a number of our school processes. These include curriculum review, professional development and resource allocation.

The collaborative construction of assessment plans and assignment / design briefs and inclusion of moderation exercises is important in ensuring consistency.

Principle 4: Effective assessment and reporting practices are equitable.

Effective and equitable assessment and reporting practices occur when the diversity of cultural background, learning needs, socioeconomic status and gender are considered and catered for.

Learning takes place in a safe and supportive environment, and when students have access to the resources they need and the knowledge and skills to participate.

This means that teachers are responsible for:

- ensuring that the aspects of the assessment are explicit
- providing a range of opportunities and strategies to acknowledge prior student knowledge
- devising learning and assessment tasks that support students to participate in ways which are culturally and linguistically sensitive and appropriate
- embracing strategies that address affirmative action in ensuring equitable outcomes for all students

Principle 5: Effective assessment requires the use of a comprehensive range of methods and strategies.

Teachers will use a range of strategies to gather information about students' learning. These strategies will verify students' skills and knowledge over a period of time and in a variety of contexts.



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GUIDELINES

ASSESSMENT

Teachers will use a range of assessment strategies so that students receive opportunities to demonstrate their knowledge and skills in varying contexts. These may include assignments, tests, journals and essays, portfolios of work samples, projects, artwork, practical work, practical performance, practical reports, self-assessment, peer assessment, checklists, oral presentations and teacher observations.

Teachers are responsible for involving students actively in all stages of the learning process including assessment. In all subjects the assessment criteria should require students to develop higher thinking skills and conceptual understanding. Student reflection and metacognition are essential components of this process. Teachers will design tasks that allow students to demonstrate the highest levels of learning according to SACE Performance Standards and IBMYP Criteria. Differentiation of tasks will be undertaken where appropriate, to ensure that all students have equal opportunity for success.

Formative assessment is carried out continuously. The role of this type of assessment is to provide feedback to students and to enhance teaching and learning. Continuous assessment of student work supports learning and provides a measure of progress.

Summative assessment follows formative assessment and may occur at any time. The role of this type of assessment is to evaluate students for the degree to which they have met the subject criteria or outcomes.

Assessment Planning and Responsibility

Teachers work together in Learning Area teams to devise assessment plans and task sheets that describe the assessment tasks that students will be required to complete for each unit of work. The Assessment Plan will be provided by teachers to students at the beginning of a course and task information at key learning points.

The assessment plans will include:

- The broad category of the assessment summative tasks required (eg practical report, product design, essay, performance, directed test)
- Clear timelines for the completion of tasks
- The IBMYP criteria or the SACE Performance Standards that the summative assessment task will measure so that students know what they have to do to be successful
- For MYP assessment tasks, teachers will develop and provide to students task specific clarifications as per the requirements detailed in 'From Principles into Practice'.

Learning Area Coordinators will have responsibility to ensure the following requirements are met:

- IBMYP assessment tasks are aligned with the subject group objectives
- All IBMYP criteria and subsequent strands are covered twice over the duration of the course (generally a year)
- Support teachers with writing and reflecting on units of work in the MYP
- Support teachers with writing and reflecting on Learning and Assessment Plans in SACE
- Support staff to differentiate assessment for students with learning needs



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- Support staff to access professional development opportunities for personal growth and curriculum/pedagogical development.
- Support Roundtable Discussions for Course Counselling where Learning Area Teams will develop at least one common assessment task across each of Years 8-10 that students may select from present at their round table discussion with their parent/s. In addition students will be able to choose from other completed tasks to present at the round table discussion.

Students will have responsibility to:

- Complete assessment tasks to the best of their ability and in accordance with agreed timelines and Assessment Deadlines (see below)
- Contribute to assessment processes through discussions on achievement and goal setting
- Assess and reflect on their own learning and that of others
- Consider teacher feedback and work towards improvement wherever necessary
- Understand and apply the requirements of academic honesty

Parents / Caregivers will have responsibility to:

- Inform the school about any relevant information that may affect their child's learning
- Participate in opportunities to be informed about assessment
- Be involved with their child's education by communicating with the school through a range of strategies such as telephone, email, parent/teacher interviews
- Support their child to complete work within the required published time line

Assessment Standardisation and Moderation

These processes are required to ensure that there is consistency of teacher judgement. The requirements that must be met are as follows:

- For years 8 – 10 MYP internal standardisation for the MYP
- Australian Curriculum Moderation for DfE through the Le Fevre Partnership and the WASSN network for years 8 – 10.
- For years 11 – 12 SACE Moderation of School Assessment to confirm students' final school assessment results.

Teachers are required to:

- Participate in internal standardisation of assessment criteria prior to allocating achievement levels or SACE Performance Standards (where possible)
- Participate in the Le Fevre Partnership moderation of Australian Curriculum outcomes as a mandated expectation of DfE. The model for Moderation will be as advised by the school Executive Team.

Learning Area Coordinators are required to:

- Coordinate internal standardisation processes to promote consistency of marking and teacher judgement
- Provide support to the DfE Moderation processes of Australian Curriculum for all staff in conjunction with the Le Fevre Partnership and Executive Team processes, as advised.



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Moderation of the Year 10 MYP Personal Project

The MYP Coordinator is responsible for annual uploading of student data and Personal Project work samples to the IB Docs system as a mandated practice for MYP 5 students. A Moderation Report detailing moderated IB grades will be returned to the school at the end of the process.

Student Achievement Data

The school records assessment data from a range of internal, teacher led practices and external student assessment programmes. This data is known as Student Achievement Data which includes the following key learning components:

- English as an Additional Language or Dialect (EALD) data
- Progressive Assessment Test data (Literacy PAT-R and Maths PAT-M) by ACER
- NAPLAN data
- Internal Assessment data
- Snapshot Tracking data

Relative student achievement targets for the school are detailed the School Performance Targets circular that is developed in line with the DfE Standard of Educational Achievement.

The school implements 'Focus on Learning' procedures to analyse and respond to this data, in conjunction with the student and parent community. The responses to the data are communicated and actioned in accordance with the Reporting section of this policy.

Assessment Deadlines

The term 'assessment deadlines' refers to dates and times set by teachers and the school for the submission, by students, of school and certain external assessments to their teachers/school.

The key principles when applying assessment deadlines for summative assessment tasks is to ensure fairness to all students, to support students to achieve organisational habits and develop effective self-management tools in alignment with the Learner Profile.

Teachers will have responsibility for:

- Managing and implementing any consequences deemed necessary for non-completion or submission of any formative work, homework or assessment drafts. These consequences may include lunchtime catch-up, after school academic detention and contact to the parent/caregiver.
- Setting formative and summative due dates that consider:
 - the management of workloads for students
 - maximising time for students to provide evidence of their learning
 - provision of sufficient advanced notice to students of submission dates
 - exceptional circumstances and/or special provisions in regards to extensions
- Sending *Failure to Submit* letters when the student processes detailed below are not complied with. Communication to parents/caregivers will clearly state the implications of non-submission of summative assessment tasks with regards to SACE Completion. A copy of this letter is to be provided to the relevant Senior Leader and Care Group teacher.
- Providing a level of intervention to support students to complete future tasks.



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Students will have responsibility for:

- Submitting all summative tasks by the published due date. This includes draft/s, unless an extension has been negotiated with the teacher at least 24 hours before.
- Submitting tasks, as per the requirements published on the task sheet or DayMap on the day and time that the assessment is due.
- Seeking an extension on legitimate grounds rests with the student and must be completed and confirmed either in person or via email at least 24 hours before a due date.
- Submitting tasks due on their first day back after an 'Unexpected absence' on the day that an assignment is due. Students must also provide a note from a parent/caregiver to the Care Group and relevant subject teacher advising of the reason for the absence (illness, compassionate grounds or misadventure).
- Attending a lunch time detention to complete an assessment task, when a due date or renegotiated due date is not met. If the task is not submitted at this time, the student will receive a zero result or an E grade.
- Raising any dispute with the relevant sub-school leader arising from student concerns.

Grounds for granting extensions – absent on day of submission or supervised task:

- Verified illness – a certificate from a medical practitioner, specifying illness, is required if student is absent on the final submission date.
- Compassionate grounds – including bereavement of significant person, a distressing family/living situation, carer's responsibilities. Recommendation from a student counsellor or health care professional may be accepted.
- Verified misadventure: a personal accident, unavoidable circumstances, a note from parent/guardian specifying the misadventure.

Grounds for granting extensions – more than 24 hours before submission date:

- School work overload supported by evidence from staff, parents or school youth worker.
- School work clashes eg, performance, excursion and supervised assessment. It is the responsibility of the student to notify relevant teachers.
- Misadventure (an unforeseen, unavoidable disaster beyond the student's control) which prevented work from being completed/submitted by the deadline eg computer crash, loss or theft of work supported by evidence from staff, parents or school youth worker.



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REPORTING

Parents/Caregivers are regularly informed about student progress through a range of methods, with standard procedures detailing necessary requirements. The range of methods may include telephone calls, email, DayMap, school diary and letters. Parents can request interviews by phone or in person with subject teachers. Teachers can request parent contact on reports and all teacher email addresses appear on the report. Parent feedback is encouraged.

The DfE 'Reporting on Australian Curriculum in DECD Schools Reception – Year 10', section 4.1 documents the requirements to be implemented. This includes the Australian Education Regulation 2013, Subdivision G – Reports which requires all schools to:

- Provide parents/caregivers/guardians with two written reports each year
- Use plain language
- Use an A-E achievement scale or word equivalents (DfE Grades)

Le Fevre High School will provide two detailed written reports which will include a Care Group comment at the end of terms 1 and 3. The school will hold one Parent/Teacher interview afternoon in Semester 1, plus an optional Parent/Teacher interview in Semester 2. Summary reports will be provided in terms 2 and 4. The reports for the MYP will include, as a minimum, the reporting of MYP Criteria Achievement Levels accompanied by Learning Area devised comments at both mid-semester and at the end of semester. The end of semester is the end of a period of learning and therefore IB Grades will also be reported at this time. DfE A-E Grades are reported at the end of semester, derived from an IB Grade conversion (see below). SACE reports will provide grades in accordance with SACE Policy and Procedures, and as required by the term school based reporting procedure. Families of year 12 students do not receive a summary report in term 4.

Parent/Teacher Interviews:

Le Fevre High School will hold an interview afternoon/evening in week 2 of term 2, supporting the information provided in the term 1 reports.

To support term 3 reports, parents/carers are encouraged to contact subject teachers for a conversation (by telephone or in person). Alternatively subject teachers can contact parents/carers for students with achievement concerns.

IBMYP Assessment Criteria and IB Grades

Assessment in all years of the programme is criterion-related, based on four equally weighted assessment criteria across all subjects. Each criterion has nine possible levels of achievement (0 – 8). Teachers use the criterion descriptors to make 'best-fit' judgments about students' progress and achievement.

At the end of a Semester, an IB Grade is assigned and reported for the subject, using the IB Grade boundaries. In some circumstances a grade may not be allocated due to a legitimate long-term student absence or other exceptional circumstances.



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South Australian Certificate of Education (SACE) School Assessed Results

The subject grades for both Stage 1 and Stage 2 are based on the performance standards described in each subject outline. Teachers may use scores or grades for individual tasks, but use grades for final reporting. Each grade corresponds to a level of the performance standards. The SACE Board provides a school assessment calculator that teachers may use at

- Stage 1, to combine the grades (A to E) for the assessment types (weightings of assessment types set by the school approved Learning and Assessment Plan) to produce a student's SACE subject grade
- Stage 2, to combine the grades (A+ to E-) for the assessment types (weightings of assessment types are set and as described in the subject outline) to produce a student's on balance school assessment grade.

Department for Education A-E Grades

DfE schools need to prepare information showing the number of students in each of the DfE Grades for each subject. Parents/carers/guardians are to be made aware of the availability of this information on the report. The wording on Le Fevre High School reports needs to be as follows:

'You can ask the school to provide you with written information that clearly shows your child's achievements in the subjects studied in comparison to that of other children in the child's peer group at school. This information will show you the number of students in each of the five achievement levels'.

The school must provide this comparative information if parents request it.

DfE Grades A-E Achievement Scale - Conversion Grade Boundaries

The requirements detailed in From Principles into Practice (2014), under section 'Aligning the MYP internal assessment model with external requirements', are used to meet data collection requirements for the A-E achievement scale. The conversion grade boundaries are detailed in the table below.

IB Grade	DfE Grade	DfE Achievement Description
7	A	Excellent Achievement
6		
5	B	Good Achievement
4	C	Satisfactory Achievement
3		
2	D	Partial Achievement
1	E	Minimal Achievement



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REFERENCES

Department for Education, South Australia

- Curriculum, Pedagogy, Assessment and Reporting Policy for early childhood services – year 12, January 2019.
- Reporting on Australian Curriculum in DfE schools Reception – Year 10 V1.1, April 2019

International Baccalaureate Organisation

- From Principles into Practice, 2014
- Standards and Practices, 2014

South Australian Certificate of Education – SACE Board

- SACE Policy Framework – 20th January 2015
- SACE Learning and Assessment Design Policy – 20th January 2015
- SACE Assuring Assessment Integrity Policy – 20th January 2015

POLICY REVIEW

This policy shall be subject to review on a needs basis but no greater than a five year period. A basis for review will generally arise from curriculum renewal or changes to DfE, SACE or IBO requirements. The review team shall include the Executive Group and the Curriculum Leaders Team.