ASSESSMENT FOR LEARNING POLICY

RATIONALE:

At Brighton Secondary School, assessment and reporting processes across Years 8-12 are intended to assist students, teachers and parents to understand the student as a learner: to identify their strengths, areas for development in knowledge, skills and understanding and develop action plans for improvement.

At Brighton Secondary School, assessment is used as a process to:
- provide ongoing feedback of the learning process to students, teachers and parents that occurs in 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 ensure learning success.

PRINCIPLES:

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

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, experience 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 teachers' professional judgements, assessment purposes and methods.

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

Discussion about assessment and reporting practices occur in staff teams through the Professional Learning Communities, Learning Areas, House and Year Level Teams which are integral to a number of our school processes. These include curriculum review, professional learning and resource allocation.

.2.

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The collaborative construction of assessment plans and assignment / task design and inclusion of moderation processes are important to ensure consistency in curriculum development.

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, socio-economic 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. Students will have the opportunity to articulate their learning, provide feedback to the teacher in a range of ways including surveys and student "Talk Teams".

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 order thinking skills and conceptual understanding. Student reflection and metacognition are essential components of this process. Teachers will design tasks and co-design tasks that allow students to demonstrate the highest level of learning according to SACE Performance Standards and Australian Curriculum Achievement Standards. Differentiation of tasks will be undertaken where appropriate, to ensure that all students have opportunity for success.

Formative assessment is continuous. This type of assessment provides feedback to measure progress and provide advice for where to next.

Summative assessment follows formative assessment and may occur at any time. It evaluates students for the degree to which they have met the Australian Curriculum Achievement Standards or the SACE Performance Standards.

.3.

Assessment Planning and Responsibility

Teachers work together in Learning Area teams to devise learning and assessment plans provides to students at the beginning of a course.

The assessment plans will include:
- the broad category of the assessment summative tasks required (e.g. practical report, product design, essay, performance, directed test)
- clear timelines for the completion of tasks
- the Australian Curriculum Achievement Standards or the SACE Performance Standards that the summative assessment task will measure so that students know what they have to do to be successful
- the General Capabilities and Across Curriculum Priorities to be addressed
- (refer to Year 8-10 Learning and Assessment Plan proforma on Daymap)

Learning Area Coordinators have responsibility to ensure the following requirements are met:
- support teachers with task design
- support staff to differentiate assessment to support individual learning needs
- support staff to access professional learning opportunities for personal growth and curriculum / pedagogical development.

Students have responsibility to:
- draft and complete assessment tasks to the best of their ability and in accordance with agreed timelines
- 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 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 such as Parent / Student / Teacher conferences
- actively engage in their child's education by communicating with the school through a range of strategies such as telephone, email, parent / teacher / student conference.
- support their child to complete work within the required published time line.

Teachers are required to:
- participate in internal moderation of assessment criteria prior to allocating achievement levels or SACE Performance Standards (where possible)
- return marked work to students within 2 weeks.

Learning Area Coordinators are required to:
- coordinate internal standardisation processes to promote consistency of marking and teacher judgement
- provide support to the DECD Moderation processes of Australian Curriculum for all staff.

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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.

REPORTING

Parents/Caregivers are regularly informed about student progress through a range of methods. The range of methods may include Daymap communication, telephone calls and email. Parents can request interviews by phone or in person with subject teachers. Teachers can request parent contact on reports and via Daymap messages. Parent feedback is encouraged.

The DECD '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.

Brighton Secondary School will provide four written reports per year and two Parent/Teacher/Student Conference evenings once per semester.
SACE reports will provide grades in accordance with SACE Policy and Procedures.
8 – 10 reports will use the national requirement of A-E grading

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.

DECD Grades

Parents/Caregivers are to be made aware of the availability of this information on the report. The wording on school reports is 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'.*

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DECD GRADE	DECD Achievement Description
A	Excellent Achievement
B	Good Achievement
C	Satisfactory Achievement
D	Partial Achievement
E	Minimal Achievement

REFERENCES

Department for Education and Child Development, South Australia

- Curriculum, Pedagogy, Assessment and Reporting Policy for Reception – Year 10, July 2013
- Reporting on Australian Curriculum in DECD schools Reception – Year 10 V1.0, February 2017

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 Reviewed 2016.

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 DECD, SACE or Australian Curriculum. The review team shall include the Principal Team, the Curriculum Director and the Leaders Committee.

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