



## Rationale

At Brighton Secondary School, assessment and reporting informs our community of the progress of learners across Years 7-12. The assessment and reporting process is intended to assist students, teachers, and parents to understand the student as a learner, to identify their strengths, areas of development in knowledge, skills and understanding, and develop action plans for improvement.

At Brighton Secondary School, assessment is used as a process to:

- Inform students, parents/caregivers and teachers about the progress or achievement of a student's learning
- Elicit evidence of the progression of learning regarding students' knowledge, understanding and ability
- Engage students to self-assess and reflect on their learning
- Provide evidence to staff to assist in adapting pedagogical approaches within the classroom teaching and learning
- Provide evidence about student achievement against the Australian Curriculum and SACE Curriculum
- Review teaching and learning programs to ensure consistency in assigning grades
- Track student achievement and intervene when necessary

## Assessment Types

Teachers apply multiple forms of assessment and feedback as part of an ongoing process to progress students' learning and to inform their teaching practice.

### Formative Assessment

Formative Assessment is an ongoing assessment of student progress aimed at improving student learning. These tasks and learning experiences can be ongoing to inform teachers of students' development of knowledge, skills and understandings to direct future teaching. It provides evidence to support teachers to reflect on their practice and informs students of their progress and growth.

The Australian Curriculum and SACE standards can be used to inform the constructive feedback provided to students.

### Summative Assessment

Summative assessment measures the development in students' learning over a period against the relevant Australian Curriculum or SACE standards. Teachers are required to use assessment rubrics that contain the relevant standards assessed for each task.

## Reporting

Reporting assists students, parents/caregivers, and teachers to understand the student as a learner, including achievement, dispositions and learning strategies. Teachers are required to assess and report on learners' progress and achievement using a balanced range of evidence collected against the Australian Curriculum and SACE achievement standards.



All 7-12 educators must report formally in writing twice per year to learners and parents/caregivers about the learners' progress and achievement in relation to the Australian Curriculum and SACE Curriculum. At Brighton Secondary School, this is conducted through our Term and Semester reports.

In addition, schools are expected to provide descriptive reporting about learners' engagement and achievement, what they have learnt, what they need to learn next and how the teacher, student and parent/carer can support these next steps. At Brighton Secondary School, we achieve this through Parent/Student/Teacher conversations.

Reporting occurs in the following formal ways:

1. Semester report for Year 7 to 11 (Term 2 & 4)
2. Term Report for Year 12 (Term 2 & 3)
3. Parent Student Teacher Conversation (Term 1 & 3)
4. Progress checks every 5 weeks for Year 7 – 12 classes

### Reporting of Australian Curriculum subjects

In Years 7 to 10, achievement is referenced against the Achievement Standards of the Australian Curriculum and students will be assessed using A to E grades.

<b>A</b>	Excellent achievement of what is expected at this time of year aligned to the Australian Curriculum Achievement Standards.
<b>B</b>	Good achievement of what is expected at this time of year aligned to the Australian Curriculum Achievement Standards.
<b>C</b>	Satisfactory achievement of what is expected at this time of year aligned to the Australian Curriculum Achievement Standards.
<b>D</b>	Partial achievement of what is expected at this time of year aligned to the Australian Curriculum Achievement Standards.
<b>E</b>	Minimal achievement of what is expected at this time of year aligned to the Australian Curriculum Achievement Standards.

**Note:** IE grade will be allocated to students with insufficient or no evidence.

### Reporting of SACE subjects

The subject grades for both Stage 1 and Stage 2 are based on performance standards described in subject outline including Year 10 EIF (previously known as PLP).



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
- When there is insufficient evidence in every assessment task type, N is recorded.
- For stage 1 English, Mathematics and Exploring Identities and Futures (EIF), P can be recorded via negotiation with relevant leaders.

## Responsibilities

### Senior Leadership

- Ensure adequate resources are provided for the effective implementation of this policy
- Provide oversight of the reporting process and communicate this appropriately to the school community.
- Generate relevant data required to evaluate student progress and success of teaching programs.
- Ensure assessment practices comply with SACE and Australian Curriculum

### Learning Area Leaders

- Oversee curriculum development to ensure that assessment reflects SACE and AC guideline
- Ensure teachers have implemented assessment schedules, tasks, feedback and results in DayMap according to Assessment and Reporting guidelines
- Guide collaborative processes such as moderation and curriculum design to ensure quality assurance
- Work with their team in Performance Development meetings to continuously improve the quality and consistency of teaching and learning.

### Teachers

- Implement Assessment and Reporting Guidelines effectively
- Design assessment strategies, such as differentiation, to support and challenge the learning of all students.
- Provide relevant timely feedback to students that supports students to improve their learning.
- Publish results within three weeks from final submission of assessment task
- Provide information to parents in Parent/Student/Teacher Conversations on students' current learning and area of improvement

### Students

- Engage with the teacher in the assessment process, using teacher feedback to reflect and to improve the level of achievement
- Complete all work set by the due date or negotiate an extension with the relevant subject teacher prior to the due date as per the Submission of Work Policy.



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## Parents & Caregivers

- Work in partnership with teachers to monitor and support the learning of their child/children
- Monitor students' progress on DayMap and communicate with the school any concerns regarding the students' learning.

## References

### Department for Education, South Australia

- Curriculum, Pedagogy, Assessment and Reporting policy for reception – year 10, September 2020

### South Australian Certificate of Education – SACE Board

- SACE Policy Framework, February 2018
- Assessment and Reporting Guidelines January 2021

### Brighton Secondary School

- Assessment and Reporting Guidelines, August 2022