ASSESSMENT, REPORTING AND RECORD-KEEPING POLICY AND PROCEDURES

Approving authority	Executive Management Team
Purpose	This policy and procedure has been developed to ensure that Ozford College: • improves student learning and promote deep understanding of content / discipline areas • develops students capacity to self-assess and reflect to improve their future learning • improves curriculum development and pedagogy • makes judgements on student achievement against aims, objectives and standards • to be accountable to all stakeholders: teachers, students, parents, student managers, school , school board and system.
Responsible Officer	High School Coordinator
Associated documents	Academic Progress Policy and Procedures

1. RATIONALE

To ensure an accurate record of students' assessment that enables effective monitoring of students' assessment to support the classroom teaching and learning process in compliance with the VRQA Minimum standards, ESOS Act, and National Code 2018 Standards 8 and 9.

To enable the school to report students' achievement to various stakeholders such as, including but not limited to, students, parents and relevant government departments and agencies.

Assessment practices should:
- be integral to the teaching and learning process and should be matched to the teaching and learning aims and objectives. They should inform curriculum planning to improve student learning.
- use a range of measures allowing students to demonstrate what they know and can do.
- promote deeper understanding of learning processes by developing student's capacity for self-assessment so they can become more reflecting and self-managing.
- be authentic and should be based on an understanding of how students learn and require them to apply their relevant skills, knowledge and understanding to real world challenges.
- be valid, fair and equitable and cater for the range of student learning styles.
- have access to ongoing constructive feedback that supports their further learning.
- ensure a shared understanding of purpose by making criteria and standards explicit to students.

In learning environments that reflect these principles the teacher:
- designs assessment practices that reflect the full range of learning program aims and objectives.
- ensures that students receive frequent constructive feedback that supports further learning.
- makes assessment criteria explicit and are measured against the Performance Descriptors and Assessment Criteria.
- uses assessment practices that encourage reflection and self-assessment.
- uses evidence and analyses data from assessment to inform planning and teaching.

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2. SCOPE

This policy and procedure applies to all Ozford College staff

3. POLICY

Assessment Practices:

- will be integral to the teaching and learning process and will be matched to the teaching and learning aims and objectives. They will inform curriculum planning to improve student learning
- will use a range of measures allowing students to demonstrate what they know and can do
- will promote deeper understanding of learning processes by developing student's capacity for self-assessment so they can become more reflective and self-managing
- will be authentic and will be based on an understanding of how students learn and require them to apply their relevant skills, knowledge and understanding to real world challenges
- will be valid, fair and equitable and cater for the range of student learning styles
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In learning environments that reflect these Assessment Practices the Teacher:
- designs assessment practices that reflect the full range of learning program aims and objectives
- ensures that students receive frequent constructive feedback that supports further learning
- makes assessment criteria explicit and are measured against the Performance Descriptors and Assessment Criteria
- uses assessment practices that encourage reflection and self-assessment
- uses evidence and analyses data from assessment to inform planning and teaching.

4. PROCEDURES
4.1 Teachers will refer to their prescribed Victorian Curriculum (Foundation to Year 10) or Study Design (VCE)

http://victoriancurriculum.vcaa.vic.edu.au/
http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx

4.2 Assessment will be planned with a focus on the outcomes to be achieved.
4.3 A range of types of assessment will be used including self and peer assessment, portfolios, projects, questioning, formal tests, research projects, practical reports, investigations, problem solving, modelling, learning logs/journals.
4.4 Prior to the commencement of a task, students will be provided with the criteria against which the task will be assessed. Rubrics can be used to indicate progressive stages.
4.5 Students will be provided with frequent feedback about their performance and progress, both orally and in written form.
4.6 VCAL students should be informed that attendance is mandated by the government authority (VCAA).
4.7 Students are required to attend all scheduled classes and, in accordance with the VCAA rules, the school may assign an 'N' if there is a substantial breach of the attendance rule.

Assessment:

4.8 Assessment of students' learning will correspond and be reflective of the curriculum covered in class. These assessment tasks will be an integrated in the curriculum planning and will be recorded in the curriculum documents of each subject.

4.9 Assessment tasks will enable teachers to monitor the effectiveness of the teaching and learning process in their classroom. This will be the main consideration in deciding the frequency of assessment as well as the guidelines of VCAA and the VCE Study Designs.

4.10 Assessment tasks include formative and summative assessment, taking formal and informal forms as appropriate for the objective of the tasks. Each subject will also have an end-of-semester examination which will be conducted during the examination period as scheduled by the Head of High School.

Record Keeping:

4.11 Record of students' assessments result will be kept by teachers in a systematic way, such as by recording them in electronic form – The Spread sheet established for SAC records and at Year 10 – an electronic spread sheet mark book. Students' SACs (School Assessed Coursework) works prescribed by the Victorian Curriculum and Assessment Authority will be kept until the end of term one of the following year in a secure storage area.

4.12 Each subject's assessment tasks, as outlined in its curriculum document, will be stored electronically in the Curriculum folder on the High School R Drive on the school intranet. This folder will be periodically backed up to maintain the integrity of the record. The tasks will include the due date and/or the test date.

4.13 Teachers are responsible for issuing Notice of Failure for unsatisfactory assessment tasks submitted by the students. The procedure in regards to unsatisfactory assessment tasks can be found in R Drive.

4.14 One copy goes directly to the student, one copy to the parents and details are recorded in the student's file.

4.15 The school is currently recording these notices electronically in a centralized location to improve the monitoring of students' progress across the different subjects.

Reporting:

4.16 The aim of student reporting process is to provide information about students' academic progress to students and their parents. The purpose of reports is to comment on the strengths, weaknesses and areas of improvement for each student. This is an assessment based on their performance in work requirements / outcomes / SACs. Progress is measured according to the assessment criteria or learning outcomes published in the VCAA Study Designs and Victorian Curriculum. Each subject will have one report template – **Interim in Term 1 & 3** and **Full Semester Report in Term 2 & 4.**

4.17 The following **Timeline** is generally applicable, with specific due dates for each semester accessible on the High School calendar.

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Tasks	Due Date
Report Completion on Intranet	The last Wednesday of the semester
Proof Reading by Report Buddies	The last Friday of the semester
Printing	The second Thursday of the holiday
Handing out reports	The 2nd day of the next semester (for the 1st Semester) The Second week of January (for the 2nd Semester)
Translated reports sent out to Parents	1 month after the Report is available to the students

4.18 Report Access:
Report Templates for the Semester are available on the High School Server. The High School Administrative Assistant will create the templates. Each teacher will have the relevant subjects for their classes in their own folder. Staff will only be able to access their own folder. Staff will also complete a hard copy version first.

4.19 Unit Result:
An S / N result is recorded for an overall result of the subject. An N in a work requirement means N as the overall result. A result in N/A will not lead to an overall N being recorded.

- **S** Satisfactorily completed. The 'S' will contribute to the students VCE Certificate or Year 10 Certificate.
- **N** Not satisfactorily completed. The student will not be awarded a satisfactory result towards their VCE Certificate or Year 10 Certificate for this unit.
- **NA** A unit result was not awarded due to late intake into the subject or inadequate attendance.

4.20 Outcomes
Please enter S or N for each outcome, the key question here is can the student demonstrate all the outcomes. S = Outcome satisfied; N = Outcome Not Satisfied; N/A = The task was not completed due to circumstances approved by the School.

Note that if an outcome is **Not Satisfied** then the student will receive an overall **Not Satisfactory** unit result.

Please note for Year 12 students an overall S / N result for each outcome is required.

Assessment Tasks
The actual mark achieved for each assessment is expressed in %.

Comments
4.21 Written comments will address the work requirements with specific comments on the student's skills and knowledge. General comments with little explanation are not very useful. Comments will refer to outcomes and SACs.
4.22 Work requirements are noted as S or N. If you give an N, your comments need to explain why the N was given e.g. "…..did not submit the essay, therefore received an N..." the N could also be given if the work was not satisfactory e.g. "….handed in the essay on the studies text, but it needed far more detail. Despite being given the opportunity to resubmit….chose not to do so."
4.23 If the student was absent for the work requirement note as N/A (not assessed). Again, this needs to be clarified in your comments on the report. The absence needs to be a bona fide one, not just staying away on the day of the test etc.

Other Standards

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4.24 Please grade student standards in Completion of Homework, Organisational Skills, Attitude / Participation and Punctuality/ Attendance as

- Well Above Standard
- Above Standard
- At Standard
- Below Standard
- Well Below Standard

Saving and Proof Reading Reports

4.25 Staff will write their reports directly onto the computer (Full Semester Report). It is vital that you PROOF READ your own reports carefully before you pass to a colleague / buddy to proof read.

4.24 Inaccurate reports have to be returned to the teacher for corrections. Staff are encouraged to read their reports from the computer rather than print them out.

5. FEEDBACK

Feedback or comments on this policy and procedure is welcomed by the listed responsible officer.

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