

**LOWER SCHOOL ASSESSMENT & REPORTING POLICY**

The Coastal Lakes College Lower School Assessment and Reporting Policy is developed in accordance with and based on the principles of:

* The Western Australian Curriculum, Pre-Primary to Year 10; Teaching, Assessing and Reporting Policy;
* The Policy Standards for Pre-primary to Year 10: Teaching, Assessing and Reporting; and
* The Department of Education and Curriculum, Assessment and Reporting Policy principles of explicitness, comprehensiveness and fairness and the School Curriculum and Standards Authority (SCSA) 6 Assessment Principles. (<http://k10outline.scsa.wa.edu.au/home/assessment/principles-and-reflective-questions>).

Coastal Lakes College has high expectations for our students. The aim of the Assessment and Reporting Policy is to encourage students to take responsibility for their learning and to achieve success. It is our intention to facilitate staff, students and parents to work together in order to maximise student opportunities to successfully complete their assessment program. Assessment procedures must therefore be fair, valid, reliable and inclusive with the main purpose being to enhance student learning.

**Section A:** **Responsibilities**

*At secondary college, it is a student’s responsibility to:*

* attend each class prepared to learn and with the required equipment;
* attempt all in-class work and assessment tasks, as well as submit scheduled assessments by the due date;
* maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more per term is deemed to be ‘at risk’ of not achieving the best possible result);
* be aware of the grades they have achieved and plan to improve these grades, with teacher guidance;
* initiate contact with teachers concerning absence from class, missed assessments and other issues pertaining to assessment; and
* Provide written documentation for legitimate absences e.g. medical certificate.

*It is a teacher’s responsibility to:*

* provide students with a Teaching and Learning Overview, and Assessment Guidelines at the commencement of the learning program for the entire learning program;
* make judgements about student achievement using a variety of assessment tools;
* provide students with timely and meaningful assessment feedback, including individual task feedback, whole-class assessment reviews and guidance about how best to undertake future tasks;
* inform students and parents of academic progress as appropriate, including failure to submit or complete a task on time;
* provide a grade at the end of each semester, for subject/s delivered; and

*It is a parent’s responsibility to:*

* encourage your child to attend each class prepared to learn and with the required

equipment;

* monitor your child’s progress through Connect and make contact with subject-specific teachers or Student Services as required;
* monitor assessment deadlines and homework tasks through Connect, including on-going revision;
* attend parent information and report evenings;
* initiate contact with subject-specific teachers concerning missed in-class assessment tasks or other issues pertaining to student assessment; and
* be interested and active in your child’s learning and partner teachers and the college to promote successful learning.

**Section B:** **Missed Assessment**

 *(1) Scheduled Assessment Tasks*

* Absence from a scheduled assessment task (including tests and examinations) must be accompanied by an acceptable explanation (e.g. medical certificate) in order for the student to complete that assessment task or a similar task and gain credit.
* Where possible, advance notification of absence is required. *Holidays are not a reasonable excuse for absence.*
* Students will complete all assessment tasks, at the first opportunity upon their return to school. Where sufficient evidence and observation of the student’s ability exists a teacher may make a judgement about the student’s expected performance against the assessment task.
* In cases where a student is unable to attend school to complete a scheduled assessment task, and where appropriate supervision can be provided and assured, the student may be given permission to complete that task in an alternative venue and time.

 *(2) Failure to Submit or Complete Work*

* When an assessment task has not been submitted by the due date, the teacher will notify parents.
* In cases where work is not completed on time teachers will make their judgement on the evidence available at the deadline, in consultation with the relevant HOLA.
* Teachers will make every effort to work with the student and parent to ensure students submit and complete assessment tasks.

*(3)* *Extensions*

* A student may apply to the class teacher for an extension to the due date for an assignment. NB: This must be applied for two days prior to the due date and accompanied by a letter signed by both parent and student.
* Extensions may be given in consultation with the teacher and HOLA.

**Section C:** **Reporting**

1. *Parent and Student Feedback*

Teachers make judgements about student performance on a regular basis as described above and teachers give regular feedback to students and parents in a variety of ways including:

* information sheets explaining performance on tests or Common Assessment Tasks;
* comments on student work using tables to detail the outcomes sought;
* letters home or phone calls;
* Connect; and
* parent evenings; parent-teacher interviews will be advertised through the school newsletter, Facebook page and website.
1. *Formal Reports*

The National Education Agreement 2009 (NEA) requires the provision to parents and carers by all schools of *plain language* reports twice a year (emailed at the conclusion of each semester) that:

* are readily understandable to those responsible for the student and give an accurate and objective assessment of the student's progress and achievement;
* include an assessment of the student's achievement against any available standards;
* are reported as A, B, C, D and E (or an equivalent five-point scale), clearly defined against specific learning standards where:
	+ A  =  Excellent Achievement
	+ B  =  High Achievement
	+ C  =  Satisfactory Achievement
	+ D  =  Limited Achievement
	+ E  =  Very Low Achievement
* are relative to the performance of the student's peer group;
* include information about the student’s *attitude, behaviour and effort*; and
* include any additional information, including the provision for teacher comment.

In addition, towards the end of Year 7 and 9, students are issued with a separate report giving important information on their performance in the National Assessment Program – Literacy and Numeracy (NAPLAN).

**Section D:** **Modification of Assessment and Reporting Arrangements**

Students with a diagnosed disability, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, will have written and/or practical assessment tasks (including school examinations) adjusted by the teacher. This will occur in consultation with the relevant HOLA responsible for the course. These adjustments will be consistent with those described in SCSA’s *Guidelines for disability adjustments for timed assessments,* which can be accessed from the SCSA website. Adjustments, depending on the individual students’ education needs, can include special equipment, provision of a scribe, or additional time to complete the task. Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

XXX will ensure that students identified with special educational needs are catered for appropriately which may include an Individual Education Plan.

Students that have education plans in place, who are not yet completing the West Australian Curriculum at their current year level, may be reported on through the SEN Reporting Structure. These students’ reports are tailored to address their detailed learning goals and their achievement of these goals is assessed.

**Section E:** **Breaches of Assessment Protocol**

1. *Disruption*

Students must not act in a disruptive manner during assessment tasks. *Disruption* involves a student behaving in a manner that is distracting to the other members of the class and includes communicating with others if not appropriate (verbal and non-verbal), making attention-seeking noises or moving out of their allocated seat without permission. Students who act in a disruptive manner during assessment tasks will be removed from the classroom and consequences may be applied.

1. *Students must not cheat, collude or plagiarise.*
* *Cheating* is when a student engages in a dishonest act to gain an unfair advantage for themselves and/or others.
* *Collusion* is when a student submits work that is not their own for assessment.
* *Plagiarism* is when a student uses someone else’s words or ideas without acknowledging that they have done so (i.e. the work is essentially copied).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

* prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert);
* copied or downloaded from the internet without acknowledging the source; and
* paraphrasing or summarising the work of others.

If a student is believed to have engaged in disruption, cheating, collusion or plagiarism, the teacher will refer the matter to the relevant HOLA responsible for the course. As part of this process, the student and the parent/guardian will be informed of the suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is found that a student has disrupted, cheated, colluded or plagiarised, the task will be deemed invalid.