



BLACKFRIARS
PRIORY SCHOOL

ASSESSMENT & REPORTING POLICY

Date Approved: 2020

Review Date: August 2022

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CONTEXT

As the only school founded by the Dominican Friars in Australia, Blackfriars Priory School remains faithful to the search for Truth (Veritas) as lived and taught over the last 800 years by the Order of Preachers (Dominicans), and exemplified by Saint Dominic, our Founder, and Saint Albert the Great, our Patron.

Saint Dominic's commitment to study continued throughout his life. The pursuit of knowledge was not for its own sake but to better understand God's creation and its use in the works of the Order has continued through the centuries. Today, Dominicans can be found throughout the world.

An early member of the Dominicans was Saint Albert the Great. He became a lecturer, scientist, philosopher and Bishop. After his death he was recognised as a Doctor of the Church. The Doctor Universalis – The Universal Doctor, in recognition of his extraordinary genius and extensive knowledge, for he studied every branch of learning known at his time. His quest for knowledge saw him study everything he could find as it was through learning about creation, that he was able to know more about the creator, God, and then hand on that information to all he taught.

The lifelong commitment of Saint Dominic and Saint Albert to discovering and applying Truth to hand on to others remains at the core of the Blackfriars teaching pedagogy and its community. Blackfriars is built upon the Four Pillars of Dominican Life: Prayer, Study, Community Life and Service.

PURPOSE

At Blackfriars Priory School we are committed to developing a curriculum that is innovative, inclusive and values all pathways, one that focuses on the academic, social and emotional development of the students in our School. We believe that the purpose of assessment is to improve our students' ability to learn and to give them an opportunity to demonstrate what they know, understand and can do in a range of assessment conditions. Being a multicultural community where inclusivity and respect for self and others and care of the individual are central to our Vision Statement, our Teaching and Assessment needs to recognise individual and cultural differences.

The School is committed to an educational philosophy that encourages all students to achieve their personal excellence by developing their talents and abilities. Co-operation, collaboration, responsibility and self-discipline are integral to this primary goal.

The Blackfriars Priory School Assessment and Reporting Policy provides a framework that ensures justice and equity for all students. Assessment incorporates all measures used by the School to determine student performance and growth. Assessment Policy and Procedures employed by the School comply with the policies and requirements developed by Catholic Education South Australia, the SACE Board of SA and ACARA.

At the School, teachers observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Students are expected to be part of the review process and their participation raises the standard and empowers them to take action to improve their performance. In this context, students will build their understanding rather than being passive learners.

SCOPE

This policy applies to all members of the Blackfriars Priory School community.

POLICY

At the School, assessment:

- Is designed to ensure inclusion, connection and engagement with learning
- Is a tool for gathering evidence about student learning and informs improvement in delivery of teaching programs
- Is to develop and demonstrate students' knowledge, understanding, skills and dispositions
- Enriches and informs teaching and learning experiences
- Is used to report effectively to students and their parents/caregivers
- Provides information about where students are in their learning and their depth of understanding
- Monitors student progress and learning over time to provide evidence of growth
- Is used to shape improvement at every level of the School
- Is designed to meet the needs of students

Assessment is the process of identifying, gathering, analysing and reflecting on evidence and information about students' learning. It provides valid and reliable information, giving the student and the wider community confidence that learning has been assessed consistently and appropriately against the stated standard or learning outcomes.

The School recognises that high-quality assessment practices play a fundamental role in learning. It acknowledges that students and teachers use assessment information for a variety of purposes. For example, students use assessment information to explore their ideas, demonstrate what they know, reflect on and monitor their learning and determine areas of growth. Teachers use assessment to reflect on their teaching practice and the learning program, and to help in planning teaching, learning, and assessment activities.

The SACE assessment process emphasises the role of teachers, placing a strong reliance on the professional judgement of teachers, as they are best placed to make decisions about when, where, and how assessment can be used to promote student learning. Teachers make judgements based on each student's evidence of learning.

Continuous assessment is a powerful diagnostic tool that enables students to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Students will be assessed through their learning process, not only after the learning process has been completed for the topic/unit of work. The continuous assessment process is much more than an examination of student achievement. Teachers can modify their pedagogical strategies to include the construction of differentiated activities for students who are not working at the expected grade level and the creation of enrichment activities for students who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation by both students and teachers.

The whole school assessment strategy will include assessment of, assessment for and assessment as learning:

1. Assessment of learning

Assessment of learning occurs when teachers use evidence of student learning to make judgments about student achievement against goals, outcomes and standards. Teachers want to know how well their students are learning and must gather and interpret evidence taken from a range of sources in their day-to-day work with students. This evidence allows them to reach judgments about student achievement.

2. Assessment for learning

Assessment for learning occurs when teachers and students use evidence of individual progress to inform future learning and teaching. Assessment for learning can be defined as the gathering and analysing of information about student learning that informs teachers and students about individual progress. Teachers and students use this information about learning to improve their performance through the design of future learning opportunities, building on each student's prior learning.

3. Assessment as learning

Assessment as learning occurs when students reflect and monitor their progress to inform their future learning goals. Assessment as learning is also about reflecting on the learning process. Through this reflection, students are able to build knowledge of themselves as learners, and become more aware of how they learn. Assessment as learning involves the student self-monitoring what they have learnt and how they learnt it. It can also be about the student identifying what it is that they do not know, do not understand or are not able to do.

Assessment detail in the Secondary School must be provided to students at the beginning of the semester and within two weeks of the commencement of the term. Assessment details must include:

- a. Topics
- b. Type of tasks
- c. Due dates
- d. Assessment Criteria / Achievement Standards / Performance Standards
- e. Weighting of the task
- f. Moderation processes

Students who include courses or programs in their SACE that are assessed and quality assured by other authorities (Registered Training Organisations) will need to meet the assessment and quality assurance requirements of those courses or programs (outlined in the VET Training Packages), which may be different from the assessment requirements for SACE subjects.

Timing of Assessments

Due dates for assessment tasks may fall into any part of the teaching period. Dates must be chosen to allow feedback to be received by students before the next related assessment task is due and before the final examination, which must also comply with the School timetable and term calendar.

Assessment Tasks

Assessment tasks are designed to cater for the diversity of students in the class and should take place throughout the semester/year. They should be relative to the learning being assessed and the evidence presented should reflect the growth of learning.

Teachers administer assessment tasks in a variety of ways over time to allow them to observe multiple tasks and to collect information about what students know, understand and can achieve. These assessments are based on the curriculum previously taught in class.

Continuous assessment occurs frequently during the School year and is part of regular teacher-student interactions. Students receive feedback from teachers based on their performance, which allows them to focus on topics, skills or concepts that they have not yet mastered. Teachers learn which students need review and a differentiated curriculum, thereby providing opportunities for students to achieve academic success.

Assessment tasks in years 7-12 that are submitted by students must be backed up electronically and produced on request. Please refer to the *Submission of Work Guidelines for Students* for information regarding late submission of work. ([Appendix 1](#))

Examinations are to be undertaken under formal examination conditions, which are supervised, timed and controlled. Students must be informed of the format of the examination, the connection with the learning goals and outcomes of the subject.

Evaluation of quantitative and qualitative data from assessment and moderation processes will be used to shape the direction of the School's Strategic Plan and inform teachers. This allows us to identify priorities for the School and, in consultation with Staff, develop a Professional Learning Community.

Examination / Common Tests

An Examination / Common Test is any supervised task that is assessed at the conclusion of a course of study.

The purpose of the Examination / Common Test is to assess whether students have developed the knowledge and skills associated with the subject, and to what extent they have achieved the required standards.

Evidence of knowledge and skills can be demonstrated in written, oral, practical, performance or aural tasks. The assessment task should fit the purpose of the subject.

School examinations are offered according to whether Stage 2 assessment includes an examination as an external component, as stated in the SACE Board of South Australia's Subject Outlines. Year 10 and Stage 1 examinations are offered according to whether the external assessment for the Stage 2 subject equivalent includes an examination component.

Excluding SACE Board examinations, the School determines the purpose of Examinations / Common Tests and consequently how and when they will be scheduled.

Examinations / Common Tests at the School serve one or more of the following purposes:

- To review a program of work and identify any gaps in students' knowledge
- To provide students with the opportunity to experience the Examination / Common Test environment
- To provide students with the opportunity to develop skills for performance in timed, supervised tasks including Examinations / Common Tests
- To develop time management skills through the creation of a personal study plan
- To assess whether students have acquired and have a clear understanding of the knowledge and skills associated with the subject for diagnostic, reporting and moderation purposes

The purpose of Examinations / Common Tests vary for different year levels and become the basis for determining the timing, weighting and duration of Examinations / Common Tests.

Stage 2 School Examinations

The School examination period is scheduled by the Deputy Principal (Secondary).

The weightings of examinations contributing to the SACE Board School Assessment Mark should not exceed double that of a standard timed test, unless otherwise specified in the subject outline.

The duration of School examinations is consistent with that of the final SACE Board examinations. The School examination result is reported on the End Semester 1 Student Report.

Year 10 and Stage 1 Examinations

Examinations for Year 10 and Stage 1 Students are to provide all students with the opportunity to develop skills for improved performance in timed, supervised examinations. Examinations are conducted at the end of a semester of study.

The weighting of examinations for Year 10 students should not exceed 10% of the semester grade and for Stage 1 the examination result stands alone. For Stage 1 subjects, the duration of examinations should not exceed 2.5 hours (excluding reading time) and for Year 10 subjects, 90 minutes (including 10 minutes reading time). Language examinations are an exception as they also have a listening component.

Year 7, 8 and 9 Common Tests

Common Tests, which are completed throughout the year, are offered in the following subject areas at Year 7, 8 and 9 level:

- English
- Humanities
- Maths
- Science
- Languages
- Religion

Students are responsible for:

- Preparing and revising for examinations and common tests
- Seeking clarification where needed
- Attending examinations and common tests
- Notifying the School of illness or informing of any other reason for non-attendance to examination or common test before 8:40am on the day
- Arranging to obtain a medical certificate on the day of absence and, where possible, arranging with the Head of Department another time to sit the examination or common test

Teachers are responsible for:

- Providing a revision program
- Communicating structure of the examination and common test, including mark allocation
- Adjusting or accommodating arrangements for examinations and common tests where appropriate
- Providing students with an Examination / Common Test timetable.

Absence from Examination / Common Test

If a student fails to obtain a medical certificate for non-attendance to an examination or common test, a zero mark will result.

Reporting

Reporting is the formal and informal process of regularly and clearly communicating information to students and Parents/caregivers about student achievement and progress gained from assessment processes.

The central purpose of reporting is to support teaching and learning by sharing timely feedback about student progress and achievement between students, parents/caregivers and teachers. Information about student progress and achievement assists the partners in students' learning to identify areas of strength and future needs and it enables the School and teachers to identify and communicate strategies for the future support of student learning.

Principles

The School has a responsibility to report credibly and in a timely manner on student progress and achievement to students, parents/caregivers, the School community, government and other partners in Catholic education. The School's reporting process ensures consistent practices based on valid and reliable information about student learning.

The School is committed to issuing reports to Parents/caregivers, which meet the requirements of the *Schools Assistance Act 2008*(Cth), and to providing meaningful information to Parents/caregivers regarding their child's current progress. The reports will:

- Avoid educational jargon and use plain English
- Give meaningful comments on the student's progress in learning
- Provide clear information on academic achievement against specific achievement standards articulated in Australian curriculum and SACE
- Show relative achievement of students in Reception to 11, based on 5 levels (A, B, C, D and E) and Year 12 (A+ to E-)
- Show, on request, comparisons with other students in their peer group so that their son's actual achievement has meaning against their peers.
 - *Please note on SEQTA when grades are entered it automatically shows a sliding scale of where the student sits in relation to his peer group.*

Reporting Procedures

At the School, student progress and achievement are reported in a number of ways, including formal written reports, student progress reports, SEQTA Engage (parent/caregiver portal), parent/caregiver, student and

teacher learning discussions, portfolios, meetings, certificates and informal feedback. These varied forms provide the partners in learning with comprehensive, timely and useful information.

The School recognizes that students are unique and the reporting process provides parents/caregivers with constructive feedback and information that is sensitive to the wellbeing and development of each student. In Year 7 to 10 reporting is based on the Australian Curriculum. In Stage 1 and 2, assessment is structured to meet SACE Curriculum Framework requirements and competency-based assessment is built into VET courses. Students in Year 7 to 11 receive a progress report in term 1 and 3 and a final subject report in Terms 2 and 4. Year 12 students receive a detailed report in Term 1 and 2 for the end of Semester 1. The final report is provided at the end of Term 3 for Semester 2. Students in Years 7 to 12 receive a summary report in Terms 3 and 4.

If a student has an Individual Education Plan (IEP) due to an identified significant learning disability, the words 'Modified to IEP' will be displayed on their report or adjacent to the respective subject(s). A 'Modified to IEP' indicates that the student is working on a modified program where the curriculum and assessment are designed to be more developmentally appropriate for the student.

Some students with Specific Learning Difficulties (e.g. Dyslexia) will also have an IEP and require adjustments to be made to the learning environment, teaching style, curriculum content and/or assessment tasks. If such adjustments are required, the words 'Adjusted to IEP' will be displayed on their report or adjacent to the respective subject(s). It should be noted that, unlike a 'Modified Program', the outcomes reported against correspond to the student's year level.

The Parent/Student/Teacher Learning Conversations that occur in Term 1 and 3 provide opportunities for parents/caregivers, students and teachers to actively participate in conversations about progress of learning in individual subject areas. Any special needs that families have, such as the need for translators and interpreters, will be taken into account to ensure that reporting is a three-way conversation between students, parents/caregivers and teachers.

All reporting and feedback will occur through SEQTA. Blackfriars utilises continuous online reporting. Students and parents read feedback on a specific task, as soon as it is marked. Teachers comment on the task using the achievement standards of ACARA and SACE performance standards. In addition, students are provided with suggestions for improvement and growth.

The end of semester reports focus on a summary of each subject and an indicator of a student's engagement in learning and personal responsibility.

DEFINITIONS

Assessment is a professional judgement process, conducted by a trained educator over time, where a variety of test instruments are applied to match students' performances against specific learning goals. It is aimed at producing reports and records that indicate the level of success experienced by students in achieving academic and practical outcomes.

Examination / Common Test is any supervised task that is assessed at the conclusion of a course of study.

Stage 1 subjects are usually undertaken in Year 11.

Stage 2 subjects are usually undertaken in Year 12

RELATED DOCUMENTS/LINKS

1. Department for Education South Australia – www.education.sa.gov.au
2. [Catholic Education SA – Reporting Guidelines SA Catholic Schools](#)
3. [SACE Policy Framework](#)
4. [SACE Assessment And Quality Assurance Of Board-Accredited Subjects Policy](#)
5. Redrafting, Reuse Of Assessed Work, And Assessment Deadlines and Submission Dates Policy Procedures – SACE Board of SA - <https://www.sace.sa.edu.au/about/policies>
6. Australian Curriculum - <https://www.australiancurriculum.edu.au/>
7. [Supervision and Verification of Student Work](#) – SACE Board of SA
8. Submission of Work Guidelines for Students – Blackfriars Priory School ([Appendix 1](#))
9. Code of Conduct – Blackfriars Priory School
10. Examination Procedures – Blackfriars Priory School
11. Early Years Learning Framework - <https://www.education.gov.au/early-years-learning-framework-0>
12. Child Protection Curriculum - <https://www.education.sa.gov.au/teaching/curriculum-and-teaching/keeping-safe-child-protection-curriculum>
13. Crossways Religious Education Framework
14. Made in the Image of God program (MITIOG)

POLICY IMPLEMENTATION

Responsibility for implementation, monitoring and review of the policy is vested at the level of the following roles:

Deputy Principal (Secondary)

Head of Primary (ELC – 6)

POLICY REVIEW

Frequency: Every 2 years

Next review date: August 2022

APPROVAL AUTHORITY / POLICY OWNER

Blackfriars Priory School



BLACKFRIARS

P R I O R Y S C H O O L

**Submission of Work Guidelines
for Students
2015**

Date Approved: December 2014

Review Date: November 2015

Purpose

Students are strongly encouraged to enter deadlines for **all** assessment tasks into their personal diaries or calendars. This will help in planning study programs and improve levels of organisation.

The **Submission of Work Guidelines** details the rights and responsibilities of students in both the Middle School and Senior School when submitting work.

Rationale

The **Submission of Work Guidelines** supports the following main aims:

- a) to encourage students to develop time management skills, which will help them be successful at school and beyond, in further education, training and/or employment.
- b) to be fair to the majority of students who meet the assessment deadlines
- c) to provide teachers with the opportunity to provide quality feedback to students by maintaining a clear timeline

Commitment Charter

Teachers are committed to:

- providing students with a Semester Learning and Assessment Plan for each subject. This plan will include assessment tasks with weighting necessary to meet assessment requirements. It will clearly show the number of tasks to be undertaken, the weight given to each task and the "approximate" due date for each task.
- giving a **minimum** of five school days' notice of the actual due date for an individual assessment task. This will ensure that all students are given the best possible opportunity to demonstrate their level of competence, and give them the opportunity to successfully plan its completion.
- providing appropriate class time for assessment
- providing ongoing quality feedback to students on both rough draft and final assessment tasks in a timely manner
- making adjustments to the assessment schedule, in consultation with relevant staff, for Students with:
 - disabilities,
 - learning difficulties
 - mental health issues
 - emotional and social disadvantage.

Students are committed to:

- submitting final assessment tasks by the due date and time as outlined by the subject teacher
- ensuring work is ready to be submitted as indicated by the subject teacher and on the assessment task sheet on the due date.

- checking with their subject teachers, after absence from lessons, regarding work missed and assessment tasks set.

Parents are committed to:

- monitor all reports, folios and the student's personal diary, including accessing the parent portal for up to date information

- encourage students to submit all drafts and final assessment instruments by the due date

- attend Parent, Student, Teacher Discussions

- ensure that their child accepts responsibility for assessment tasks, homework submission and personal study

- inform the school if a prolonged illness or injury occurs.

Assessment Extension

Subject teachers will determine the due date for a particular assessment task. If at the time of the date being set, a student already has a number of tasks to complete for other subjects; it is the student's responsibility to inform the subject teacher. Subject teachers have the discretion to grant extensions and negotiate an alternative date and time for assessment tasks to be submitted. Assessment extension negotiation must occur at least **two days prior** to the due date.

Students who request an extension must provide evidence of work they have already completed. This evidence will inform the negotiation between teacher and student to determine the length of the extension.

Computer Usage

In consultation with the class teacher, students may submit their Assessment Tasks electronically by the negotiated due date. However, there are associated risks with submitting assessment tasks electronically.

When using ICT, students are responsible for:

- ensuring they can provide evidence of the time and date that the assessment task was submitted electronically.

- ensuring all draft and research material is available to be handed up with the assignment if required. Copies of draft work must be available on request.

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- saving their work in more than one location.
eg: hard drive of a computer, a flash drive (USB), cloud storage or on the School network.
Computer issues/malfunctions are not acceptable reasons for late work. However, consideration will be given depending on individual circumstances, and arrangements will be at the discretion of the teacher assessing the individual circumstances.
 - Negotiating with the teacher to submit their completed work outside the lesson time; it must be done by an agreed time on the due date. Electronic submissions via 'turnitin' must be submitted by the agreed time and date.

Procedure for Submitting Late Work

The final submission date, as prescribed by the teacher, must be adhered to by all students. If a student is unable to complete an assessment task by the due date the following procedures need to be followed:

- a) If a senior student (years 10-12) is present in class on the day that an assessment task is due, without the task submitted, the student will be given a reduction of 1 grade band per day for up to 5 days. After 5 days if there is no acceptable explanation for absence or failure to submit work, a student's parents will be informed that the student result will be recorded as 'I' (not submitted). Any work submitted after 5 days will be evaluated for feedback purposes only.
- b) Primary and Middle school staff will negotiate with the students and parents an appropriate timeline for students to complete the required work. After 4 days the maximum grade which can be achieved is a C
- c) The partial completion of an assessment will still be awarded a grade.
- d) The subject teacher will inform parents of the grades/marks received by an unsatisfactory progress report letter and remind them of their access to the parent portal
- e) If a student is unable to hand up the assessment on the day that it is due, the teacher must receive a:
 - medical certificate or equivalent (an expectation at Year 11 and 12)
 - letter/email from parent/guardian
 - telephone call from parent/guardian
- f) If a student is absent on the day that an assessment task is due, arrangements should be made for the assessment item to be delivered or sent electronically to the appropriate teachers or uploaded to Scholaris.
- g) If, in the days before the assessment is due, a student feels that he will be unable to finish the requirements by the due date, he must approach his teachers to determine if a renegotiation of the due date is possible. This may not be possible in some circumstances.
- h) If a student has missed a test, upon returning to school, a new opportunity will be given to sit the test once the correspondence regarding absence has been processed. **Please note it is the student's responsibility to find out what work was set during any absence.**
- i) If a student has an appointment scheduled during the day of a test, or on the due date of an assessment task, notification to the teacher must be provided at least 2 days prior.

SACE Board of SA Guidelines for Senior Students

The SACE Board of SA policy, entitled "Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy Procedures", is the framework that assures the integrity of the assessment and reporting of student achievement in the SACE. It describes specific guidelines for submission of work which must be adhered to by Senior School students. In Term 1, all students sign the SACE Assessment Declaration for Students Form. The policy can be found on the SACE Board of SA website <http://www.sace.sa.edu.au/about/key-information/policies-and-procedures>.

The SACE document states that *"the school sets and applies Stage 1 and Stage 2 assessment deadlines for school-based assessments. Schools should not accept work that is not presented according to school-set deadlines and when there is not a valid reason. Extensions to school-set deadlines are possible when special provisions have been granted, or when the student has negotiated an extension before the assessment deadline."*(Page 4 "Redrafting, Reuse of Assessed Work, and Assessment Deadlines and Submission Dates Policy Procedures", SACE Board of SA)



Acknowledgement of these Guidelines

I acknowledge reading and understanding Blackfriars Priory School Late Submission of Work Guidelines

Student Name: _____

Signature: _____ Date: _____

Parent/Caregiver: _____

Signature: _____ Date: _____