



# Arndell

## Anglican College

### Assessment Policy

#### Years 7 – 9

#### Introduction

The following Assessment Policy provides an outline of Assessment practice at Arndell. It includes procedures for submission of tasks, late submissions, illness/misadventure and a summary of tasks students will have each term. These times are indicative only and may be subject to change **with** notice to students. The purpose of this assessment summary is to assist students in managing their work schedule.

#### Statement on Assessment

Assessment procedures should reflect the Christian Values of

- Justice
- Community
- Service
- Honesty
- Hope
- Tolerance

#### Assessment

Assessment is the process of gathering information and making judgements about student achievement. Assessment is an integral part of the learning process.

Assessment for learning enables students:

- to become reflective, confident and independent learners;
- to display the extent and depth of their learning;
- to set and achieve goals and meet deadlines;
- to develop self-criticism and self-direction;
- to assess the on-going and cumulative nature of their learning;
- to appreciate and respond to the nature and variety of assessment styles.

Assessment for learning enables teachers:

- to evaluate teaching and learning programmes;
- to plan and meet the individual needs of all students within the contexts of these programmes.
- Provide students and parents with honest and reliable information concerning the student's academic strengths and weaknesses.

- Diagnose learning difficulties and gather information that will help meet the needs of the individual students.

Assessment recognizes the value of both ongoing formal and informal assessment using a variety of assessment strategies and tools. Tasks may be formative or summative in nature.

### **Formative Assessment**

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback to students to improve their learning. It also helps to inform teachers where students may need further assistance. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work;
- help each faculty recognize where students are struggling and address problems immediately.

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic;
- submit one or two sentences identifying the main point of a lesson;
- submit an essay plan for early feedback;
- A composition portfolio

### **Summative Assessment**

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against standards.

Examples of summative assessment include:

- a half yearly examination
- a research report
- an essay
- a performance
- field reports

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent learning activities.

Summative assessment is used to help guide teachers to apply a grade to represent student achievement. The grades A – E represent a set of descriptors relating to student achievement.

Assessment will take a variety of forms:

- Assignments
- Research projects
- Processing and analysing data
- Unit tests
- Verbal communication

- Problem solving
- Application of knowledge to practical solutions
- Practical tests
- Field reports

Students will be given feedback on their level of achievement in each task. Should a student disagree with the mark awarded, this should be resolved at the time the work is returned by the teacher.

### **Assessment Guidelines for Parents and Students**

1. All tasks **MUST** be submitted by 3.30pm on the day the task is due. After this time, penalties for late submissions will occur.
2. All tasks **MUST** have All My Own Work Cover Sheet if they are in hard copy form.
3. All tasks submitted online, **MUST** complete the all My Own Work Section at the time of submission.
4. Late submissions will incur a penalty.
5. All tasks must be submitted, even if the student submits the task 4 or more days after the submission date.

Assessments maybe submitted online, unless otherwise stated by the assessment notification. This can be done by following the Online Submission Procedures. Instructions for these can also be found on the College Library website.

### **Late Submission of Tasks**

Assessment must be fair in its guidelines and therefore the school must be uniform in its penalties for late submission of work and tasks.

#### **1 day late:**

- 20% of the mark awarded will be deducted if submitted after 3.30pm of the due date.
- The class teacher will make a report on the Student Welfare system, notifying the 20% penalty.
- The class teacher will notify the Head of Department by email.

#### **2 days late:**

- 40% of the mark awarded will be deducted.
- The class teacher will make a report on the Student Welfare System, notifying the 40% penalty.
- The class teacher will notify the Head of Department by email.
- Student is required to attend a Supervised Assessment Completion Session at lunchtime to complete the task.

### **3 days late:**

- 60% of the mark awarded will be deducted.
- The class teacher will make a report on the Student Welfare System, notifying the 60% penalty.
- The class teacher will notify the Head of Department by email.
- The class teacher will notify the Head of House by email.
- Student is required to attend a Supervised Assessment Completion Session at lunchtime to complete the task.

### **4 days late:**

- 100% of the mark awarded will be deducted.
- The class teacher will make a report on the Student Welfare System, notifying the 100% penalty.
- The class teacher will notify the Head of Department by email.
- The class teacher will notify the Head of House by email.
- Student is required to attend Supervised Assessment Completion Sessions at lunchtime until the task is completed and submitted.
- A Zero Award letter will be sent home from the Director of Curriculum and Policy.

**Consistent non submission of assessment tasks may lead to interviews with the student and parents, Head of House, Head of Department and/or the Director of Curriculum and Policy.**

### **Absence from a Task Due to Illness/Misadventure**

If a student is absent from school on the day of an in class task, then the following procedure must be followed:

1. On the morning of an absence, a parent must contact the Head of Department by phone or email to notify of the student absence.
2. On the first day of return to school, the student must see the Head of Department to organize a time to complete the task. This will, on most occasions, occur on the first day of return or as soon as possible thereafter.
3. The Head of Department will issue the student with an Illness/Misadventure Form which must be completed by both the student and parent/guardian and returned to the Director of Curriculum and Policy. This must state the reason why the student was unable to attend school that day. If the student is absent for more than 2 days, then, a Medical Certificate must be attached to the Illness/Misadventure Form.
4. If no satisfactory evidence of illness or other documentation proving misadventure is produced, a student will be penalized as per the Late Submission of Task penalties.

5. A student who is ill, or becomes ill, during a task should report the matter immediately to the teacher in charge. The teacher, and Head of Department, and if necessary the Director of Curriculum and Policy, will discuss with the students arrangements for a substitute task.

### **Malpractice During An Assessment Task**

The Board of Studies states that “Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others”. If a teacher finds substantial evidence that a student has engaged in any cheating or malpractice associated with an assessment task, the teacher will inform the student that the matter is to be reported to the Head of Department.

If malpractice is proven, the student would normally receive 0 (zero) for the task.

Listed examples of behaviour considered to be cheating are:

- Copying, buying, stealing or borrowing someone else’s work in part or in whole and representing it as your own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source. **Plagiarism** (claiming someone else’s work or ideas as your own) is considered a serious offence by the Board of Studies. A student must sign a declaration proclaiming that the student has completed all their own work. An example of this form is included in this booklet. For online submissions, the **All My Own Work** must be completed at the time of submission.
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert who is not acknowledged.

### **Rules Governing the Notification of Assessment Tasks**

- For all tasks, the College will give written indication to students concerning the nature of the task, the outcomes being assessed, the weighting of the task and the marking guidelines to be used. Tasks will also be emailed to each year group and will also be available on MOODLE. If the student is absent on the day the task was issued, it is the responsibility of the student to ask the teacher for missed classwork, including assessment notifications, and to regularly check their student email for information regarding assessments.
- Students will be given a minimum of 2 weeks’ notice of a task, unless the task is part of an ongoing assessment, where the skills are demonstrated in class on a continuous basis.

### **Rules for the Submission of Most Tasks**

- All tasks will be due by 3.30pm on the stated day, unless proper evidence of illness/misadventure.
- Students may present their task before the due date to the Head of Department;
- The Head of Department may elect not to accept an assessment task from a student who frequently absents themselves from the College in the days prior or on the day

to an assessment task due date, thereby gaining an extra advantage of extra preparation time.

- The failure of any technological equipment DOES NOT constitute a valid reason for late submission of a task. Students must make back-up copies of assessment tasks on memory sticks to allow time to overcome any of technological difficulty that may arise.
- Oral/performance tasks are often completed in class time over several consecutive class periods. The teacher in charge will arrange the order of presentation. All students MUST be ready to present on the FIRST period set down for the task.

### **Draft Assessment Submissions**

Students are encouraged to submit draft assessments/essays. The following rules will apply for the submission of draft assessments/essays:

- A maximum of two drafts may be submitted.
- Drafts may be submitted up to 48 hours before the due date. This allows enough time for students to make final adjustments to their draft before final submission.
- Drafts submitted within 48 hours before the due date may not be provided with teacher feedback.

### **Extension for Assessments Tasks**

If a student requires an extension of time for a task, the following must occur:

- The student must apply, in writing, to the Head of Department for an extension at least 3 days prior to the submission date of the task, ( unless there are extenuating circumstances which occur within the 3 days)
- The application for extension of time must have the reason an extension of time is required and a parent/guardian signature.
- Each case will be considered on an individual basis.
- If a student has prior knowledge that they will be absent from the College on the due date of a submission or in class task, the assessment should be submitted prior to the date. In the case of an in class task, then the student must complete the task before the date of the task.

### **Students Considered at Risk of Not Satisfactorily Completing Course Requirements**

If College staff believe a student is failing to demonstrate sufficient application and/or is in danger of not meeting course completion criteria, they are required to notify the student and/or parents in sufficient time to correct any problems. To meet this responsibility, Arndell Anglican College has put the following procedures in place:

#### **1. Counselling of Students**

Students will be counselled by some or all of their key learning staff (Subject teacher, Head of Department) and the key pastoral staff (Homeroom teacher and Head of House). These staff will identify, explain and discuss the areas of concern and give very specific details of the action required by the student to amend the situation. Depending on the seriousness of the problem/s, College staff may elect to contact parents or guardians at this point.

## Sufficient Application

College staff may consider a student is failing to demonstrate **sufficient application** if they do not demonstrate a commitment to a regular study programme. Examples of this could be:

- Failure to bring the correct equipment to class.
- Failure to have their laptop charged for class.
- Failure to do the reading or preparation activities for lessons.
- Is often off task during class lessons.
- Continually disrupts lessons with inappropriate and/or unacceptable behaviour.
- Is disrespectful and/or uncooperative with their peers or class teacher.
- Regularly does not complete class assignments and/or homework
- Unsatisfactory attendance.

## 2. Minimum Standards

The College has outlined for its students, a set of 'Minimum Standards' that need to be met if they are to do well in their students.

They are:

- Be on time for class.
- Regularly complete set homework.
- Set aside time for regular independent study.
- Submit all assignments on time.
- Bring texts, laptops and required equipment to class.
- Be a co-operative member of the class.
- Participate actively in class.
- Behave courteously towards teachers and peers.
- Make a consistent, sustained effort throughout the year.
- Attend all possible lessons. Catch up on any work missed.

## 3. Homework

1. Arndell Anglican College will provide regular homework for all students in the Secondary School. It is the College's firm requirement and expectation that all set homework be completed on time and to each student's best ability.

### 2. Rationale

Homework forms an integral part of the learning experience. It is not to be seen as simple "time-filling", which does not extend or enrich a student's learning in any way. On the contrary, homework must add to the learning undertaken during class time: it must contribute in an important way to the whole learning operation.

Homework does this in various ways: it can be –

### **Practice**

Just as a student expects to practise a musical instrument, so a student should expect to practise, and then to re-enforce, basic operations in (eg) Mathematics, French, Scientific formulae, spelling rules. Homework may quite properly ask students to re-enforce their knowledge or skills by practising them.

### **Preparation**

A student may be asked to read a chapter of a book prior to its discussion in class, to find information which can be fed into class work, or even to undertake a pre-test before a unit of work is begun. This homework contributes to, and enhances the class(es) to follow.

### **Response**

A student may be asked to answer questions in response to a science experiment conducted in class, or to a poem read in class. The response can obviously be factual or imaginative, but it still involves the student in observing, reflecting and then formulating a response. Such homework checks existing understanding and calls for a student to build on that understanding.

### **Extension**

This builds on the three points above. A student will cover many aspects of a topic in class but may be asked to gather further information and present a fuller picture their class time alone can give. Thus, a Year 6 study of Indonesia can be extended by asking students to follow up on some aspects of Indonesian life not studied in class; class time might give a Year 8 student an overview of the thinking of key scientists, or key historians, but homework may ask for much more detail on one of them.

### **Study**

One particularly vital kind of homework involves the guided preparation for a test. Students need to be shown how to study and how to allocate time. Some of these skills are general, but some depend on the subject to be studied.

### **Assignment**

A student may be asked to prepare an assignment or other form of presentation over several days or even weeks. Students can be shown how to pace their progress and how to incorporate class learning with the stages of the assignment.

These six categories indicate the scope of the homework that may be set at Arndell. Clearly, a particular homework task may call for a mix of these categories. In any case, however, the homework should be framed so as to add in some way(s) to a student's understanding or it should call for a demonstration of that understanding. Homework should **never** simply fill up a student's time.

## Homework Requirements at Arndell

At Arndell we take all of the above activities to be homework. We expect that a student should be doing homework according to the following time requirements. We acknowledge that these requirements are a guide, because students are different and because no school can keep an exactly even amount of homework for students all the time. Nevertheless, the requirements are a **good** guide: for a student to have a solid understanding of each subject area, he/she will need to be consulting this amount of time on a regular basis.

Failure to complete set homework may result in recess or lunch detentions to complete the set work and a comment on the Student Welfare System. If it is still not done a subject based detention may be issued followed with an afternoon detention.

### Years 9 and 10

In the core subjects, (English, Maths, Science, History/Geography) and in electives, about **1½ hours of homework** per subject per week should be expected. Biblical Studies and PDHPE will set occasional homework in addition to the above.

### Years 7 and 8

In core subjects (English, Maths, Science, History/Geography, French) about **1 hour per week per subject**. Art, Music, D & T, PDHPE and Biblical Studies will set some homework in addition to the above. In all, a student in Years 7-8 should be undertaking about 6-7 hours of homework per week, through some major assignments will require this amount to be increased.

#### 4. Examination preparation

Homework set 2 weeks prior to the examination period will be related to the topics being assessed in the examination.

#### 5. Feedback on Homework

It is important that all homework receives timely, useful feedback. This feedback can come in many forms, some giving a more detailed and personal response than others.

For example:

- questioning around the class allows each student to check his/her understanding without necessarily getting a direct personal comment;
- a teacher moving around a Maths class may comment on the accuracy of the homework at the same time as they provide assistance on the current task;
- a class set of books may be taken in and marked, sometimes after a single piece of work and sometimes after a few such pieces. A teacher will generally offer a clear written comment, in addition to mark/grades, which indicate the strengths and/or limitations of the work;
- a significant piece of work must receive a significant comment. Sometimes this is done verbally; mostly it will be a written comment which responds directly to how well the student has managed the set task.

In addition, a student may – indeed, is encouraged to – make a time to see a teacher in order to clarify a comment or to seek additional feedback on any work.

## **6. Parental Involvement**

Arndell wants to have parents involved in the education of their children. Such involvement may include, amongst other things, advising, supporting and helping children with homework. We ask parents to be closely involved with their child’s learning when the children are first at school, and we certainly do not want that participation to cease when a child get older.

It is, however, vital that parents recognise the border line between offering advice and assistance on the one hand and taking over and doing the work themselves on the other. We in no way support a parent doing the work for the child: it defeats every purpose of homework as outlined in Section 2 above. In particular, parents must be very careful not to allow students to fall into that form of plagiarism which involves passing off the parents’ work as their own. As with any form of plagiarism, this is dishonest and it defeats learning. Parents and students must note the College’s, and the Board of Studies’, strictness against plagiarism.

## **7. Summary**

Arndell will set and expects student to complete homework which is useful because it advances their learning. The time necessary to complete the set homework will increase each year up to Year 12. All Homework will receive clear, timely and useful feedback. Homework must be completed by students on time to the best of their ability and it may be completed with parental support but never by parents “holding the pen”.