SISS Early Years to Year 8

TEACHING, ASSESSING AND REPORTING POLICY

School Year 2024 – 2025

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TEACHING, ASSESSING AND REPORTING POLICY

Introduction

According to the Policy Statement of NSW Education Standards Authority (NESA), all schools offering schooling from Early Years to Year 8 are required to implement the New South Wales *Curriculum and Assessment Outline* to meet the learning needs of all students.

SISS is committed to providing high-quality educational programs to meet the needs of our students. Quality assessment and reporting practices are important in the achievement of high-quality learning outcomes, and form part of the teaching and learning process. This assessment and reporting policy has been developed by the School staff and outlines individual and whole-school assessment and reporting practices. It also sets out the requirements and responsibilities for students and teachers, and the expectations of Parents and Guardians to achieve these goals.

Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students, and a range of resources.

Teachers should consider the effect that assessment and feedback have on student motivation and self-esteem, and the importance of the active involvement of students in their own learning.

For each learning area, SISS designs specific judging standards that align with the content and requirements of each particular subject.

- Monitor and assess individual student achievement, referring to the principles of learning, teaching, and assessment detailed within the outline.

- Develop and administer assessments in relation to the content of the Early Years to Year 8 New South Wales curriculum.

- Ensure that assessments enable all students to demonstrate their knowledge, understanding, and skills in relation to the year-level Achievement Standard.

- Develop processes to support all teachers in making valid and reliable judgments.

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- Use data from prescribed national and state-wide Australian assessments to inform teacher judgments about student achievement.

Parents and Students will be provided with the following at the beginning of the academic year:

- A scope and sequence that includes the following information:

  - An outline of the content: teaching, learning, and assessment.

  - New South Wales Curriculum syllabus.

  - The approximate time in which the content will be implemented.

  - The approximate time required to conclude each unit of learning.

  - A comprehensive range of classroom assessment activities that are integrated into teaching and learning throughout the academic year.

Principles of Assessment

Assessment:

- Provide opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes.

- Enable students to demonstrate what they know and can do.

- Promote deeper understanding for students.

- Provide evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes.

- Be a valid instrument for what they are designed to assess.

- Include criteria to clarify for students what aspects of learning are being assessed.

- Enable students to demonstrate their learning in a range of task types.

- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement.

- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding, and skills.

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- Enable students and teachers to use feedback effectively and reflect on the learning process.

- Be inclusive of and accessible for all students.

- Be part of an ongoing process where progress is monitored over time.

Assessment Strategies

The purpose of assessment is to gather valid, reliable, and useful information about student learning in order to:

- Monitor student achievement in relation to outcomes.

- Guide future teaching and learning opportunities.

- Provide ongoing feedback to students to improve learning.

The type of assessment activity and the way evidence of learning will be gathered will vary, depending on the:

- Outcomes being assessed.

- Evidence to be gathered.

- Teaching and learning activity.

- Context.

- Students' learning needs.

Students should be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

A robust variety of assessments is needed to determine students' academic growth and whether goals have been met. Assessment practices will differ depending on the phase of learning and the individual needs of the student. The combination of Semester Examinations and Non-Examination classroom assessments ensures teachers can make accurate, on-balance judgments about students' achievement against the prescribed content of the New South Wales Curriculum.

Assessing Student Achievement

At SISS, all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the academic year.

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Each task provides evidence of student achievement. The teacher generates a ranked list of students in the class (or classes) using the weighted mark out of 100 from all assessment tasks and assigns grades with reference to the grade descriptions.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

For the core subjects, the School applies 2 types of assessment including:

- Homework assessment;

- In-class assignments: can be done individually or in group work.

Student Attendance

It is the responsibility of students to maintain a good attendance record. Student participation in ongoing classroom assessments is central to the process by which teachers gather a comprehensive suite of evidence of students' learning. A poor attendance record can result in a lack of evidence for assessment, thus impacting the grade the student can be awarded.

Family holidays taken during term time are discouraged and are not an acceptable reason for absence. Unacceptable absences due to extended holidays during school terms can jeopardise a student's ability to succeed in the course. It is mandatory to attend all scheduled in-class assessments and exams.

A student who is absent from a class for five (5) lessons or more per term is deemed to be 'At Risk' of not achieving their full potential.

Submission of Non-Examination Classroom Assessment Tasks

Students are expected to participate in all formative and summative assessment tasks and, where applicable, submit assignments to the teacher during the class period on the due date.

It is the student's responsibility to negotiate extensions with the teacher at least 24 hours prior to the due date.

In the event of non-submission on the due date, evidence supporting the reason for failing to submit the assessment task will need to be provided. The following will normally be considered acceptable reasons for late submission:

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- Sickness is supported by documentation to the teacher either on the day of return or by email prior to this. The documentation should consist of either a Parent or Guardian note for a minor illness or a note from a medical practitioner if the absence is longer than 24 hours.

- A family emergency is supported by a Parent or Guardian note on either the day of return or by email prior to this.

Where the reason is judged acceptable, the following procedures apply at the discretion of the teacher and head of the learning area:

- Work submitted on the day of return – no academic penalty.

- Students are prepared to sit for in-class assessment on the day of return – an academic penalty may be imposed depending on the circumstances.

- Request an extension from the teacher – The point deduction for the extension will depend on the decision of the Academic Council or the respective subject teacher.

When the reason is deemed unacceptable, the following procedures apply at the discretion of the teacher and Academic Council:

- Incur an academic penalty, and after five days, the window for late submissions may be closed.

- Parents or Guardians will be informed of the non-submission of work and the implications thereof.

- Students who are unable to complete tasks due to cultural reasons may be provided with alternative opportunities to demonstrate achievement of the New South Wales Curriculum's syllabus components. This must be brought to the attention of the teacher at least 24 hours prior to the due date.

A student with persistent failures to submit non-examination classroom assessment tasks is deemed to be 'At Risk' of not achieving their full potential.

'At Risk' Students and Individual Learning Improvement Plan (ILIP)

An Individual Learning Improvement Plan (ILIP) is required for any student 'At Risk' of not achieving their full potential. An ILIP is developed in consultation with the student (where appropriate) and their Parent/Carer/Guardian.

A student may be deemed 'At Risk' for a variety of reasons, such as:

- Students with additional learning needs.

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- Students not achieving their potential (this may include high-ability students, where appropriate).

- Students with poor attendance records.

- Students who are not adequately submitting, completing, and/or participating in ongoing assessments.

- Any other students determined by the School as needing an ILIP.

An ILIP may, in some cases, lead to a discussion with the student (where appropriate) and their Parent/Carer/Guardian regarding a suggested alternative Academic Pathway that might be better suited to meet a student's individual educational needs.

Semester Examinations

Late Arrivals and Absences

- Students absent on the day of an examination must provide written documentation from a Parent or Guardian stating the exact reason(s) for their absence. These students may be permitted to take make-up exams ONLY on the day of the make-up examination. Family or medical emergencies will be the only acceptable excuse for non-attendance.

- Students are expected to arrive at class fully prepared and at least 15 minutes prior to the day of the examinations. Therefore, all late arrivals will be treated as absences.

Make-up Exams

- One session for make-up exams will be provided on the last day of the exam schedule.

- Students absent on the day of a final must provide written documentation from a Parent or Guardian stating the exact reason(s) for their absence. These students may be permitted to take make-up exams ONLY on the make-up day.

- Students who fail exams are graded accordingly and are not permitted to retake the exam.

Behavior during Exams

- Students must read Exam Regulations carefully to know how to do the exams and regulations during the exams.

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- Absolutely no talking is permitted during the examination. A zero-tolerance code of conduct is in effect. Students found talking during the exams will be suspended from school and/or receive a ZERO (0) score for the exam. If a student is dismissed from the testing area, a meeting between that student and teacher will take place within 24 hours to determine the next course of action.

- Students will be prohibited from taking the exam, and their exam scores will not be counted if they violate any of the following:

  - Possessing or using any prohibited electronic device during exams or exam breaks.

  - Looking back at a test on which time has already been called (if applicable to timed testing portions).

  - Looking ahead in the test booklet prior to the exam commencing (if applicable to timed testing portions).

  - Looking at another examinee's test booklet or answer document.

  - Giving or receiving assistance.

  - Using a prohibited calculator (if applicable to the subject matter).

  - Using any device to share or exchange information at any time during exams or exam breaks.

  - Sharing a calculator with another examinee.

  - Attempting to remove test materials, including test questions and answers, from the test room.

  - Not following instructions or abiding by the rules of the test location.

  - Exhibiting confrontational, threatening, or unruly behavior before, during, and after the exam.

  - Creating a disturbance.

  - Filling in or changing answers after the time has expired is prohibited. Filling in or changing answers before, during, or after the test is also prohibited.

  - If the proctor notices that a student's exam is incomplete during the allotted time but is supplemented after the time limit, the student will be suspended from the exam, and that portion of the exam will not be graded.

Time of Arrival

Students should be in the examination room at least 15 minutes prior to the scheduled start of the examination. Unless absent due to an emergency, no extra time is given to students who are late for an exam. Students who arrive more than 15 minutes after the start of the examination will be considered absent.

Leaving the Exam Room

Once a student has received their exam package, they may not leave the exam room except to use the restroom or in the case of an emergency. If a student leaves the room, they cannot remove anything from the room and they will not be compensated with extra time. Any student who leaves the room during the exam needs to sign in and out with the proctor. Only one student may leave the room at any one time to use the restroom.

End of the Exam

When the time has been called, students must stop writing or typing their responses, even if they are in the middle of a sentence. Failure to stop writing or typing their responses when time is called can result in assessment penalties.

Returning Exam Materials

It is the student's responsibility to make sure that all testing materials (including exam papers, completed work, and scratch paper, whether used or unused) are returned to the proctor at the end of the exam. Teachers may impose penalties such as a zero score or reduction in assessment grade for any exam or portion of an exam that is taken out of the exam room. At the end of the exam, it is the student's responsibility to return all exam materials to the proctor who will then seal them inside an envelope.

Post-Examination Discussions

Students who have taken an examination may not convey information about a particular examination to a student who has yet to take the examination. Students have an obligation to determine whether another student has completed the examination before discussing the contents of a particular examination. Similarly, students who have not taken an examination may not receive or solicit information about the examination from a student who has already taken it. This rule applies not only to oral conversations but also to written discussions, including those in electronic form or on social media, for example: Facebook, Instagram,...

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Unexcused Failure to Take an Exam

If students fail to take a scheduled examination on the date and time specified on the exam schedule, they will receive a zero score for the exam unless the Board of Principals has given them approval in advance.

If a student is sick or absent on the day of an examination, the Board of Principals must be notified as soon as possible. A doctor's certificate is required to explain the absence. Arrangements may be made to sit the examination at another time, at the discretion of the Board of Principals.

Attendance Roster

Students must sign the exam attendance roster to verify their attendance on the day and at the session of the exam.

Academic Dishonesty in Semester Examinations and Non-Examination Classroom Assessments

If students are found guilty of academic dishonesty such as plagiarism, cheating, and/or permitting someone to copy their work, they may be allowed to retake the exam or resubmit the assessment. However, the student will not receive a grade for that assessment task higher than C 'Satisfactory' (the School policy for make-up exams will be applied).

For students that teachers deem as being suspicious of cheating (therefore jeopardising the integrity of the assessment), yet are NOT caught in the act, a new exam or assessment task will be given to that student within one school day of the date they took the initial assessment. The new exam or assessment task will be developed to measure the same knowledge, skills, and aptitudes as the original assessment. A Parent or Guardian must be contacted to explain the nature of the incident, what the procedure will be, and any consequences. If that student elects not to be re-assessed, then the student has failed to provide evidence of their learning, and thus a grade E 'Very Low' must be awarded in relation to the relevant components of the syllabus.

Student Responsibilities

It is the student's responsibility to:

- Complete classwork, homework, and revision tasks, which may or may not be formally assessed but are essential to the student's teaching and learning program.

- Submit all tasks in a timely manner.

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- Understand the necessity for, and support the teacher to maintain, files of assessed work in case required by the NESA.

- Maintain a good record of behavior and attendance.

- Advise teachers concerning matters such as absence from class, missed in-class tasks, requests for task extensions before the due date, and other matters relating to assessment.

Teacher Responsibilities

- Develop a teaching and learning program that appropriately delivers the current Authority syllabus for the particular pair of units.

- Ensure that all assessment tasks are fair, valid, and reliable.

- Ensure that the work to be assessed and the criteria used to assess learning are clear to the students.

- Provide students with access to a scope and sequence at the start of the school year. The scope and sequence will include the integrated teaching, learning, and assessment content of the course; the sequence in which the content will be implemented; and the approximate time required to complete each section. This includes the approximate timing and general descriptions of major assessment tasks. If any amendments need to be made to this information, the teacher will ensure all students are advised.

- Make provision for students who miss an assessment for valid reasons.

- Encourage students to always complete work to the best of their ability and advise them of the consequences of cheating, plagiarism, and collusion.

- Maintain student work samples and other evidence of student progress and achievement, if required by the Board of Principals, and transfer to the academic office at the end of the semester.

- Provide students with timely assessment feedback and guidance.

- Inform students and Parents of the academic progress, as appropriate.

- Provide regular comments on student progress using the School's online portal communication system.

- Inform the Homeroom Teacher and send students the list of homework programs if his/her performance is lower than expected.

- Use achievement information when planning programs.

- Maintain accurate, ongoing classroom-based records of student achievement.

- Meet the timelines for assessment and reporting.

- Engage in regular professional learning and make use of support materials, including Judging Standards (achievement standards, assessment pointers, and annotated work samples), to make valid and reliable judgments when determining whether students can demonstrate their knowledge, understanding, and skills in relation to the year-level Achievement Standard.

Head Teacher Responsibilities

Head Teachers need to ensure that all teachers' approaches to assessment meet the requirements of NESA. Assessment tasks must be standards referenced. Valid assessment invites students to demonstrate the breadth, depth, and range of what they know and can do. It provides evidence for teachers to make professional judgments about students' learning.

Thus, it is the responsibility of each Head Teacher to complete the assessment validation checklist prior to the students undertaking any major assessment task. This checklist will ensure the following:

- Assessment tasks match the relevant syllabus components of the New South Wales Curriculum.

- Assessment tasks are valid tools for what they are designed to assess (i.e.: they measure what the task intends to assess, and can provide accurate information on student performance).

- Assessment contexts match the subject unit plan.

- Assessment contexts are inclusive, accessible for all students, and free from bias.

- Assessment task instructions require materials and equipment, and criteria are clearly defined.

- Assessment tasks include clearly defined response types and expected responses from the students.

- Assessment tasks meet the Principles of Assessment.

- Assessment tasks are part of an ongoing process where progress is monitored over time.

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Parents and Guardians Responsibilities

- Provide information to the School on enrolment about students with special needs so that a student's special needs can be discussed to ensure that the School can deliver effective learning strategies for the student. This includes information regarding any physical impairment.

- Contact the teacher if there are concerns about performance in a specific subject.

- Contact the School Office if there is a general academic, social, or emotional problem. Early identification is vital, particularly when students are diagnosed with a learning disability or disorder.

- Make appointments with teachers for teacher-parent meetings and at other times as needed.

- Provide evidence for absence, such as a medical certificate, when their child is absent from an assessment or test.

Reporting

Progress Reports

Progress Reports will be issued online through SPS 360 2 times/year, in Term 1 and Term 3, to students from Prep to Year 8.

The online progress report contains grades, learning descriptors, a brief description of the topics/standards that occurred in a specific marking period for each content area, comprehensive written comments for each subject, and the student's attitude and commitment to learning. Comments identify student strengths, areas for further development, and strategies to support and/or extend learning.

Semester Reports

Each Semester Report contains grades, learning descriptors, and comprehensive written comments for each subject, and the student's attitude and commitment to learning. Comments identify student strengths, areas for further development, and strategies to support and/or extend learning.

- Report on student achievement in all the learning areas taught.

- Report using system-based or school-based achievement descriptors based on NESA judging standards and use letter grades. The achievement descriptors must align with the achievement standards described in the outline.

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- Include information on the report about the student's attitude, behavior, and effort in terms other than the five-point scale, which is used as a measure of achievement.

- Report on the student's progress in personal and social learning.

- Include in the report any additional information the School considers relevant, including an overall teacher comment.

Grades

- Achievement grades are awarded to students in all year levels at the end of each semester for subjects studied during that semester.

- Assessment of student achievement in terms of letter grade, where:

  A = Excellent Achievement

  B = High Achievement

  C = Satisfactory Achievement

  D = Limited Achievement

  E = Very Low Achievement

Year-end Ceremony

At the end of the school year, the School organizes a Year-end Ceremony to celebrate the achievements of outstanding students at each year level.

Key Reporting Dates

1. End of Term 1 (Mid-Semester 1)

   - Teachers will provide progress reports to Parents regarding typically expected progress in Mathematics, Science, English and HSIE.

2. End of Term 2 (End of Semester 1)

   - Student-Led Conference.

   - The Academic Transcript is offered, including information on academic achievement across learning areas, values development, and work habits. A general comment by classroom teachers is included.

   - Student work samples will be displayed, showcasing the student's performance.

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3. End of Term 3 (Mid-Semester 2)

- Teachers will provide progress reports to Parents regarding typically expected progress in Mathematics, Science, English and HSIE.

- Student work samples will be displayed, showcasing the student's progress across the terms.

4. End of Term 4 (End of Semester 2)

- Student-Led Conference.

- An academic transcript is offered, including information on academic achievement across learning areas, values development, and work habits. A general comment by classroom teachers is included.

- Student work samples will be displayed, showcasing the student's progress across the terms.

- Additional parents-Student-Led Conference. will be scheduled as required. Some students will be placed on Individual Education Plans.

Reviewing Marks and Grades

- Parents are urged to read the report carefully and contact the School should they be concerned about their child's progress. Parents are invited, should they wish to discuss the progress of their child, to attend the Student-Led Conference, of which two are scheduled during the year, and to make additional contact should the need arise.

- If a student considers that there is an issue regarding the delivery of the course or the teacher's grading judgments, they should, in the first instance, discuss the issue with the teacher.

- If an assessment issue cannot be resolved through discussion with the teacher, then the student's Parent or Guardian should approach the Board of Principals

- Student or Parent/Guardian can request, in writing, that the School conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

  - The assessment outline does not meet the syllabus requirements.

  - The assessment procedures used do not conform to the School's assessment policy.

  - An error occurred during the evaluation of academic results.

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- A calculation error occurred during the evaluation of academic results.

● The Principal, or a nominated representative, will conduct the review. The reviewer will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their Parents or Guardians.

Reviewing and Re-evaluating Exams

Reviewing Exams

● Parents can schedule an appointment to view the exams/assessments with the teacher within 30 days of announcing the academic results.

● When scheduling an appointment, Parents are kindly requested to inform the Admissions Department or the responsible teacher at least 03 (three) days in advance so that the Academic Affairs Department can prepare the exams/assessments.

● Exams can only be copied by handwritten notes; photographing, filming, photocopying, or scanning is not allowed.

Re-evaluating Exams

● Re-evaluation is when students or Parents believe that the exam results do not reflect their performance or the score they expected. In such cases, the student or Parent can submit a request for re-evaluation, asking the Examination Board to review and re-grade the exam within 30 days from the date the results are announced.

● The re-evaluation results will be communicated to the student and Parents immediately after the Examination Board completes the review, but no later than 10 working days from the date the re-evaluation request is received.

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References

Appendix A

SISS Assessment Outline: Academic Year 2024 – 2025

<u>Assessment Outline</u>

Core Subjects (English, Maths, Science, HSIE)	Integrated Subjects
Participation (10%)	Project/Performance/Final Product (100%)
In-class Assignment (20%)	
Homework Assignment (20%)	
Final Exam (50%)	

Grades

Achievement standards have two important components. These can be thought of in terms of **what** and **how well**

- **What** students are expected to learn.

- **How well** they have achieved.

The A to E grading scale describes the levels of student achievement.

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Grade	Percentage Band	Achievement Standard	Descriptor
A	85 - 100	Proficient	The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	70 - 84	Accelerating	The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	51 - 69	Competent	The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	31 - 50	Emerging	The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	0 - 30	Limited Evidence	The student has an **elementary** knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.

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