



Assessment and Reporting Policy (Secondary)

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Compliance and Review

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The King's College Assessment and Reporting Policy

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ASSESSMENT AND REPORTING POLICY (SECONDARY)

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ASSESSMENT AND REPORTING POLICY (SECONDARY)

1. OVERVIEW

Assessment is the process of identifying, gathering and interpreting information about students' learning. The central purpose of assessment is to gather information on student achievement and progress both formally and informally. This then needs to be reported on to the student and their parents. This process then helps to set the direction for ongoing teaching and learning as well as notify staff of intervention measures that may be required if students are struggling with particular concepts, understandings and skills.

Reporting is the process of communicating information about student achievement and the progress gained through the assessment process. The purpose of reporting is to provide feedback to students, parents and teachers. This supports the learning and teaching process.

2. RELEVANT LEGISLATION OR AUTHORITY

This policy is provided to all Secondary students at The King's College and is based on the School Curriculum and Standards Authority (the Authority) requirements.

Disability Discrimination Act 1992

Equal Opportunity Act, 1984

School Education Act, 1999

Disability Standards for Education 2005

3. POLICY: SUMMATIVE AND FORMATIVE ASSESSMENT

Assessment is a vital part of curriculum design and the learning and teaching process. There are two main forms of assessment used by staff at the College.

1. **Formative (Informal) assessment** is designed to give students feedback on their progress in a particular unit of study. This also assists teachers in determining whether learning is taking place as a result of their teaching strategies.
2. **Summative (Formal) assessment** is used in reporting to parents via the Student Management System (SMS) and Semester Reports. Formal assessment can take many forms, including practical assessments, in-class tests and examinations, investigations, research-based assessments and digital or oral presentations. Tasks that are completed out of class should be authenticated; this could include validation in class.

All assessment tasks should comply with the principles of assessment:

Valid	Assessment should provide valid information on the actual ideas, processes and products expected of students.
Educative	Assessment should make a positive contribution to the student learning process.
Explicit	Assessment criteria should be explicit so that students are aware of the expectations of the assessment. These expectations should be clear and public.
Fair	Assessment should be fair to all students and not discriminate on grounds that may be irrelevant to a student's achievement of the outcome.
Comprehensive	Assessment types must be varied so that a judgement on student progress and achievement is based on multiple kinds and sources of evidence.

4. GUIDELINES: SUMMATIVE AND FORMATIVE ASSESSMENT

4.1 Responsibilities

It is the responsibility of the **student** to:

- maintain a good record of attendance, conduct and progress (a student who is absent from a class for five lessons or more in a term is deemed to be “at risk” of not achieving their best possible result).
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, requests for extension of the due date for out-of-class assessment tasks and other issues pertaining to assessment, prior to the assessment task due date.
- attempt all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date.
- in the event of student absence, continue learning at home, with all lesson information provided on SEQTA.

It is the responsibility of the **teacher** to:

- develop a program that appropriately delivers the current Authority syllabus for the particular course.
- provide students with access to a course outline and an assessment outline.
- ensure that all assessment tasks are fair, valid and reliable.
- maintain an assessment file for each pair of units studied which contains all completed written assessment tasks. To assist students, the College will establish an assessment file for each student for each course/program. These assessments will be accessible to students whenever requested.
- provide students with timely assessment feedback and with guidance about how best to undertake future tasks (timeline provided by HOLA).
- maintain accurate records of student achievement and publish online using the School Management System.
- meet College and external timelines for assessment and reporting.
- inform students and parents of academic progress, as appropriate.

4.2 Examinations

Year 11 and 12 ATAR Course School Examinations

School examinations are included in the assessment outline for the pair of units. The weighting varies between courses and is included in the assessment outline.

A written examination will be held in all ATAR courses at the end of Semester 1 and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR course examination.

In Year 11, written examinations are typically 2.5 to 3 hours in duration.

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In Year 12, most written examinations are 3 hours in duration. The exceptions include Mathematics, as the examination is divided into two parts - Section one is 50 minutes + Section two 100 minutes. Additionally, courses with a practical, performance or oral examination can vary in length.

The examination timetable is issued to students prior to the start of the examination period.

College examination procedures are based on SCSA recommendations.

<https://senior-secondary.scsa.wa.edu.au/assessment/examinations/rules-of-conduct-for-atar-course-examinations>

- Students will not be admitted to an examination after 30 minutes have passed from the start of the working time of the examination.
- Students will not be allowed to leave the examination during the first hour of the working time of the examination or during the final 15 minutes of the examination.
- Collusion between candidates may lead to the cancellation of the practical and/or written examination marks for each of the students involved.
- Possession or knowledge of examination questions before an examination may lead to cancellation of the student's practical and/or written examination mark(s).
- Possession of unauthorised materials or technologies during an examination will lead to the cancellation of part or all the student's practical and/or written examination mark(s).
- Markings on authorised materials in the examination room will lead to the cancellation of part or all the practical and/or written examination mark(s).
- Unauthorised removal of examination materials from the examination room will lead to the cancellation of part or all the student's practical and/or written mark(s).
- Blatant disregard of examination room regulations and/or instructions will result in the removal of the student from the examination room.

If an examination contains an error or questions are based on content that is outside the syllabus, or there is a breach of security, the College will:

- remove the question containing the error or based on content outside the syllabus, or
- set a new examination if there is a breach of security that affects all students, or
- penalise the students involved if there is a breach of security limited to only them.

If you are sick or unable to attend the examination, you must email the Deputy Principal Learning and Teaching (danielo@tkc.wa.edu.au) **prior to the exam starting time**. You will then be asked to fill out a sickness and misadventure form that may require a medical certificate to be produced in support of this application. If the application is deemed valid, the examination can be rescheduled by the Deputy Principal Learning and Teaching. This is only a possibility with School-based examination, not external WACE exams.

As in the final WACE examinations, if a student arrives late through failure to read the examination timetable correctly or lack of organisation, that student will only be allowed to enter the examination room if their arrival is within the first 30 minutes of the examination. They will not be given any extra time in which to complete the exam. If you are running late because of an emergency or legitimate reason, please contact the College reception so a message can be sent to the examination supervisor, and extra time will be provided.

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If the examinations take place during the holidays, students will need to sign in and out at the front office on the day of the examination.

Lower School Examinations

Only occur in Years 9 and 10. Preparation and invigilation will reflect the rules for upper school examinations.

4.3 Year 12 General and Foundation Course Externally Set Task

All students enrolled in a Year 12 General or Foundation course are required to complete an externally set task (EST) for that course.

The EST is included in the assessment outline. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50-minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day, they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is after the date that the Authority requires the College to submit the EST marks, then the Deputy Principal Learning and Teaching will determine if the reason for non-completion is acceptable.

If the reason is acceptable to the Deputy Principal Learning and Teaching, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), or
- allocate a predicted EST score based on the student's ranked performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

If the reason is not acceptable to the College, the student will be allocated a mark of zero.

4.4 Students with Disability Adjustments (Responsive Education)

Students with diagnosed or imputed disabilities are entitled to assessment and exam adjustments to ensure equitable access as outlined by the SCSA (School Curriculum and Standards Authority).

These adjustments may include:

- Extra working time.
- Rest Breaks
- Support Person.
- Use of computer/assistive technologies.
- Modification to the environment.
- Separate supervision.

The Responsive Education team will support adjustments as identified in the student's Individual Education Plan (IEP) or Learning Profile. This permission is granted by Heads of Learning areas in consultation with the Parent/Carer and/or students as well as the Director of Responsive Education. Applications for special disability adjustments will be coordinated by the Deputy Principal of Learning and Teaching in collaboration with the Director of Responsive Education, with final approval by the School Principal.

4.5 Frequency of Assessments

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At the beginning of the year, students will receive a program and will indicate the scheduling of the assessments. The programs should be accessible via SEQTA.

The frequency of assessments will provide adequate coverage of the course and the required outcomes.

4.6 Retention and Disposal of Student Work

The College will establish an assessment file for each student for each course/program. The file holds all the student's marked written assessment tasks. The College will retain all assessment material, as it is required by the teacher when assigning grades at the completion of the pair of units.

The Authority may request access to these assessment files for moderation purposes of Year 11 and 12 courses. The files can be retained by the College (or the student in Years 11 and 12) until the College's grades are approved by the Authority, at the conclusion of student appeals at the end of Term 4.

Students will have access to the assessment file for revision purposes during class time and for home study at their request. The files will be available to students for collection at the end of the school year. All materials not collected by the end of the year are securely disposed of by the College.

The College will not use the materials for any other purposes without the written permission of the student.

4.7 Modification of the Assessment Outline (Years 11 and 12)

If circumstances change during the teaching of a pair of units, requiring the teacher to adjust scheduled assessment tasks, then students and parents will be informed and provided with a copy of the amended assessment outline.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the assessment outline will be modified and provided to the student and parent/guardian.

4.8 Missed Assessments

Students who are absent without a good reason, such as illness, on the day an assessment is to be undertaken may face a penalty. This is the decision of the HOLA, not the classroom teacher.

If there is an unavoidable absence on an assessment day, the student will usually be asked to complete the assessment task on their return to school.

4.9 Extended Holidays/Leave

Attendance at school is a legal obligation, and therefore term holidays or extended leave is not recommended. If parents wish to take their child out of school for family reasons or holidays. They are required to notify the College Principal in writing. Students can use SEQTA lessons to keep up with missed work, which is advised to minimise the educational disruption and protect the student's grades. Teachers are not required to make additional resources or provide additional face-to-face teaching on the student's return.

4.10 Absences

- I. All absences from the College require written parental notification.
- II. Sickness and misadventure form must be filled if a student is absent from examinations or formal assessments, and a medical certificate may be required.
- III. Parents write directly to the principal prior to a **known absence** to inform them of any days that a student is going to be absent from the College during the normal school term, e.g. holidays. These absences are not approved by the school and, therefore, may require alterations to assessment profiles.
- IV. It is the student's responsibility to contact each of their subject teachers to make arrangements to obtain missed work or missed assessments, whether formal or informal.

4.11 Extensions

Requests for extensions need to be made to the Head of Learning Area in which the assessment is set.

Acceptable reasons for non-completion or non-submission of an assessment task

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the College. For example:

- where sickness, injury or significant personal circumstances prevents a student from attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled.
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases, the parent/guardian must:

- contact the College before 8.30 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment, and
- provide either a medical certificate or a letter of explanation immediately following the student's return to school.

Where the student provides a reason, which is **acceptable** to the College, for the non-completion or non-submission of an assessment task, the HOLA will:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), or
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), or
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority's requirements for the course and to enable a grade to be assigned).

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. family holidays, preparation for the College ball).

Where a catastrophic event (e.g. a pandemic) affects the delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the College examination timetable, students will be advised by the College of adjustments to the task requirements and/or the assessment outline.

4.12 Late Assignments

It is a teacher's responsibility to ensure that all students in their classes are aware of the course requirements, including assessments and due dates. It is the student's responsibility to record the information required for an assessment, including the due date. All course details and assessment details must be uploaded to SEQTA Learn and SEQTA Engage for both students and parents/carers to view. Notifications regarding the submission requirements can be placed on SEQTA Learn and SEQTA Engage for all stakeholders to avoid late or missed assessment tasks.

If a student submits work late without an acceptable reason, there will be a percentage penalty as determined by the teacher in consultation with the HOLA.

5. HOME LEARNING EXPECTATIONS

At The King's College, we believe that home learning/homework is a valuable aspect of the learning process, and it contributes to the development of sound study habits.

Learning is enhanced through the provision of opportunities to **review, reinforce and relate** what has been learned at school. Home learning also enables parents to become aware of what students are studying at school and monitor student ability in various areas of study.

1. Students are expected to complete set homework on a regular basis, and there are three main categories of this home learning:
 - i. **Study** - This may be initiated by the students as revision of topics covered in class or for a specific assessment. This is an important part of the learning process as it helps students to reinforce skills, knowledge and understandings from class work.
 - ii. **Set Work** - This type of work may be initiated by the teacher and is set/due on a specific day of the week. The aim of this work is to build skills acquired in class through answering questions and gaining feedback on those questions. This type of work is often set as a challenge for students and helps them to learn through a process of prior knowledge and problem-solving.
 - iii. **Reading and /or research** – this may include the reading of a set text for English or research of a new topic for subjects that require additional knowledge or insight on a specific topic.

5.1 Homework Guidelines

1. The following is a guide to the quantity of homework to be undertaken at each Year level. There will be times when these suggested timings are exceeded, especially prior to examinations and the submission of major assessment work. Students are encouraged to construct a learning plan to enable them to complete large pieces of work by breaking them down into smaller, more manageable tasks.

Year 7	35 minutes + 10 minutes reading	4 to 5 times per week
Year 8	45 minutes + reading and assignments/study	4 to 5 times per week
Year 9	60 minutes + reading and assignments/study	4 to 5 times per week
Year 10	75 minutes + reading and assignments/study	4 to 5 times per week
Year 11	At least 2 hours + reading and assignments/study	5 to 6 times per week
Year 12	At least 2 hours + reading and assignments/study	5 to 6 times per week

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2. All homework should be written in the Student Diary. Set homework that is not completed will be followed up by the teacher, and parents/carers will be informed. The relevant HOYs will be informed of a student's regular and repeated failure to complete homework tasks.
3. Management of study and homework time is a crucial factor in academic achievement. Students are encouraged to create a study/homework timetable. Parents are encouraged to read the students' diary pages and become familiar with set homework as well as due dates for assessments. The latter is available on SEQTA Engage. Every effort will be made to communicate positive study habits to students. Parents/carers will also be informed of these practices so that the habits can be supported at home.
4. The positive effects of homework for students with special needs should be the same as for those of other children. The following needs to be considered:
 - Homework should be differentiated to suit individual needs.
 - Teachers should ensure that students with special needs understand homework tasks well and that these tasks are carefully structured.
 - Parental involvement is advisable and should be ongoing.
 - The required amount of work to be completed at home will be less than is expected for other students and will be tailored to the ability of the student.
 - Tasks should support areas that have been recorded on the student's IEP or Profile. The aim of the task is to assist the student's learning and to increase student self-efficacy.

6. ACADEMIC INTEGRITY: POLICY

At The King's College, it is the responsibility of every student to correctly acknowledge the work of others and to ensure that they do not, at any time, present this work as their own, specifically through plagiarism, collusion and/or cheating. Students are encouraged to correctly acknowledge their work using both in-text referencing and a correct bibliography.

Teachers are also required to maintain a high level of academic integrity by modelling good referencing practice when explaining an assessment piece, outlining research procedures and in the compilation of notes for class work, PowerPoints, worksheets etc.

College staff are also expected to maintain a high level of security regarding the storage of tests and examinations. Vigilant supervision during in-class tests and examinations is also required.

7. ACADEMIC INTEGRITY: GUIDELINES

7.1 Cheating, Collusion and Plagiarism

Students must not cheat (i.e., engage in a dishonest act to gain an unfair advantage).

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

- is prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert) without correct acknowledgement
- is created by Artificial Intelligence software
- is copied or downloaded from the internet without acknowledging the source
- paraphrases or summarises the work of others.

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If cheating, collusion or plagiarism has occurred, the teacher will refer the matter to the relevant HOLA. As part of this process, the student will be asked to explain their behaviour.

If it is demonstrated that a student has cheated, colluded or plagiarised, the student and parent/guardian will be informed by the HOLA of the penalty, potential resubmission of work and any further disciplinary action.

This may be escalated to Deputy Principal Learning and Teaching if required.

7.2 Security of Assessments

Where the College works with other schools and uses the same assessment task or examination, the task/examination and the student responses will be retained by the teacher until the task/examination has been completed by all students.

Out-of-class assessments can be validated to ensure the authenticity of student work. This may be done through one or more of the following:

- (i) View the assessment at interim stages.
- (ii) Collect notes/drafts to compare with the finished assessment.
- (iii) Set part or all of the assessment as an in-school completion task.
- (iv) Students write research notes and then use these to write an in-class assessment task. (written or oral)

7.3 Students Unable to Complete Tasks due to Cultural Beliefs

In a circumstance where it is believed that a student may struggle with a particular assessment task due to cultural beliefs. The most likely outcome is negotiations between the teacher and the student, together with the HOLA, to establish another assessment as an alternative. This must ensure that the student is not disadvantaged in any way.

7.4 Changing Subject Choices

Students may change their option subjects in Years 8, 9 and 10, but these changes are subject to availability. For this to occur, the student needs to request an interview with the Deputy Principal Learning and Teaching to determine if this change can occur. Students will need to complete any missed work as a result of their changeover. The final date for transfer between subjects is on **Friday at the end of Week 4, Term One**.

In Years 11 and 12, students may change their Courses of Study in consultation with the Deputy Principal Learning and Teaching. If a change of course is granted, students will need to complete missed work as a result of the changeover and become familiar with the new Course of Study requirements. The final date for transferring subjects will be **Friday at the end of Week 4, Term One**.

7.5 Return of Assessments and Marks on SEQTA

Under normal circumstances, assessments will be returned to students with a mark and appropriate feedback within ten school days of the assessment being submitted/collected. The return of the assessment will take place at the same time or as close as possible to marks are comments being placed on SEQTA Learn and SEQTA Engage.

Students receive a mark after each piece of formal assessment in all their subjects. This is designed to:

- (i) give students a written record of their achievement in each piece of assessment.
- (ii) inform students of their progress in the subject by allowing comparison with other assessment pieces from the unit of study.

- (iii) inform parents of student achievement in each individual assessment for the year.
- (iv) allow parents to track the progress of their child throughout the year and determine if the student needs extra help with their understanding of that subject.

7.6 Reporting

The King's College is committed to open communication with parents regarding the academic progress of each student.

A formal Semester Report is given after the examination period at the end of each Semester. The reporting process is designed to:

- (v) enable students to understand their level of achievement.
- (vi) inform parents about the child's overall achievement in each subject as well as give written feedback on student progress and participation in the subject.
- (vii) provide an ongoing record of the student progress and achievement during their time at the College. This can be used as part of a resume for future employers.

Students and parents should be receiving regular feedback via SEQTA. Students will receive a mark after each piece of formal assessment. Parental follow up should occur if the student is not achieving their potential or likely to receive a D or E grade.

A Western Australian Curriculum grade will be given. This grade is an indicator of each student's achievement against the standards and requirements outlined in the Achievement Standards provided by the School Curriculum and Standards Authority (SCSA). These Achievement Standards describe the expected achievement for students who have been taught the curriculum content for the full year of schooling. As such, the Semester One grades are indicative or progress grades only. The Semester Two report contains the final grade as measured against the Achievement Standards for the Western Australian Curriculum.

7.7 Years 11 to 12

All grades need to be approved by the respective HOLA. ATAR and General and Foundation courses will receive a grade based on the Grade Descriptions as detailed in the Year 11 or Year 12 syllabus for that course, as provided by SCSA. As with years 7-10, the Semester One report will be an indicative grade only, with a professional judgement made by the teacher in consultation with HOLA. This is based on the content and assessments covered, while the Semester Two report will be a final grade based on the Grade Descriptions. At this point, students will receive this same grade for both the units of the year-long course that they have completed.

Vocational Education and Training (VET) courses will not be given a grade. Students must demonstrate competencies for each unit of the course, and only those units that are completed will be reported, as well as the total number of units required for completion of that certificate. Statements regarding the completion of units are issued by the Registered Training Organisation delivering the VET course.

For VET courses being delivered within the College, semester reports will only indicate:

- (i) Yes - on track to complete the qualification or
- (ii) No - not on track to complete the qualification.

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7.9 Appeals Concerning Marks or Grades

Parents may appeal a grade given in a subject. Therefore, students should keep all assessment pieces that are returned to them, but under normal circumstances, most formal assessment pieces in senior school will be stored securely by teachers or scanned onto the College server/drive until the grades have been ratified by SCSA and no appeals have been made.

8. RELATED POLICIES AND INFORMATION

Child Protection Policy and Procedures

Inclusive Education Policy

Staff Code of Conduct

Family Handbook

Student Diary

Attendance Policy

College Records Policy

Complaints Policy

Student Health Policy