WILLUNGA HIGH SCHOOL

Feedback, Assessment, Reporting & Monitoring Policy

Mission Statement

Willunga High School creates an inclusive learning environment that provides high quality, innovative learning opportunities for young people that enable them to become highly successful global citizens.

For Years 7 to 12 teachers use assessment criteria from the relevant curriculum framework (Australian Curriculum, International Baccalaureate Middle Years Program, South Australian Certificate of Education) to determine student progress in learning.

As learners at Willunga High School we strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	**Open-Minded** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	**Caring** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	**Risk-Takers** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Communicators We express ourselves confidently and creatively in more than one language and in a variety of ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	**Balanced** We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	**Reflective** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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Feedback, Assessment, Reporting and Monitoring

Feedback, Assessment, Reporting and Monitoring processes are interrelated and directly impact student achievement.

The following principles underpin the Willunga High School Feedback, Assessment, Reporting and Monitoring process.

Feedback

At Willunga High School all staff are committed to providing consistent, timely and forward-feedback to improve students' knowledge and understanding and to stretch or support student achievement.

Assessment

At Willunga High School all staff are committed to undertaking quality assessment practices. These include:

- Ensuring assessment is aligned with quality curriculum, pedagogy and reporting expectations and practices.
- Using formative assessment to design intentional learning and assessment activities and/or interventions that meet the needs of all students.
- Ensuring summative assessment tasks allow ALL students the opportunity to achieve a Level 7 grade.
- Ensuring students understand the assessment and success criteria for every learning task.
- Engage in regular internal/collaborative moderation.

Reporting

At Willunga High School all staff are committed to complying with Department for Education requirements outlined in the Curriculum, assessment, pedagogy & reporting policy [hyperlink]. We utilise our Learner Management System (LMS) to continuously report on student achievement for each summative assessment task. Our marks books are accurate, up to date and grades are visible to caregivers and students.

Willunga High School reporting adheres to the following frameworks and processes:

- <u>IBMYP</u> – Using the LMS marks book, teachers are required to record student's levels of achievement for the relevant, assessed MYP Criteria A, B, C and D using subject specific rubrics with levels 0 – 8. For reporting at the end of a course, teachers are to identify the 'best fit' in achievement and report the grade (1 – 7) in LMS Reporting section.
- <u>SACE</u> - Using the LMS marks book, teachers are required to record student's summative assessment grades for the relevant, assessed Performance Standards using subject specific rubrics with grades A - E. For reporting at the end of a course, teachers are to average student's grade and report the grade calculation (A – E) in LMS Reporting section.

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Monitoring

At Willunga High School staff are committed to monitoring student progress and achievement through the use of ongoing data analysis (for example, Grade Book Data Extraction) and enacting timely interventions and/or stretch. We communicate concerns regarding student achievement to caregivers in a timely manner and work as a "team around the child" to address achievement concerns.
We monitor student achievement and grades and use them to reflect on our own teaching practice at an individual student and whole class level. We support students to monitor their own achievement and set personal learning goals.

Feedback Process

Effective feedback assists the learner to reflect on their learning and/or their learning strategies so they can make adjustments to better progress in their learning.

An extensive consultation period with Willunga High School Staff and Students in 2022-2023 resulted in the following agreed Feedback Principles:

Principle 1: Feedback is not...
Feedback on formal tasks that simply includes marks, grades or comments and/or discusses the level of performance, suggesting that the learning journey is finished, should be avoided. This can prevent the learner from fully considering and acting on the feedback. Effective feedback does not include:
- A grade and rubric ticked off with no comment on how to improve
- Editing a students work
- Generic statements such as "good work, well done" or generic comments not written about the individual students' work
- Only occurring at the end of an assessment period
- A comment on the person or behaviour
- Giving praise, reward or punishment

Effective feedback does not merely correct learners' errors but actively requires them to reconsider their work and think about why, for example, spelling and punctuation may be incorrect, where a mistake has been made.

Principle 2: Feedback is...
Feedback is flexible and is dependent on the subject and learning unit/task students are completing. Effective feedback practices may include:
- Focusing on the quality of the learner's work product and/or processes
- motivating and challenging the learner to further develop their knowledge and skills
- recognising the student has done well and identifying what has been misunderstood or not understood
- focusing on the quality of the work and is specific
- is directly linked to the learning intentions and success criteria
- may be spoken, a gesture or formalised in writing

Feedback on learning tasks also needs to be regular and provided as soon as possible after completion. Written, descriptive comments need to be in the language that is accessible to the learners and should refer back to the preliminary discussion of learning goals and success criteria. Effective feedback provides specific guidance on how to improve learning outcomes and it enables the learner to think about the learning involved in the task and not just the activity of completing the task.

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Feedback from Learner to Practitioner

By listening to learners respond to questions about tasks and looking closely at their work during lessons, practitioners can gain powerful feedback on the level of learner comprehension, and their own practice. This evidence supports teacher reflection and can provide strategies to more effectively assist learners to make progress with their learning.

The practitioner can receive feedback through learners' mode of questioning. To effectively gather evidence from questioning learners on who does and does not comprehend task requirements, practitioners can differentiate the way questions are asked in the classroom, to support all learners engaging in and providing evidence of understanding. This evidence should indicate whether it is necessary to reteach, provide more varied discussion and scaffolding, use peer teaching or move the learners forward.

Principle 3: Feedback must be timely

We provide feedback to students in a timely manner, while there is still time for the learners to act on it to monitor and adjust their learning.

Feedback can take many forms in the classroom and may be dependent on the learning task and subject. It can be 'in-the-moment' in the case of classroom dialogue and discussion, or formal in the case of submitting a draft for documented feedback.

- Teachers pre-plan the type of feedback students will be exposed to during a learning unit, and when they will receive it.
- Student-to-student feedback is encouraged to support the feedback process and learning unit. Teachers set the conditions and expectations for student-to-student feedback to occur in a safe and productive environment.
- Teachers ensure documented feedback on draft submissions are returned within two weeks of the drafts' due date.
- Teachers ensure all summative assessment tasks are graded and results uploaded to the school's Learner Management System (SEQTA) within two weeks of the due date.

Assessment

Teachers are responsible for involving students actively in all stages of the learning process including assessment. In all subjects the assessment criteria should require students to develop higher-order thinking skills and conceptual understanding. Teachers will use a range of assessment strategies so that students receive opportunities to demonstrate their knowledge and skills in varying contexts. Teachers will design tasks that allow students to demonstrate the highest levels of learning according to SACE Performance Standards and IBMYP Criteria. Differentiation of tasks will be undertaken, where appropriate, to ensure that all students have equal opportunity for success.

Formative assessment is carried out continuously. The role of this type of assessment is to provide feedback to students and to enhance teaching and learning. Continuous assessment of student work supports learning and provides a measure of progress.

Summative assessment follows formative assessment and may occur at any time. The role of this type of assessment is to evaluate students for the degree to which they have met the subject criteria or outcomes.

Students and caregivers are responsible for regularly monitoring and analysing their assessment results (with support from the teacher if required) and for setting achievement goals related to their learning and assessment results. This process is supported through Learner Profile Development lessons (years 7-10) or Mentoring (years 11-12). Refer to Monitoring section of this policy for more information.

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Assessment Principles

Principle 1: Teachers ensure assessment is aligned with quality curriculum, pedagogy and reporting expectations and practices.

- All students can expect to participate in a planned teaching and learning program based on the IBMYP, Australian Curriculum and SACE frameworks which responds to their needs, interests, prior experiences and achievements.
- All teachers facilitate engaging and rigorous learning opportunities.
- All teachers regularly record evidence of learner achievement in ways which best support teacher professional judgments, assessment purposes and methods. in a timely manner following timeline agreements.

Principle 2: Teachers use formative assessment to design intentional learning and assessment activities and/or interventions that meet the needs of all students.

Effective assessment requires the use of a comprehensive range of methods and strategies. Teachers will use a range of formative strategies to gather information about students' learning. These strategies will verify students' skills and knowledge over a period of time and in a variety of contexts.

Effective and equitable assessment and reporting practices occur when the diversity of cultural background, learning needs, socioeconomic status and gender are considered and catered for. Learning takes place in a safe and supportive environment, and when students have access to the resources they need and the knowledge and skills to participate.

This means that teachers are responsible for:

- ensuring that the aspects of the assessment are explicit
- providing a range of opportunities and strategies to acknowledge prior student knowledge
- devising learning and assessment tasks that support students to participate in ways which are culturally and linguistically sensitive and appropriate
- embracing strategies that address affirmative action in ensuring equitable outcomes for all students.

Principle 3: Teachers ensure summative assessment tasks support the opportunity for ALL students to achieve an A grade.

- Consistent task design utilised to support learning and achievement
- IBMYP Criteria and SACE Performance Standards are explicitly taught in learning environments
- A Grade examples are reviewed to support students in understanding how to achieve A Grades

Principle 4: Teachers ensure students understand the assessment/success criteria for every learning task.

We believe that when teachers, caregivers and students work together it is more likely that the learning program will reflect the needs of all students, fostering student engagement.

For students to be skilled and knowledgeable they have to understand how assessment and reporting contributes to their learning, be experienced in different approaches to assessment and reporting and feel confident to participate in the process.

Principle 5: Teachers engage in regular internal/external collaborative moderation.

Discussion about assessment and reporting practices at staff meetings, Professional Learning Communities, Learning Area Teams and Year Level Teams are integral to a number of our school processes. These include curriculum review, professional development, and resource allocation.

The collaborative construction of assessment plans and task design, along with the inclusion of moderation exercises is essential in ensuring consistency.

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IBMYP and Department for Education Assessment Grades

Assessment in all years of the programme is criterion-related, based on four equally weighted assessment criteria across all subjects. Each criterion has nine possible levels of achievement (0 – 8). Teachers use the criterion descriptors to make 'best-fit' judgments about students' progress and achievement, the report using the IBMYP 1 – 7 grade scale.

The table below illustrates the correlation between the IBMYP levels of achievement and the Department for Education Australian Curriculum A-E achievement grades.

IBMYP Grade	DfE A-E Grade	DfE Achievement Description
7	A	Excellent Achievement
6	B	Good Achievement
5		
4	C	Satisfactory Achievement
3		
2	D	Partial Achievement
1	E	Minimal Achievement

South Australian Certificate of Education (SACE) School Assessed Results

The subject grades for both Stage 1 and Stage 2 are based on the Performance Standards described in each subject outline. Teachers may use scores or grades for individual tasks but use grades for final reporting. Each grade corresponds to a level of the performance standards.

The SACE Board provides a school assessment calculator that teachers may use at:

- Stage 1, to combine the grades (A to E) for the assessment types (weightings of assessment types set by the school approved Learning and Assessment Plan) to produce a student's SACE subject grade
- Stage 2, to combine the grades (A+ to E-) for the assessment types (weightings of assessment types are set and as described in the subject outline) to produce a student's on balance school assessment grade.

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Reporting Process

Term 1

Timeline	Activity	Additional Info
Week 7	Grade Books Data Extraction 7-12	Grade Books data extracted from teacher's marks books. Sub School Leadership teams to analyse data to identify Students at Risk.
Week 8	Case Manager's/Sub School Leaders to send home at risk letter and request interview	Students at Risk identified by Sub School Leadership teams and a request for a family meeting made to discuss progress and support strategies. Case Managers/Sub School Leaders may ask teachers to be involved in these meetings if appropriate.
Week 9/10	Teachers to contact home to encourage interview bookings	SMS template provided. Teachers encouraged to use this and/or other forms of communication to encourage parents to book in for interviews.
Week 10	Parent-Student-Teacher Conferences (11am-7pm)	No classes to run on this day to ensure teachers are available for interviews.

Term 2

Timeline	Activity	Purpose/Additional Info
Week 4	Grade Books Data Extraction 7-12	Grade Books data extracted from teacher's marks books. Sub School Leadership teams to analyse data to identify Students at Risk.
Week 6	Case Manager's/Sub School Leaders to send home at risk letter and request interview	Students at Risk identified by Sub School Leadership teams and a request for a family meeting made to discuss progress and support strategies. Case Managers/Sub School Leaders may ask teachers to be involved in these meetings if appropriate.
Week 9	Yr 7-12 Reports (Written)	Report with Tick boxes (addressing the effectives - Knowledge & understanding, Skills, Approaches to Learning, Work Completion. Grade, Achievement/Performance Standards and subject overview. For Yr 12s- Report will require a comment and a grade "subject to moderation". This allows Yr 12 teachers to comment in depth, how a student can improve their achievement for the remainder of their course.
Week 10	Reports Checked by Line Managers & Returned	Reports checked by Line Managers and returned by Tuesday, week 10. Teachers to make required amendments by Friday week 10.
1st Week of Holidays	Reports Printed, Sent Home/Uploaded to SEQTA	

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Term 3

Timeline	Activity	Purpose/Additional Info
Week 4	Course confirmation and round table learning conferences.	Students and families meet with a designated leader to confirm subjects and then participate in a round-table discussion on their learning, in connection to the Learner Profiles, with their home-group teacher. Stage 2 students/families meet with their mentors to outline plans and discuss achievement levels.
Week 7 *subject to change based on semester change over*	Grade Books Data Extraction 7-12	Grade Books data extracted from teacher's marks books. Sub School Leadership teams to analyse data to identify Students at Risk.
Week 8	Case Manager's/Sub School Leaders to send home at risk letter and request interview	Students at Risk identified by Sub School Leadership teams and a request for a family meeting made to discuss progress and support strategies. Case Managers/Sub School Leaders may ask teachers to be involved in these meetings if appropriate.
Week 9/10	Teachers to contact home to encourage interview bookings	SMS template provided. Teachers encouraged to use this and/or other forms of communication to encourage parents to book in for interviews.

TERM 4

Timeline	Activity	Purpose/Additional Info
Week 7	Yr 7-11 Reports Written	Report with Tick boxes (addressing the effectives - Knowledge & understanding, Skills, Approaches to Learning, Work Completion. Grade, Achievement/Performance Standards and subject overview.
Week 8	Reports Checked by Line Managers & Returned	Reports checked by line managers and returned by Wednesday, week 8. Teachers to make required amendments by Friday week 8.
Week 9	Reports Printed, Sent Home/Uploaded to SEQTA	

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Monitoring Process

At Willunga High School we monitor student progress closely to ensure timely interventions occur and success is rewarded and celebrated. Staff, students, and caregivers are responsible for engaging with student data to monitor progress. This may be through Snapshot reports, Semester Grades, standardised testing results and pastoral care notes/qualitative information

Teachers are responsible for
- Consulting student data pre and post learning unit to identify required differentiation strategies
- Ongoing analysis of student achievement including both grades and Learner Profiles
- Completing Snapshot grades as per Reporting timelines
- Communicating home in a timely manner (and before Snapshot grades are completed) with any concerns related to student achievement
- Learner Profile Development & Mentoring teachers support their students to complete a termly goal setting task
- Refer students to Lunchtime Support for those who require intervention in work completion

Leaders are responsible for
- Learner Culture Leaders will analyse all snapshot and semester grade data to identify students at risk. They then arrange meetings with caregivers and relevant teachers to address the identified issue
- Area of Learning Leaders identify and provide support to specific teachers who may require modeling of best practice, advice or professional development
- Area of Learning Leaders analyse snapshot and semester grades to develop subject/faculty specific training and development
- The Assistant Principal for Learner Improvement and SACE Leader, in conjunction with the Area of Learning Leaders for compulsory Stage 1 subjects monitors student completion of compulsory subject and/or Stage 2 achievement. The Assistant Principal and SACE Leader works with families to support student pathways

Students are responsible for
- Regularly checking their grades and feedback on SEQTA
- Act on any feedback suggested by teachers to improve their learning
- Actively engage in analysing their data through structured learning activities in Learner Profile Development & Mentoring
- Attend Lunchtime Support program if referred

Caregivers are responsible for
- Attending school events and opportunities to discuss their child's progress (such as Parent Teacher Student Conferences) to engage in reciprocal conversations with teachers regarding their child's learning
- Inform teachers of any issues occurring at home that may impact on their child's learning in a timely manner
- Regularly checking their child's due dates, achievement/grades and teacher feedback on SEQTA
- Regularly speak with their child about their learning goals and achievement in a supportive and positive manner

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Policy Review:

The Deputy Principal in collaboration with the IBMYP Senior Leader and Area of Learning Coordinators will review and update the Feedback, Assessment and Reporting Policy annually. The policy will be stored on the all-staff Microsoft Teams page.

Endorsed by Principal Anthony van Ruiten

Prepared by

Megan Moore

Senior Leader - Internationalising the Curriculum

26/07/2023

Review to be completed in 2024 by MYP Coordinator

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