APHS ASSESSMENT POLICY

Underlying understandings about assessment at APHSs:

1. This policy has been informed by a school review of assessment at APHS carried out in 2012. (Recommendations published in ASR 2012-3)

2. APHS is responsible for accurately assessing student achievement against state-wide standards.

3. Assessment requires a mix of summative assessment of learning to determine and report what the student has learned, formative assessment to guide future learning, and ongoing assessment to focus teacher feedback alongside student self-assessment and reflection. Fundamentally, assessment will be used primarily to guide future lessons and learning.

4. Assessment needs to be relevant and varied.

5. **FEEDBACK** is highly valued and meaningful. Feedback should be provided to students in a timely manner.

**Rationale:**

- This *Assessment Policy* is designed to ensure that there is consistency across all faculties in the way in which assessment is carried out in all courses. It also aids in the establishment of open communication, helps to guide student learning, assists in establishing future direction and helps to identify areas of exemplary performance as well as those areas in need of support and assistance.

**Aims:**

- To assess school and student performance accurately and comprehensively against state-wide standards.
- To improve student learning by accurately determining current performance as well as areas of future need and development.
- To ensure that each faculty has applied the assessment policy across all subjects and courses and that assessment protocols are applied consistently across the whole school.

**Implementation:**

- All staff are to adhere to the whole-school assessment schedule. These may include tests and assignments, projects, portfolios, performance observations, discussions and involvement in statewide standardised testing processes and school entry assessment tests.
- Students are to be provided with current assessment schedules in the correct format. (See Assessment Folder for template) which meet current BOS guidelines.
• These formal assessment schedules are to be provided to students at the beginning of each course studied and BEFORE the course has begun.
• All individual (class/year) assessment tasks must be set out on the appropriate proforma which uses a consistent format across the school. (see Assessment Folder for template)
• All assessment tasks are to be based on syllabus content and outcomes.
• Each faculty will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions.
• Teachers will use the data they collect to make judgements about, and report on, student achievement in the essential learning standards.
• All staff will collect work samples representative of differing bands within classes taught for Years 10, 11 and 12. These work samples are to be scanned and placed in the Work Samples Folder in the Public Staff Folder.
• Stage 6: 4 to 5 varying tasks are sufficient for a 2 unit course.
• Stage 5: 4 to 5 tasks are sufficient in Year 10 subjects.
• At least two weeks’ notice in writing MUST BE given to students in Years 10, 11 and 12. This notice is to be supplied on the Assessment Task Proforma (see Assessment Task Folder in the Public Staff Folder)
• Our school will progressively develop individual learning plans for appropriate students (eg Life Skills) in consultation with students, parents and where appropriate, with others with specific expertise. As part of these plans they will include accommodations and alterations in assessment.
• If a student knows in advance that they will be absent when an assessment task is due, the task must be submitted before the due date.
• If a student is sick when an assessment task is due, the task must be submitted on the student’s first day back at school after the absence. Supporting documentation must also be provided.
• If an absence is extensive, the student can negotiate the submission of assessment tasks with the class teacher. This may include sending the assessment task to the teacher via email.

Evaluation:
• This policy will be reviewed annually as part of the APH School’s three-year review cycle.

This policy was last ratified by the P and C in...2014.