

## Assessment and Submission of Work Policy

The following policy and guidelines are designed to improve student achievement by clarifying the expectations of students, families and teachers in relation to work completion and submission of both Formative and Summative assessments

**Formative Assessment** - Provides evidence on student learning that is interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in learning.

**Summative Assessment** - Provides evidence of student learning that allows teachers to evaluate student achievement, against specified criteria, within a topic, unit or subject and is generally included in the calculation of a student's overall subject grade for formal reporting purposes.

This policy applies, without exception, to all students at Blackwood High School. It is to be read in conjunction with the following policies and school documents:

- Assessment and Reporting Policy
- Assessment and Reporting Procedures
- Expectations of teaching staff at Blackwood High School in relation to information and communication technology

### Principles

- All learning is valued and valuable.
- Assessment tasks are the primary means through which students can demonstrate their learning. Consequently, all assessment tasks will be completed to the required standard.
- Students who complete all set tasks are likely to achieve success in the subject.
- Students are supported to complete their work by the due date.
- Extensions to the due date can be granted in extenuating circumstances.

### Responsibilities

#### Student Responsibilities

- Strive for personal excellence when completing all set tasks, in every subject, by the due date. This includes submission of drafts when included in the timeline for an assessment task (a draft can be used as evidence of learning if a student fails to submit a final copy by the due date and no grounds for extension are present).
- If a student is aware that a summative assessment task (i.e. assignment) cannot be completed by the due date because of an extenuating circumstance, they are required to:
  - negotiate an extension with the relevant subject teacher at least **2 days prior to the due date**.
  - provide a note signed by a parent/caregiver that explains the extenuating circumstance before the due date
  - provide a medical certificate (if applicable).

**NB.** Requesting an extension is not a guarantee that one will be granted. A subject teacher will use their professional judgement, knowledge of the student's effort and progress and the evidence presented, to make an informed decision on whether to grant an extension.

- If a summative assessment task (i.e. assignment) cannot be completed by the due date and the student is not eligible for an extension, the student should submit any/all work done towards the assignment for assessment against the relevant standards. Students will be assessed on the work they submit by the due date. If a student cannot produce any evidence of learning against the required assessment criteria/standards in a task, the student may be awarded a result of zero for the task.

## **Subject Teacher Responsibilities**

- Set a due date for each formative and summative assessment task and inform students to ensure they can include this in their study plans.
- Communicate due dates to students and families/caregivers by assigning due dates to all summative assessment tasks in Daymap.
- Support students to complete their work, by the due date.
- Conduct regular checks of work progress to support students to meet the set due dates.
- Have strategies in place to support work completion, such as:
  - Chunk assignments, with due dates for each section
  - Check work/progress on a regular basis
  - Use appropriate technologies to support the distribution, monitoring and collection of assignment drafts and submissions (e.g. Daymap, Google Suite, Office 365 tools)
- Notify parents/caregivers if students have not met a due date, including check points for summative tasks. NB. This may also include formative assessment tasks as deemed necessary by the subject teacher.
- Consider the use of appropriate consequences, such as After School Learning Catch-up, to support students to complete summative tasks within a reasonable timeframe
- Negotiate extensions with students with verified extenuating circumstances.
- Take shared responsibility for supporting students to complete their work.

## **Leadership Team Responsibilities**

- Support teachers to understand the purpose and intent of the Assessment and Submission of Work policy.
- Encourage teachers to apply and use this policy where appropriate, in managing the submission of student work for assessment.
- Support teachers with the implementation of appropriate actions and/or consequences for students in breach of this policy, as per the levels of behaviours tables.
- Ensure this policy is updated regularly and shared with the parent/caregiver community in a timely manner.

## **After School Learning Catch-up on Academic Grounds**

Subject teachers may choose to assign After School Learning Catch-up(s) based on academic grounds, to support students in completing and submitting an assignment or completing a timed assessment task. If this consequence is used, the subject teacher will follow the existing school processes to assign the learning catch-up.

## **Grounds for Extension to a due date**

All students should make every effort to complete assessment tasks on or before the due date to ensure they are adequately prepared to submit their work when required. However, there are times where a student's personal situation impacts on their ability to satisfactorily complete and submit an assessment task by the due date. These situations may be grounds for an extension.

Grounds for extension fall under three broad categories: medical, compassionate and extenuating. Normal work commitments (paid or volunteer), family commitments or extra-curricular activities are not accepted as grounds for granting an extension of time. Students are expected to plan for their assessment due dates and complete work accordingly.

The following are acceptable reasons to apply for an extension:

- Medical grounds
  - If a student has a medical condition that affects their ability to dedicate sufficient time to an assessment task, they must provide a signed note from a parent/caregiver or a medical practitioner that explains the impact the medical condition has had on their ability to complete their assessment. The subject teacher will negotiate a suitable extension to the due date to ensure that the student is given an equitable amount of time to complete and submit the task.
  - If a student is absent on the day of a timed assessment task (e.g. a test), it is expected that the student will complete the task during their next scheduled lesson or at a mutually agreed upon time outside of scheduled lessons.

**NB.** In certain cases, extensions cannot be granted due to external system deadlines that the school is required to meet. If this is the case, the subject teacher will inform the student and they will use any submitted evidence for the task to support their on-balance judgement of student achievement.

- If a student is absent on a day when a task is due and their medical condition does not prohibit them from using technology, the student should submit their work through Daymap or via email to the subject teacher. Otherwise, a student should provide a note from a parent/caregiver or medical practitioner to explain their absence and submit their work on the day that they return to school.

If a student is frequently absent due to medical grounds on the day a task is due, or when summative tasks are completed under teacher supervision (e.g. tests), a teacher may request a medical certificate be provided for any future absences. The subject teacher will also notify the appropriate Learning Community Leader/ Senior School Team and/or Student Wellbeing Leader of the pattern of behaviour.

- Compassionate grounds include but may not be limited to:
  - sudden serious illness of a family member
  - recent death of a family member or close friend
  - traumatic events or misadventure, or
  - being the victim of a crime.
- Extenuating circumstances:
  - Significant family or social commitment (such as a significant role in a wedding)
  - Elite sporting commitments
  - Elite performers
  - Defence Forces or emergency services commitments

If a student is not able to meet a due date because of compassionate grounds or extenuating circumstances, they must:

- negotiate an extension with the relevant subject teacher before the due date (when possible)
- bring a signed note from a parent/caregiver, explaining the circumstances, before the due date
- provide a medical certificate (if required).

In all cases where a student requests an extension, it is reasonable for the teacher to expect that a student submits all work done up to the time when the circumstances affected the student's ability to continue and/or complete the required work. In situations where the student is no longer able to work on a given task, the teacher can use this evidence for assessment purposes.

The subject teacher will use their professional judgement in determining whether a student's extenuating circumstances will significantly impact on their ability to complete and submit their assignment. The subject teacher will make an on-balance decision, considering factors such as length of time allocated to the assignment, student's current level of completion, student's work ethic during class time allocated to the assignment (if made available) and the anticipated impact of the extenuating circumstance. The subject teacher may need to discuss the possibility of an extension with the appropriate Curriculum Leader prior to making their decision.

## **Actions, Consequences and Staff Involvement**

The following information is provided as a guide to support teaching and leadership staff to make decisions in relation to student non-completion and non-submission of work. The dot-points do not need to be considered in sequence and it is not expected that a teacher would immediately invoke all dot points in a response to student behaviour.

## Homework and Formative Assessment Tasks

Level	Typical Behaviours at this level	Actions, Consequences, Staff Involvement
1 Managed by the Subject Teacher	<ul style="list-style-type: none"> <li>Student regularly does not complete set homework despite having been given support</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher to inform parents/caregivers via telephone, or email, or note in diary (signed and returned to teacher).</li> <li>Subject teacher to discuss with student and ascertain reason for this habit.</li> <li>After School Learning Catch-up to support completion, if warranted.</li> </ul>

## Summative Assessment Tasks

*It is imperative that the subject teacher is closely involved in this process and keeps a close eye on the student's progress with the assessment task/assignment.*

Level	Typical Behaviours at this level	Actions, Consequences, Staff Involvement
1 Managed by the Subject Teacher	<ul style="list-style-type: none"> <li>Student does not submit any evidence of work by teacher-specified checkpoints</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher to check with student to ensure they have an adequate understanding of the task requirements and the importance of meeting checkpoints</li> <li>Subject teacher to inform parents/caregivers via telephone, or email, or note in diary (signed and returned to teacher)</li> </ul>
	<ul style="list-style-type: none"> <li>Student is unable to complete set assessment by the due date and is eligible to apply for an extension</li> </ul>	<ul style="list-style-type: none"> <li>Student negotiates extension with relevant subject teacher <b>before</b> the due date</li> <li>Student brings a signed explanation from parents/caregivers that documents the need for an extension</li> <li>Student provides a medical certificate (if required)</li> <li>Work must be submitted by the negotiated deadline</li> <li>Show work completed so far.</li> </ul>
	<ul style="list-style-type: none"> <li>Student does not complete set assessment task/assignment by the due date (or does not complete it to a satisfactory standard) and does not have grounds for an extension</li> </ul>	<ul style="list-style-type: none"> <li>Subject teacher to inform parents/caregivers via telephone, or email, or note in planner (signed and returned to teacher)</li> <li>After School Learning Catch-up - student will be expected to complete the assessment task and submit it to the subject teacher. Subject teacher to follow school process for assigning After School Learning Catch-up</li> <li>Subject teacher may choose to use existing evidence and observation of student learning progress to assign an appropriate result</li> <li>If no evidence of student learning is available, the subject teacher may choose to award a zero result (or its equivalent in either AC or SACE)</li> </ul>
	<ul style="list-style-type: none"> <li>Student completes set assessment task/assignment before the After School Learning Catch-up date set</li> </ul>	<ul style="list-style-type: none"> <li>Student submits work to subject teacher                             <ul style="list-style-type: none"> <li>subject teacher to confirm appropriate work completion/submission before withdrawing After School Learning Catch-up.</li> </ul> </li> </ul>

Level	Typical Behaviours at this level	Actions, Consequences, Staff Involvement
2  Managed by the Subject Teacher	<ul style="list-style-type: none"> <li>● Student does not complete set assessment task/assignment at the After School Learning Catch-up and does not submit it to the teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Student may attend After School Learning Catch-up until such time as the assessment task/assignment has been completed               <ul style="list-style-type: none"> <li>○ subject teacher to inform parents/caregivers via telephone or email</li> <li>○ support may need to be provided to student if he/she is struggling in the subject or if he/she has literacy/numeracy needs</li> <li>○ support may be in the form of student use of TLC during regularly scheduled class time or a modification to the assessment task</li> </ul> </li> <li>● If no evidence of student learning is available, the Subject teacher may choose to award a zero result (or its equivalent in either AC or SACE)</li> </ul>
	<ul style="list-style-type: none"> <li>● Persistent, ongoing Level 1 behaviours on more than one occasion or in more than one subject</li> </ul>	<ul style="list-style-type: none"> <li>● Subject teacher to email parents/caregivers (cc both Care Group teacher and Learning Community Leader/ Senior School Team) to notify of students continued behaviour               <ul style="list-style-type: none"> <li>○ Care Group teacher to monitor work completion and submission across other subject areas</li> </ul> </li> <li>● Learning Community Leader/ Senior School Team or Leadership Team member meets with parents/caregivers and student (other staff involved may include Curriculum Leader, SACE Leader, Student Wellbeing Leader, Personalised Learning Leader)               <ul style="list-style-type: none"> <li>○ Student placed on Student Learning Plan, to be monitored by all subject teachers and Care Group teacher</li> <li>○ Student Learning Plan placed in file</li> </ul> </li> </ul>

<p>3</p> <p>Managed by the Subject Teachers and Learning Community Leader/Senior School Team</p>	<ul style="list-style-type: none"> <li>● Persistent, ongoing Level 2 behaviours</li> <li>● Student regularly does not complete set assessment task/assignment and does not submit it to the teacher</li> <li>● Student fails to adhere to requirements of Learning Contract</li> </ul>	<ul style="list-style-type: none"> <li>● Meeting with parents/caregivers, Learning Community Leader/ Senior School Team and, if necessary, a member of Executive Leadership (other staff involved may include SACE Leader, Student Wellbeing Leader, Personalised Learning Leader) <ul style="list-style-type: none"> <li>○ Ongoing After School Learning Catch-up to complete set assessment tasks/assignments, under supervision</li> <li>○ Renewal of Student Learning Plan requirements aligned with level of behaviours exhibited</li> </ul> </li> </ul> <p>At this stage, a student's academic pathway within the school may be compromised.</p>
<p>4</p> <p>Managed by Leadership Team</p>	<ul style="list-style-type: none"> <li>● Persistent, ongoing Level 3 behaviours</li> <li>● Student regularly does not complete set assessment task/assignment and does not submit it to the teacher</li> <li>● Student fails to adhere to requirements of Learning Contract</li> </ul>	<ul style="list-style-type: none"> <li>● External Suspension (Leadership Team) <ul style="list-style-type: none"> <li>○ Re-entry meeting with student, parents/caregivers and a member of the Executive Leadership team or delegate.</li> <li>○ Renewal of Learning Contract requirements aligned with level of behaviours exhibited</li> </ul> </li> <li>● Referral to Principal</li> </ul> <p>At this stage, a student's academic pathway within the school may be compromised.</p>

## Notes to Support Implementation

Determine why work has not been completed. Possible reasons include:

- Does not understand the work
- Is unable to complete the work for family reasons
- Regularly does not complete work (for one or more subjects)
- Learned behaviour - bad habit, lazy
- Does not have effective homework routine
- Works long hours (part-time job).

What are the root causes as to why student is not achieving/completing work? Possible reasons include:

- Engagement
- Poor learning skills/organisation
- Learning difficulty

### Understand the difference between fairness and equality

- All students do not need to be treated the same way if they do the same thing
- The fairest way to treat students is to meet their specific needs.
  - Consider the following scenario for two students who have not completed their homework.
    - Student 1 - is responsible for babysitting their two younger siblings until their mother comes home from work at 7pm. Then they help make dinner and clean up afterwards.
    - Student 2 - plays computer games after school and watches television after dinner.
- All students should be afforded an equitable and appropriate amount of time to complete required tasks. This time may be different for different students, depending on their individual learning needs. Further advice on these decisions can be sought from your Curriculum Leader, SACE Leader, Learning Community Leader/ Senior School Team, Assistant Principal, Deputy Principal or Principal.