

ASSESSMENT SUBMISSION & DEADLINES PROCEDURE

This document is guided by the Samaritan College **HOMEWORK** policy and **ASSESSMENT & REPORTING** policy, ratified by the College Board.



RATIONALE:

All learning is valued. Assessment tasks demonstrate student learning, knowledge and understandings and inform further learning and teaching programs. Consequently, all assessment tasks will be completed to an acceptable standard and submitted according to teacher, student and class arrangements. The college endeavours to be flexible to students' valid needs and to this end will make arrangements to ensure students' learning is verifiable and students are afforded opportunity for success. Providing opportunity to submit late work via the process below will support all students to succeed and Year 11/12 students to achieve their SACE. Whilst students are attending school, their education comes first. Paid work, sport and recreation must be planned around their prioritised school work. The **After School Academic Support** session (ASAS) will endeavour to assist students in meeting their study and work completion obligations to themselves and ultimate success at school. The detail below highlights both teacher and student responsibilities in the shared learning and assessment process.

QUALIFYING POINTS:

"Valid reasons" for inability to submit work may be illness with a medical certificate, social and emotional impairment, family tragedy and other events of a serious nature. Discussion may occur between parents and staff around validity and negotiable time. Multiple extension forms might not be used in this scenario, rather: a plan organised by the Year Level Coordinator with student and family. "Non-Valid reasons" would include: having to attend paid work the night before due date; work or sports practise on Tuesday/Wednesday; Limited student initiative, for example: "didn't understand the task"; "forgot to submit extension form"; Loss of assessment task electronically, for example but not conclusive, "lost USB"; "didn't back up the work", "printer not working", etc. Once an ASASS is issued, these same scenarios are not an excuse for non-attendance.

STUDENTS	TEACHING STAFF
PRE-ASSESSMENT ACTIVITIES Pro-active learning landscape to guide good practice:	
<p><i>Student:</i> Is productive in class and acknowledges the place of homework as an extension of the classroom learning and a chance to deepen their understanding independently.</p> <p>Enters all homework in the school diary.</p> <p>Completes homework within the allocated timeframe to an acceptable standard.</p> <p>Parents check and sign diary weekly.</p>	<p><i>Subject Teacher:</i> Works from a planned teaching and learning program that provides a range of instructional and formative learning opportunities to develop knowledge and understanding of the topics/themes studied.</p> <p>Allocates legitimate class time to setting and checking homework regularly, following year level homework timetable if applicable.</p> <p>Sets engaging and meaningful homework and the tasks are realistic in terms of pre-teaching, quantity and time.</p> <p>Caregroup teacher checks and signs diary weekly and may intervene if they detect an ongoing pattern. Intervention may involve parent/caregiver phone call, meeting with relevant subject teachers, or collective email to ascertain progress, etc. Discussion with Year Level Coordinator encouraged.</p>
ASSESSMENTS FOR LEARNING (General formative and classroom/homework tasks and particularly years 8-10 but not excluding 11 & 12)	
<p>Student unable to complete homework:</p> <p>Student is obliged to present a signed explanation (in diary) from parents/caregivers to the subject teacher at the next lesson.</p> <p>Student does not complete homework and does not provide a signed diary note to teacher.</p> <p>Student regularly/consistently does not complete set homework despite the provision of support.</p>	<p><i>Subject teacher:</i> Organises, via a diary note, for the student to complete homework in recess/lunch break on the same day, or if there is a significant family reason – negotiation for the student to complete homework the next evening(s) may occur. If the student was experiencing difficulty with comprehension of tasks or understanding of concepts, teacher will devote time to supporting the student – either during lesson or at the recess/lunch break if possible.</p> <p>For small homework exercises not completed, student must do the homework in recess and lunch breaks, either in a quiet space or in a designated location (as directed by their teacher) and present work to the subject teacher after afternoon caregroup.</p> <p>Subject teacher informs parents/caregivers via telephone, email or diary (signed and returned to teacher). Impetus for correspondence is to ascertain any reason for the habit and respond with home/school interventions. If the practice continues, the subject teacher organises a teacher/parent/student/Year Level Coordinator meeting to discuss issues and solutions and set reasonable goals.</p>

COMPLETION & SUBMISSION OF WORK (ASSESSMENT of LEARNING TASKS)

The Learning landscape

<p><i>Student:</i> Actively commits to the learning and the individual inquiry around the task.</p> <p>Regularly shares ongoing work with teacher.</p> <p>Completes verifiable work in class and is prepared for sharing work at designated times.</p> <p>Actively engages in the drafting processes available through providing work that demonstrates legitimate effort and has been drafted by themselves in the first instance.</p> <p>Monitors their other study/subject requirements, and uses their diary to assist in prioritising tasks.</p>	<p><i>Teacher:</i> Pre-plans the teaching, learning and assessment program and maps out all assessment requirements. They will share them ahead with students and negotiate reasonable submission dates with entire class, particularly if the class indicates unrealistic dates or significant clashes.</p> <p>Knows their students and how each of them learns.</p> <p>Returns drafts in a timely manner and provides timely and descriptive feedback and grading of assessments to assist students in future learning.</p> <p>Regularly checks-in on task progress and re-adjusts instruction if needed and monitors /is open to shifting the deadline for the entire class if a need is ascertained. The teacher will make adjustments to take into account equity needs and students' contexts.</p>
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ASSESSMENT SUBMISSIONS & DEADLINES (8-12 but particularly SACE)

Proactive behaviours to guide good practice

<p><i>Student:</i> Inability to complete set assessment task/assignment by the due date:</p> <p>Using the Application for Extension of Time form, signed by a parent/caregiver, student negotiates an extension with the relevant subject teacher no less than two days before the due date and gives a copy of what they have done so far to the teacher.</p> <p>Completed late work that has been granted an extension must be submitted directly to the subject teacher.</p> <p>The student provides a medical certificate for SACE verification (and in other circumstances requiring documentation eg: due dates not regularly met). Attempts to catch up and re-negotiation of due dates still needs to occur.</p> <p>If student is away for any reason on due date, and does not have a prior medical clearance, a hard copy of the completed assessment must be given to the teacher. Email submission is unacceptable. Work may be handed to front office staff by family members where a log will be kept and work received is co-signed.</p>	<p><i>Subject Teacher:</i> During the assessment period, teacher ensures class /individual understanding of task requirements are on par – eg: varies their checking techniques and questioning to verify that achievement is possible for each learner.</p> <p>Monitors class response to assessments / supports the planning calendar and checks changes in students' other subject loads (i.e.: gauges stressors). The teacher may choose to initiate a whole class extension if reasonable and practical. They must pre-warn students of any scheduled teacher absences in the week prior to submission.</p> <p>Keeps a regular log of student attendance for their subject and a collection record for submitted work and extension applications.</p> <p>##NB: For SACE purposes, a medical certificate is provided to the front office for multiple copies to be printed – It is returned to the student to submit to subject teachers with their assignment (a medical report is required for prolonged illness). Teacher meets with student to re-negotiate dates/tasks.</p> <p>Year Level Coordinators monitor all student extension submissions. Repeated applications in a number of subjects may indicate a student at risk. ASAS may be issued regularly to support students to catch-up on assessment tasks. An ASAS time may also be issued to students who have not demonstrated verifiable evidence of work during class time.</p>
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<p><i>Student:</i> Does not complete set assessment task/assignment and does not negotiate an extension with the subject teacher or notify the school with regard to illness, or goes beyond extension date.</p> <p>Student completes set assessment before the detention date set – student attends the ASASS regardless – due to non-compliance. A student who REGULARLY does not complete set assessment task/, or hands up minimalist work and does not negotiate an extension with the subject(s) teacher or teachers or simply does not do the work.</p>	<p><i>Subject teacher:</i> Can still make a flexible class based decision if appropriate. Or, the teacher corresponds with parents/caregivers via phone call, to ascertain reason and inform of ASAS requirement. ASAS card issued to student by subject teacher (YLC confirmed) in conjunction with parent communication. (Paid work shifts are not a justifiable excuse for non-attendance – see intro). ASAS issued (Tuesday and Wednesday 3.35 – 5pm in TC05) – Year 11/12 students expected to complete task to a satisfactory standard with the use of the two day timeline. Year 8 -10 will generally have 1 day, but negotiable.</p> <p>Subject teacher meets with student in 1st ten minutes only, on both days to ensure assignment documents available and understanding of task is accurate, and on 2nd day – progress is happening. Completed work is submitted to the rostered supervisor who will pass onto teacher's pigeonhole(s).</p> <p>ASAS remains as an Academic Detention for non-compliance of expectations and student continues with other work, or brings the submitted work to an acceptable or improved standard. Behavioural Detentions (Saturday 9am – 12) are set until student catches up with all outstanding work. Beyond this there will be leadership intervention and family discussion around student's options.</p>
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