These guidelines, notes or procedures should be read in conjunction with the following Policy Statement.

**POLICY NAME** Assessment

**POLICY CODE** C

**PREP – YEAR 6**

A.B. Paterson College values the importance of providing a balanced and effective assessment regime that meets the educational needs of each child. This assessment will assist teachers and the College in monitoring the progress of students, adjusting learning programmes to ensure all students have the opportunity to achieve the intended outcomes, and reporting student achievement to parents. Assessment procedures must, therefore, be fair, valid and reliable. The key purpose of this policy is to ensure fairness to all students and provide clarity as to College expectations for assisting our students.

The two key features of ongoing assessment as defined by the Teaching for Understanding Framework are:

- Establishing the assessment criteria;
- Providing feedback to allow students to improve their understanding.

Ongoing feedback is a key element that is valued at the College.

- The purpose of ongoing feedback is to allow our students to develop their understanding of the subject specific skills, concepts and principles and make improvements to their assignment response.

- Providing ongoing feedback is a consultative process, not a marking process. Teachers will be using the rubric to enable students to understand the marking criteria as a part of the feedback given.

Ongoing feedback may include the following:
- One-on-one conferencing with the student
- Small group conferencing
- Whole class advice
- Peer feedback
- Written
- Oral
- Auditory
- Self-reflection
Ongoing feedback may contain information about:
- The structure of the work piece
- Language and textual features
- Purpose and audience
- Knowledge and Understanding of the subject
- Skills related to the subject

Students must complete the College's structured educational and assessment programme for a subject in order to be eligible to receive a grade, unless there are exceptional and justifiable circumstances.

CHEATING, COLLUSION AND PLAGIARISM
1. Students shown to have cheated, colluded or plagiarised in assessed work, or in examinations, will be required to resubmit the task.

2. Collusion is when a student submits work that is not their own for assessment.

3. Plagiarism is when a student uses someone else’s words or ideas without acknowledging that they have done so. That is, a work is essentially copied.

SPECIAL PROVISION:
The Deputy Head of Junior School Curriculum may modify assessment and examination requirements, in accordance with the Queensland Curriculum and Assessment Authority policy and procedure, and in conjunction with the Head of Faculty Learning Support, to enable a student with a permanent or temporary disability, or a student with specific learning difficulties, to demonstrate achievement.

Comprehensive assessment is essential in the diagnosis and management of a learning disability, with input from medical, psychological, educational and family sources across multiple settings.

FINAL SUBMISSION
1. The expected turn-around time for marking an assessment is two working weeks. Feedback will then be provided to students in a timely manner.

2. All assessment items may be taken home by the student for a period designated by the teacher, to allow perusal of feedback. All files should be returned by the due date. A covering sheet will require parents to sign that they have been given the opportunity to view the assessment item.