



Caritas
COLLEGE

Year 7-12 Assessment & Deadline Policy and Procedure

Rationale

Caritas College believes that every member of the community has the right to a fair and equitable learning environment. We value, foster and respect the uniqueness, dignity and integrity of each person. We also promote shared responsibility throughout our school community to create and sustain a learning environment that supports students and staff to develop a love of learning which leads to personal excellence and holistic development (Caritas College Mission Statement).

We aim to develop a culture that is accountable, transparent, and ethical, and which fosters wellbeing in such areas as assessment, monitoring, and the analysis and use of data.

In setting and applying assessment deadlines for school and external assessments, Caritas College adheres to the following principles:

- Fairness to all students
- Reasonable workloads for students
- Maximising validity of student achievement
- Accommodations and adjustments to support students in meeting assessment requirements and deadlines
- Providing reasonable notice of deadlines
- Sufficient time for teachers to assess the quality of achievement in student learning
- Transparency and consistency in procedures and consequences for not meeting deadlines
- Consideration for extenuating circumstances and/or special provisions
- Operational manageability for schools

This policy supports students to contribute to a safe and supportive learning environment at school through the development of personal responsibility in managing their time to support and enhance their learning and wellbeing.

Exceptions to this policy will be considered by school leadership on a case-by-case basis for extenuating circumstances or for specific learning requirements.

Procedure

Acceptable Practices

- Deadlines will be communicated by teachers for the next summative assessment task at least two (2) weeks prior via SEQTA and other written methods.
- Drafts are highly encouraged in SACE subjects and will be accepted when a genuine attempt has been made at completing work to the expectations of the task.
- Students are expected to proofread their own work prior to any submission of drafts and final summative assessments.
- All summative tasks will be presented with the prescribed task sheet cover page to ensure consistency and transparency across year levels and subjects.
- Students requiring an extension for valid reasons must submit a request in writing at least two (2) days prior to the deadline, using the process outlined.
- All summative assessments should be submitted in accordance with the assessment conditions by the deadline.
- All summative work must be the student's original work, and reference all research, including the use of Generative AI and AI-Assisted Editing, in accordance with school referencing guidelines.

For a **middle school student** to request an extension, their parent must:

- Email the subject teacher at least 48 hours before the deadline.
- Include details of the assessment and an explanation of the valid need for an extension.
- Carbon copy (CC) the student, home class teacher, and Director of Learning & Wellbeing.
- Include how long the student needs for the extension, up to five (5) days.
- Receive a reply to their email confirming their request (if approved).

For a **senior school student** to request an extension, they must:

- Email their subject teacher at least 48 hours before the deadline.
- Include details of the assessment and an explanation of the valid need for an extension.
- Carbon copy (CC) their parent/caregiver, home class teacher, and Director of Learning & Wellbeing.
- Include how long they need for the extension, up to five (5) days.
- Receive a reply to their email confirming their request (if approved).

Valid reasons for an extension include:

- Extended sickness
- Family emergency
- Extenuating circumstances

Valid reasons for an extension do not include:

- Work commitments
- Sporting commitments
- Extra-curricular activities (SSSSA sport, excursions, camps, etc.)
- Tiredness
- Pre-booked/organised activities or events
- When work cannot be located on the OneDrive if not properly organised and saved.

Breach of Acceptable Practices

A breach will occur when a student has not met a deadline without a pre-approved extension and/or when a student has submitted a summative assessment task which is not to a passing standard as determined by the marking criteria:

<u>First Breach</u>	<ol style="list-style-type: none">1. <i>Details of the first breach will be recorded in SEQTA</i>2. <i>Parents/caregivers will be contacted via email by the subject teacher.</i>3. <i>Maximum C grade for non-SACE subjects.</i>4. <i>Recess time Study Centre will be used to complete work up to a C standard.</i>5. <i>Once three (3) consecutive break times have been used to work on the late assessment, then the student will be graded on what they have completed.</i>6. <i>Attendance at break time catch ups will be mandatory and recorded in SEQTA unless work is completed prior.</i>7. <i>An E-grade may be released on SEQTA until such time as a passing grade is achieved (within five (5) days of the deadline and after recess times have been used to complete the assessment to an acceptable standard).</i>
<u>Second Breach</u>	<i>The process for the first breach will be repeated and details of the second breach will be recorded in SEQTA and contact made home with phone call if required.</i>
<u>Third Breach</u>	<ol style="list-style-type: none">1. <i>The process for the first breach will be repeated and details of the second breach will be recorded in SEQTA.</i>2. <i>A meeting will occur between the student, parents/caregivers, home class teacher and Director of Learning & Wellbeing concerning their academic achievement. A plan will be put in place to support the student around their time management and approach to school work.</i>

** The above procedure will reset at the beginning of each term allowing students the opportunity to positively start afresh. This will be reviewed on case-by-case basis for students who may have had difficulties adhering to the expectations and procedure outlined above.*

When a student has been found to submit plagiarised and/or AI-generated work:

- They will be in breach of acceptable practices and will follow the process laid out above.

Roles and Responsibilities

The below stakeholders have the following responsibilities in relation to the Year 7-12 Assessment & Deadline Policy and Procedure:

Students will:

- Ensure that they are aware of task requirements and due dates.
- Be proactive in planning their work, seeking support, assistance, and/or guidance throughout the assessment task as required.
- Catch up on learning missed due to unavoidable absence by communicating with the subject teacher and using learning resources that have been provided and uploaded to SEQTA.
- Make the best use of learning time and resources during lessons.
- Request, when necessary, an extension at least TWO days prior to the deadline via email using the appropriate process.
- Abide by the 7-12 Assessment and Deadline Policy and Procedure.

Parents/caregivers will:

- Be aware of subject learning expectations and assessment requirements via access to SEQTA Engage.
- Check in with their child to support learning progress and encourage their child to strive for improvement.
- Support their child to adhere to the 7-12 Assessment and Deadline Policy, which will enable greater responsibility, organisation, and accountability for learning goals.
- Support their child to manage their time and resources effectively to meet learning expectations.
- Support their child's requests for extension only where there are extenuating circumstances so as not to add undue pressure later.
- Communicate with subject teachers in extenuating circumstances where there will be impacts to their child's ability to complete set work and be part of the process of negotiation of extension to deadlines with teachers.
- Support the College's procedures when students have not met assessment deadlines.

Staff will:

- Set clear assessment deadlines that may (where possible and practical) be determined in negotiation with students.
- Publish (on SEQTA) and adhere to due dates on Assessment Task sheets.
- Provide resources for learning via online learning platforms.
- Give due and fair consideration to the length of time required to complete the assessment task to support workload management.
- Provide clear assessment criteria (rubrics) and (where available) exemplars of work at required achievement standards. This includes the co-construction of Success Criteria and flexible modes of assessment.

- Ensure that the personal needs and skill levels of a student are taken into account when deadlines are set and scaffold the necessary organisational and research skills so that students are able to successfully meet deadlines.
- Ensure that extended assessment tasks have a process and timeline (progressive deadlines) that scaffolds students to complete the assessment in stages including indicators of progress, collection of evidence of learning, and opportunities for feedback, throughout the duration of the task.
- Give due consideration to, and approval of, extension requests when justified by extenuating circumstances and written requests are made with explanation and endorsed by the parent/caregiver.
- Record requests for extensions and approvals granted on SEQTA so that patterns may be monitored, and concerns addressed.
- Adjust tasks and deadlines for students who have a Personalised Plan for Learning (PPL) as required.
- Communicate with parents/caregivers where deadlines are not adhered to and implement the procedure to ensure work is completed to a satisfactory standard (failure to complete assessment tasks will not be an option).

The Board will:

- Be informed of all South Australian Commission for Catholic Schools, SACE Board and ACARA and Caritas College policies in relation to assessment and reporting
- Monitor the implementation and review of the Caritas College policy relating to Assessment and Reporting
- Understand the school's performance against external assessment data and assessment results.

Revision Record:

Document Title	Year 7-12 Assessment & Deadline Policy & Procedure
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Document Date	2024
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Last Reviewed	2024
Review Date	2027

Appendix

- Email templates
- Procedure flowcharts
- Task sheet templates / cover page

Email template for missed deadline:

Subject line: Include subject, assignment title, 'missed deadline'.

E.g. English essay missed deadline

Hi [parent/guardian name],

I'm getting in contact because [student name] has failed to submit their assignment by the deadline. The due date was [date] and [student name] has neither submitted their work nor organised an extension. In order to support [him/her] in completing this assignment to a satisfactory standard our procedure is that [he/she] will be required to attend study centre during recess time for the next three days of school or until the assignment is completed and submitted via email (whichever is sooner). In addition, they may wish to work on it at home. All details can be found on SEQTA.

Once submitted, this assignment will be marked on a pass or fail basis, but there will be feedback provided to indicate what they have done well and any areas for improvement. Please reach out if you have any questions.

Kind regards,

[teacher name/signature]

Email template for extension request:

Subject line: Include subject, assignment title, 'extension request'.

E.g. English Essay Extension Request

Attachment: Work completed so far

Hi [Subject Teacher],

I would like to request an extension for [assessment title]. The reason I need an extension is that [insert valid reason with any relevant details].

So far, I have completed [give details of what is done so far].

I still need to complete [give details of what you still need to do].

I believe I could complete my work and submit it to you by [insert date].

Please let me know if this would be an acceptable extension.

Kind regards,

[student name]

Procedure flowchart:

When an assessment task is introduced:	
The Teacher:	The Student:
<ul style="list-style-type: none"> ▪ Provides an electronic and/or hard copy task sheet. ▪ Discusses the assessment task, and its assessment criteria. ▪ Outlines checkpoints, key dates and deadlines. ▪ Ensures the task is published on SEQTA, with a due date, that is made visible through SEQTA learn and SEQTA engage. ▪ Ensures due dates are displayed in the homerooms of all relevant middle school classrooms. 	<ul style="list-style-type: none"> ▪ Annotates the task sheet to highlight key points and requirements. ▪ Identifies success criteria and/or marking criteria. ▪ Checks for any misunderstandings or questions.

Student Progress Check Point (SACE Draft Due Date/In-Class Conferencing)	
The Teacher:	The Student:
<ul style="list-style-type: none"> ▪ Provides written and/or verbal feedback, identifying areas for improvement. ▪ Confirms or adjusts the final assessment date in consultation with the students. 	<ul style="list-style-type: none"> ▪ Shows evidence of progress to the teacher. ▪ Continually saves work to OneDrive folders and external storage devices. ▪ Actively engages with feedback.

If No Evidence, or Progress is Insufficient	
The Teacher:	The Student:
<ul style="list-style-type: none"> ▪ Records a note on SEQTA detailing lack of progress. ▪ Emails concern of lack of progress to: <ul style="list-style-type: none"> ▪ The primary email address of the parent/caregiver ▪ The student ▪ Calls the student's parent/caregiver if they do not confirm receipt of the email within 48 hours. 	<ul style="list-style-type: none"> ▪ The student's parent/caregiver confirm that they have received the email within 48 hours. ▪ The student may attend the Recess Study Centre for two consecutive days, or until sufficient evidence is submitted. ▪ Failure to demonstrate sufficient progress in a reasonable time frame will result in mandatory attendance at Recess Study Centre.

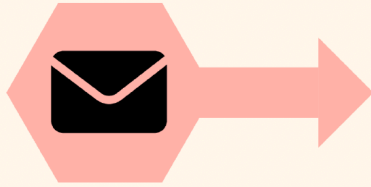
When the Final Deadline Arrives	
The Teacher:	The Student:
<ul style="list-style-type: none"> ▪ Marks and returns the task in a timely manner, assessing the work against the criteria outlined on the task sheet. ▪ Provides detailed written and/or verbal feedback to the student, identifying areas for improvement. ▪ Record the grades on SEQTA. 	<ul style="list-style-type: none"> ▪ Submits the task to the teacher in the specified format in line with the agreed time and date.

If the Final Deadline is Not Met	
The Teacher:	The Student:
<ul style="list-style-type: none"> ▪ Contacts the parents/caregivers of the student to advise non-submission. ▪ Will record the non-submission on SEQTA. 	<ul style="list-style-type: none"> ▪ Required to attend Recess Study Centre until the work has been submitted to a satisfactory standard, in line with the 7-12 Assessment & Deadline Policy.

If a student misses more than two final deadlines through the term, (across all subjects), the Director or Deputy Principal will coordinate a 'Learning Review' meeting with the student, their parents/caregivers, and the student's Homegroup Teacher, to determine a means to support the student's educational development.

Procedure flowchart for extension requests in years 7-9:

Year 7-9 Extension Request Flowchart



Email

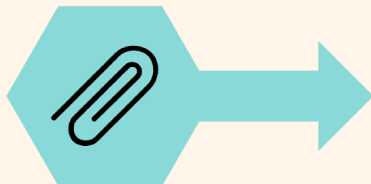
The parent/caregiver of the student will email the subject teacher at least 48 hours prior to the deadline as recorded on SEQTA Learn and Engage.



Carbon Copy

Included in the email through Carbon Copy should be:

- The student,
- homeclass teacher,
- Director of Learning and Wellbeing.



Include

- Assessment title as recorded on SEQTA Learn and Engage.
- How much of the assignment has been completed so far.
- Explanation of the valid need for extension.
- How long an extension is required (up to 5 school days)

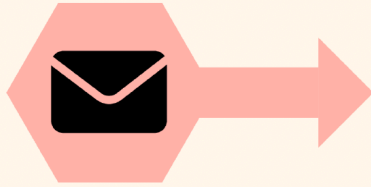


Confirm

The class teacher will confirm the extension based on the merit of the request, giving all due consideration to the individual circumstances of the student.

Procedure flowchart for extension requests in years 10-12:

Year 10-12 Extension Request Flowchart



Email

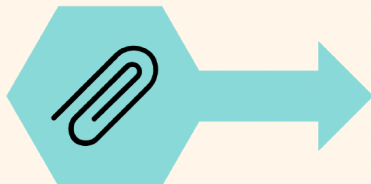
The student will email the subject teacher at least 48 hours prior to the deadline as recorded on SEQTA Learn and Engage.



Carbon Copy

Included in the email through Carbon Copy should be:

- The parent/caregiver,
- Homeclass teacher,
- Director of Learning and Wellbeing.



Include

- Assessment title as recorded on SEQTA Learn and Engage.
- How much of the assignment has been completed so far.
- Explanation of the valid need for extension.
- How long an extension is required (up to 5 school days)



Confirm

The class teacher will confirm the extension based on the merit of the request, giving all due consideration to the individual circumstances of the student.

Template for assessment coversheet:



Year X [Subject]

Title of Assessment Task

Draft due date:		Final copy due date:
Assessment Conditions:	Word Count:	
	Format:	
	Time in class:	
	Submission details:	

In this task you will... [give brief description of what the task is about, putting the key words in bold; 2-5 sentences].

Assessment criteria:

Insert success criteria, performance standard descriptors, and/or learning intentions.

See supporting documents for editable template.

Glossary

- SACE: South Australian Certificate of Education
- ACARA: Australian Curriculum, Assessment, and Reporting Authority

For the purpose of this policy and procedure, the following terms will be defined as such:

Term:	Definition:
Draft	A draft of student work is a formal process for students to gain formative feedback on how they can improve the way they have demonstrated their learning on a completed piece of work. The focus of a draft is on correcting, refining, or redirecting the content of student work. In middle school, this practice is most commonly in-class support and student conferencing. In senior school, this practice is a genuine attempt at an assessment submitted through formal processes.
Proofread	A proofread is an informal process of checking the structure and layout of student work. It is concerned with assessment conditions such as word count, spelling, punctuation, grammar, style, and organisation of student work and is separate from a draft. Proofreading is an expectation of students prior to submission of either drafts or final copies.
Summative assessment	A summative assessment is an assessment piece demonstrating student learning and assessed against performance standards developed with the relevant reporting bodies (ACARA or SACE). Summative assessments can be in the form of tests, assignments, or projects. Summative assessments will be reported on through SEQTA and with appropriate rubrics and comments to determine student learning.
Deadline	The deadline is the final date a summative assessment can be submitted to be considered a valid indicator of student learning. It is communicated to students in advance and is available on SEQTA at least two (2) weeks prior to the date.
Validity	Validity in student assessment is the measure of how accurately the assessment piece against a student's learning. This may be impacted by assessment design criteria, authentic student work/voice, use of appropriate referencing, and amount of time allocated to complete a summative assessment piece.
Academic integrity	Acting in a way that is honest, fair, respectful and responsible in your studies and academic work, including when engaging in research practices and referencing.

Generative Artificial Intelligence (AI)	A form of Artificial Intelligence technology which can produce various types of content, including text, images, audio, and synthetic data. It requires a prompt from a user to generate this content. Examples include Chat-GPT, Dall-E, Bing Chat, Gemini, etc.
Artificial Intelligence-assisted editing tools	A form of Artificial Intelligence which modifies, proofreads, or edits existing text or content. Examples include Grammarly AI Writing Assistance, Quillbot, Scribbr, etc.
Referencing	The process of acknowledging the source of information from research. The approved system is in line with SACE requirements and can be found either on the SACE or school websites.