



POLICY ON ASSESSMENT

1. Reflection Material

- 1.1 All Hallows' School Mission Statement
- 1.2 All Hallows' School Strategic Plan

2. Rationale

Each student is a learner capable of acquiring new understandings and skills. Assessment is integral to learning. Assessment enables students to demonstrate their learning, reflect on their learning and set new learning goals. Evidence of student learning is assessed in relation to achievement standards as detailed in the Australian Curriculum for Years 5 to 10 and appropriate Queensland Curriculum and Assessment Authority Year 11 and 12 syllabus documents. Teacher professional judgment is core to the assessment of student achievement. Assessment provides an accurate measure of student achievement and informs the ongoing review process for the continuous improvement of teaching and learning.

3. Policy

- 3.1 Planning and decision-making about assessment will take account of relevant evaluative frameworks such as criteria, standards and instrument specific marking guides.
- 3.2 In the learning community of the School, assessment will be a collaborative process among teachers and between teacher and student.
- 3.3 Where possible, opportunities for choice will be available to students within the assessment programs of each subject.
- 3.4 Teachers will design and implement a variety of authentic assessment genres that connect school based assessment to real-life experiences.
- 3.5 Teachers will support students in their understanding of assessment and assist them to reflect and act on feedback from assessment.
- 3.6 Assessment practices at All Hallows' School will be aligned, equitable, evidence-based, ongoing, transparent and informative as per the principles of quality assessment endorsed by the Queensland Curriculum and Assessment Authority.
- 3.7 Feedback on assessment will be provided to students and parents/caregivers.
- 3.8 Students will be provided with training to develop the appropriate metacognitive skills needed to assess their own learning.
- 3.9 The overall assessment program for a student across subject areas will reflect a reasonable balance in quantity, genre and submission requirements.

- 3.10 Review mechanisms are available, as appropriate, to students and their parents/caregivers. The final decision regarding any assessment rests with the Principal or her delegate.
- 3.11 Appropriate access arrangements and reasonable adjustments (AARA) will be implemented to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment.

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