



2.1.1

Procedure

OVERVIEW OF SECONDARY ASSESSMENTS AND DATA ANALYSED WITH THE AIM OF DETERMINING STUDENT LEARNING AND ENGAGEMENT

Assessment	- Staff responsible - due date - location on Teams/Secondary leadership	Information gathered/analysed	How it is used to support planning for improved student learning.
ACER	<ol style="list-style-type: none"> 1. Heads of Science, Math, and English ensure their staff complete these assessments report by the end of week 4. 2. HoLAs: ACER summary report in: 3. HoLA/Curriculum Evaluation folder 4. DHoC recommendations to HoS 	For each learning area: <ul style="list-style-type: none"> - Individual student performance of note - Areas of strength and weakness across each year group. - Average level of achievement 	

Year 11 and 12 SAR (Students at Academic Risk)

1. Teachers review progress in courses of study, report concerns to parents and consult HoLAs. HoLAs meet directly with SAR students and monitor progress and reinforce specific support.
2. Week 4/5: Term 1
3. Deputy Head: Curriculum (DHoC) reviews data, works collaboratively with staff, HoLAs and counsels students and parents- makes recommendations. DHoC recommendations to HoS
4. Week 5 -7 Term 1.
5. [Students at Academic risk](#) doc, [notes and planners](#) in Secondary staff/Curriculum/ folder SEQTA records: Parent Interaction

Year 11 and 12 Student achievement in:

- first major assessment Term 1 wk 4
- Semester 1 exam
- Semester 2 exam

- For students with one poor result individual staff contact parents to notify and discuss plan. HoLAs work with teachers to provide recommendations and reinforce support to students. HoLAs meet with students of concern to reinforce support.
- For multiple poor results DHoC contacts students and parents to discuss

Behaviour 1. DHoW

Course Evaluation Process

1. Course evaluations usually consist of a number of steps:
 - Self-assessment by the teacher
 - Discussion and review of the self-assessment with the line manager (e.g. HoLA, or Curriculum Co-ordinator in Primary and Secondary)
 - Feedback from students and staff
 - Feedback to relevant Curriculum Co-ordinators (Secondary)
 - Reporting to Heads of School, then to the Principal, for keeping the Board informed of progress.
2. Course Self-Assessment
 - Teachers will seek feedback from students informally and formally (e.g. using surveys). The choices of feedback will be age appropriate.
 - Heads of Learning Areas and Co-ordinators will discuss the results and suggest improvements with teaching staff.
 - Curriculum Co-ordinators will communicate findings and respond with improvement strategies in consultation with the relevant Heads of School.
 - Heads of School will communicate findings and responses to the Principal as part of regular fortnightly meetings.
3. The course reviewers will prepare a self-assessment report on processes and outcomes based on a range of information and evidence to support its conclusions, including the:
 - overall aims of the course;
 - course objectives/outcomes and how course structure and teaching arrangements meet those objectives;
 - processes in place to ensure that students are aware of and understand course and unit objectives, and expected outcomes;
 - processes to ensure the effectiveness of assessment and assessment practices, age relevant, and how this contributes to student learning;
 - processes in place for evaluating and monitoring course and student outcomes and how student feedback and other performance data are used to monitor and improve courses and outcomes;
 - issues of course management, including processes in place for achieving effective co-ordination of learning experiences.
 - Where appropriate (e.g. national testing), referencing national and where relevant, international benchmarks; and
 - recommendations on areas for improvement, giving attention to prioritising the recommendations, and a clear statement as to how these might be achieved.

Evaluation, Discussion and Review of the Self-Assessment

1. The relevant Heads of School will oversee the activities (process and practice) of the delegated reviewer/s.
2. The in-line manager (delegated reviewer) will meet to review the self-assessment instrument.

Feedback from Students and Relevant Staff

Feedback will be obtained from students, in-line managers, and external reference groups e.g. School Moderation groups.

Feedback to the Principal

Heads of School will provide verbal and written feedback on course reviews, its findings,