3.1.1 Secondary Curriculum Policy

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The aim of this document is to provide a common understanding of best practice expectations across the different Learning Areas within the SCBC Secondary community and between classes within departments. Consistency of standards across the school helps support student outcomes, ensures our academic practices align with our College values, and promotes trust with students and parents.

"No Surprises Policy

Although parents have access to student results through SEQTA Engage, communication with parents is a key factor in improving student learning. It is the responsibility of every teacher to

Throughout the teaching period, all staff must notify parents via email if:

a) student performance is inadequate and/or

; or

b)

reports.

An

Homework Guidelines (During Term Time)

To ensure student wellbeing is protected, the amount of time to be spent doing homework (beyond personal reading) should typically not exceed the following guidelines:

Homework and Revision hours per school night in core subjects			
Year 7	1 to 1.5 hours		
Year 8	1 to 1.5 hours		
Year 9 1.5 to 2 hours			
Year 10 2 to 2.5 hours			
Year 11 to 12 WACE subjects			
Year 11	2.5 - 3 hours		
Year 12 3 - 4 hours			

Homework During Holiday Periods

Homework and Revision hours per subject (entire duration of holiday period)			
Year 7	Minimal		
Year 8	Minimal		
Year 9 Minimal			
Year 10 Max. 1 hour per subject			
Year 11 to 12 WACE subjects			
Year 11	3-6 hours		
Year 12	3-6 hours		

Reading novels for English (Years 7-12) and readings for Years 11 and 12 PAL and History are not included in the above limits. Furthermore, students are encouraged to revise content over holidays.

Guidelines for Assigning Student Homework

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Grade cut-offsmay provide a notional indication of the grade achieved and these may vary across learning areas. The expected standard for each year group curriculum is described as 'C' or Satisfactory.

6. Modification of an Assessment or Assessment Outline

If circumstances change during the teaching of a course, requiring the assessment outline to be amended (e.g. deleting a planned assessment task and re-weighting all other tasks), then the students must be informed immediately and provided with a copy of the amended assessment outline which will be placed on SEQTA.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks, the teacher may modify

For example:

- Ongoing hospital treatment: a is to be submitted on the day of return.
- Family crisis note on return or parent contact in advance.
- Illness certificate required).
- Travel advised in advance.

The reason for the absence must be communicated to the School by the parent or guardian, who can contact the subject teacher or HOLA via email or letter.

In such cases, the teacher will either:

- a. negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally within two or
- b. resufficient evidence; or
 opinion of the teacher, there is
- c. decide on an alternative assessment task, if in the opinion of the teacher, the assessment is no longer confidential; or
- d. s of his/her marks in similar tasks.

Where a catastrophic event affects delivery of the teaching programme, the completion

examination timetable, students will be advised of modifications to the task requirements and/or the assessment outline, including the due date.

6. Unacceptable Reasons for Not Submitting Tasks

- ITissues drafts can be submitted on time.
- Social engagements.
- Extra-curricular activities.

7. <u>Process for Planned</u>, Extended Absence

Where student absence during term time is planned, for example holidays or surgery, parents may contact Student services, Secondary Administration, DHOP, or DHOC. In such cases the following process is to be adopted:

- a. Contact person sends email to the relevant HOY.
- b. HOY meets student and outlines expectations regarding student responsibility to collect work for that period, and the student is to remind teachers one week before departure.
- c. The HOY contacts parents and outlines:
 - i. expectations for the student regarding collection of work;
 - i. creates the understanding that missing school will have some impact on engagement with the subject and the course material, but that teachers will seek to minimise this through adjustments where appropriate or possible;
 - iii. It is to be reasonably expected that missed class time will have some adverse effect on semester grades.
- d. The HOY is to record the parent Interaction on SEQTA and alert relevant subject teachers.

- a. The teacher in consultation with the HoLA investigates whether this behaviour has occurred and gathers evidence as to whether it constitutes cheating, plagiarism or collusion. The student is provided with the right of reply during this investigation.
- b. Where it is established beyond reasonable doubt that behaviour constituting cheating, collusion or plagiarism has occurred, the school informs the student and the parent/guardian of the result of the investigation and the penalty.

2.

1. <u>Examinations at each Year Level</u>

- a. Years 8 10: Written examinations are held in MESH subjects at the end of each semester.
- b. Year 11 General courses: It is strongly recommended that all General students

d. whether there are any procedural or computational errors in the determination of the school mark and/or grade

School Assessment Review Procedure

When the school receives a written request from a student (or a parent/guardian acting on behalf of the student) to review school assessment, these procedures are followed:

- a. investigation involves the gathering of further evidence relevant to the appeal from the student (or a parent/guardian acting on behalf of the student) and teachers. This typically involves meeting with both parties, conducting interviews and providing opportunity for each party to comment on the perspectives and issues raised by the other.
- b. The interviews are documented and further evidence (if needed) is gathered.
- c. The Leadership team meet to ensure that the appeals process has been conducted fairly, and communicate the decision and justification to each of the parties involved in the appeal.
- d. other students) are amended.
- e. student may appeal to the Education Authority

to ensure students of differing abilities are challenged at a level that is appropriate and that will enable them an opportunity to succeed with consistent application.

Research indicates that

- WAC grade
- Affectives/work habits

Years 7-10 Phys Ed, Football and Health / Year 9 Rite Journey

Assess and report against WAC grade descriptors, with moderation/comparability measures across year level to guide judgments. Grades assigned using standard school grade/score cut-offs.

Reports include:

- scores and grades
- WAC grade
- Affectives/work habits

Years 9-10 (Year Long) Arts and Technologies

Assess and report against WAC grade descriptors, with moderation/comparability

Semester Reports

A formal report is available online via SEQTA at the end of each semester. This report provides information about each subject regarding WAC grades and subject-related data, as well as

Form community contributions.

Parent/Teacher nights for all year groups are arranged following the Semester 1 reporting period to allow for the discussion of student progress

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Next Review: Term 3, 2023