MacKillop College

Policy: Assessment and Feedback

Introduction

At MacKillop College assessment and feedback is a part of the learning process. 'Learners need endless feedback more than they need endless teaching.' (Wiggins, G. 2012. *Less Teaching and More Feedback?* ASCD Inservice. August 27.) It is an opportunity for students to demonstrate effectively what they have learned. Assessment design and practice informs and provides direction for the learners and the teachers.

Assessment takes into account the process (formative) and the final product (summative) which are not mutually exclusive. It enables the teacher to monitor and record student progress and learning, and provide feedback to stakeholders. Feedback in an educational setting may take many forms and is essential for student improvement. It guides students in the next steps to take in their learning.

Principles

MacKillop College is committed to:
- improving student learning outcomes
- informing learning and teaching through a mix of formative and summative assessment
- using multiple sources of evidence, collected over time to monitor and make judgments about student progress
- offering authentic learning activities that enable students to demonstrate what they have learned
- ensuring a shared understanding and consistency of judgment between teachers
- including procedures and processes for reporting student progress
- being fair, diverse and comprehensive whilst measuring a range of abilities and skills

Objectives

MacKillop College is committed to:
- improving student performance
- providing a balance between formal and informal, summative and formative assessment
- providing teacher, peer and/or self-driven feedback
- ensuring consistent teacher judgement between classes of the same subject
- using clear language and explicit criteria in formal assessments
- mapping student progress
- using a diverse range of assessment techniques

Implementation

i) Principal commitment

The Principal is responsible for ensuring that the objectives of this policy are integrated into practice.

ii) Staff Commitment

Staff are responsible for:
- selecting inclusive and equitable assessments
- providing a variety of assessment purposes and techniques
- supporting the school in its assessment data gathering
- evaluating student progress and supporting their development
- keeping accurate assessment records
- providing feedback to their students in a timely manner
- utilising clear language and explicit criteria in all assessment tasks

This policy works in conjunction with the following policies, procedures and guidelines
- Learning and Teaching Policy
- Curriculum Policy
- CEM Contemporary Learning and Teaching Framework
- VCAA documentation
- AITSL, Australian Institution for Teaching and School Leadership, http://www.aitsl.edu.au/
- VIT, Victorian Institute of Teaching, http://www.vit.vic.edu.au/

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Rory Kennedy
(Principal)