



MacKillop College

Policy: Assessment and Feedback

Introduction

At MacKillop College, assessment and feedback is an integral component of the learning process. The Australian Professional Standards for Teachers state that teachers at all career stages are expected to assess student learning and provide feedback to students on their learning (AITSL, Spotlight – Reframing Feedback to Improve Learning, 2017). Assessment 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.

Feedback is information:

- for the learner to self-direct and influence their own performance
- about performance relative to learning goals
- based on evidence of learning
- from the teacher, to students/peers and/or parents/guardians
- leading to changes in teacher and student behaviour.

(AITSL, Spotlight – Reframing Feedback to Improve Learning, 2017)

Assessment considers the process (formative) and the final product (summative), which are not mutually exclusive. It enables the teacher to monitor and record student learning and progress, and to provide feedback to stakeholders. Feedback in an educational setting may take many forms and is essential for student improvement. It guides students in self-directing their learning while simultaneously informing teacher practice.

MacKillop College is committed to:

- improving student learning outcomes and promoting self-directed learning
- informing learning and teaching through a mix of formative and summative assessments
- 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, individualised and comprehensive whilst measuring a range of abilities and skills.

Principles

MacKillop College is committed to:

- improving student performance
- providing a balance between formal and informal, summative and formative assessments
- providing feedback to all relevant stakeholders
- ensuring consistent teacher judgement between classes of the same subject
- using clear language and explicit criteria in assessments
- mapping student progress

- using a diverse range of assessment techniques
- engaging in ongoing and regular feedback practices.

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:

- creating, planning and delivering inclusive and equitable assessments
- providing a variety of assessment techniques
- supporting the College in assessment data gathering
- evaluating student development and progress
- keeping accurate assessment records
- providing feedback to students in a timely manner
- utilising explicit, consistent and clear language in all assessment tasks
- incorporating effective feedback strategies in their classrooms
- ensuring student reflection is embedded across the curriculum.

This policy works in conjunction with the following policies, procedures and guidelines:

- Learning and Teaching Policy/Procedures
- 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/>

Rory Kennedy
(Principal)

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