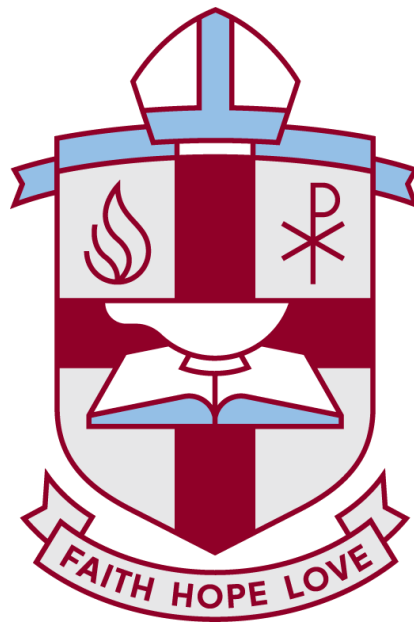


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**Middle School
Assessment Policy**

Year 7, 8 and 9

2026

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Middle School Assessment Policy - Year 7, 8 and 9

In the educational partnership between students and the school, significant responsibilities are placed on both parties. Students must be fully aware of the expectations set by the school, and the school must provide detailed, relevant information to support each student's progress.

An electronic copy of this policy can be accessed by students and parents and is available in SEQTA under Documents (scroll down to Middle School, light green section)

1. Overview

Assessment assists teachers and schools in:

- monitoring the progress of students
- providing feedback to students
- adjusting programmes
- developing subsequent learning programmes
- reporting student achievement to parents
- whole-school and system planning, reporting and accountability procedures.

Assessment procedures must therefore be fair, valid, reliable, educative, explicit and comprehensive.

2. Information Provided to Students

In each subject a number of assessment tasks occur throughout the year. In line with the School's Literacy Plan, most tasks are now completed in-class. Each task provides evidence of student achievement, the combination of which the teacher uses to assign an achievement standard at the completion of each semester.

Assessment task details will be provided on SEQTA in the Overview of Assessments section by each department for their respective courses. The requirements for each assessment task will be clearly described (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will also be provided.

It is a teacher's responsibility to manage the Assessment Outline. It is a student's responsibility to provide evidence of achievement by the published timelines. Parents/guardians will be notified in cases where concern for a student's progress emerges.

3. Modifications to the Assessment Outline

When a student's personal circumstances limit his/her capacity to complete a particular assessment task, the teacher, in consultation with the Head of Department/Co-ordinator/Teacher in Charge, the student and others involved, may negotiate a modification to the task and/or a variation to the submission date. The teacher will consider equity for all students when making decisions about adjusting timelines.

If circumstances change during the teaching of a unit that requires the teacher to make adjustments to scheduled assessment tasks, students will be informed of this, and these details will be updated in SEQTA.

4. Students requiring specific consideration

The School will ensure that students with educational needs are catered for in an appropriate way. This may occur in conjunction with the Director of Learning Support, Learning Support Teachers (LST), and classroom teachers.

5. Student responsibilities

It is the student's responsibility to:

- ensure that all assessment is their own work
- complete all assessment tasks on or before each deadline
- maintain an assessment portfolio or file as required by subject teachers
- maintain a good record of attendance, conduct and progress
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, extension request and other issues pertaining to assessment

NB: Extension requests must be made in writing by a parent/carer at least 24 hours before the due date.

6. Parent responsibilities

It is the parent's responsibility to:

- Contact the School to advise that their child will be absent and is missing an assessment/s
- Provide a Medical Certificate or note upon their return to School
- If an in-class assessment has been missed, ensure their child attends next available Assessment Catch-up Session (see below)

Catch-up Session	Days	Start Time
Before School	Monday to Friday	7.40am for a 7.45am start
After School	Monday	2.40pm start
After School	Tuesday to Friday	3.40pm start

7. Teacher responsibilities

It is the responsibility of the teaching staff to:

- ensure that all assessments are communicated
- develop a teaching/learning program that meets the Curriculum guidelines
- ensure that assessments are fair, valid, reliable, educative, explicit and comprehensible
- provide students with timely assessment feedback and guidance
- maintain accurate records of student achievements and assessment
- meet school and external timelines for assessment and reporting
- inform students and parents of academic progress as appropriate
- establish clear guidelines for penalties that will be imposed on a student's work which is handed in late and/or is of poor quality

8. Deadlines for submission of class work and assessment tasks

The due date will be clearly communicated for each assessment task. The time does not need to be stated, instead it is to be assumed that the time that the assessment (or class work) is due on the given due date is the start of the lesson for that subject on that date, unless an alternative time is stated.

9. Completion of a Unit

A mark is assigned for each unit completed. Students are required to:

- submit all out-of-class assessment tasks for marking on or before the due date
- attempt all in-class assessment tasks on the scheduled date

NB: If an assessment task cannot be submitted directly to the teacher it is to be submitted to Middle School Student Reception before school or during PCG1, marked clearly with the teacher's and student's names on the Task Sheet.

Unless there is a reason that is acceptable to the School (see **Section 11** for details), failure to attend a scheduled in-class assessment task or submit on time an out-of-class assessment task may result in the student receiving a lower achievement standard than expected at the end of the unit.

NB: Where a student is likely to experience difficulty meeting a deadline they must discuss the matter with the teacher or provide a note from a parent or guardian at the earliest opportunity before the due date. Except in cases of unforeseen circumstances, these requests must be made **at least 24 hours prior to the due date.**

10. Penalties for Late Submission

For any late out-of-class assessment task, where the student does not provide a reason which is acceptable to the School, the following penalties apply:

- Unless there are unforeseen circumstances, work that is not submitted on time will receive an automatic 10% penalty and an additional penalty of 5% per day to a maximum of 30%
- The weekend is counted as one day
- Work that is late by more than five days will still need to be submitted, but will not be assessed. A detention and/or an "in school" suspension may also be imposed on the student as a penalty until the late work is completed satisfactorily
- Late work must be handed in the next school day

Summary of penalties for late submission.	
Submitted one day late	10% penalty (10% off total marks available) <i>For example: Assessment is marked out of a total score of 30, student receives 24 or 80%. 10% off 30 = 3 therefore student receives 21 out of 30 or 70%.</i>
Submitted two days late	15% penalty (15% off total marks available)
Submitted three days late	20% penalty (20% off total marks available)
Submitted four days late	25% penalty (25% off total marks available)
Submitted five days late	30% penalty (30% off total marks available)
Submitted after five days	Work must be completed and submitted, but a mark of zero will be recorded
Non-Submission	A mark of zero will be recorded if no assessment is submitted without legitimate reason, students will receive an After School Detention and parents will be notified
Year 7	Term 1 To assist with student transition to Secondary School, teachers have the ability to exercise a grace period and not immediately apply penalties. This will be on a case-by-case basis and parents will be notified of non-submission of work Terms 2 - 4 Terms of Middle School Assessment Policy apply

- Students are advised that computer and/or printer failure is not accepted as a reason for non-completion of assessments. Students should ensure:
 - They back up their work regularly
 - They can provide evidence of ongoing work such as drafts or digital drafts
 - Although it is not advisable to leave the printing of completed assessment tasks until the due date, the JSRACS Secondary Library is open from 7:30am if students should need to print out homework before the school day commences

11. Acceptable Reasons for Non-Submission or Non-Completion

Wherever possible, advance notification of absence is required. The penalty for non-submission or non-completion will be waived if the student provides a reason acceptable to the School. For example:

- Where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion and submission
- Where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task is scheduled

Where the student provides a reason acceptable to the School for the non-submission or non-completion of an assessment task the teacher will:

- Negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (at an Assessment Catch-up Session (See Section 6) - generally, within two days of the student's return) OR
- Decide on an alternate assessment task if, in the opinion of the teacher, the assessment is no longer confidential OR
- Remove the task from the assessment outline where a professional judgement of the achievement of the student can be made based on the completed or remaining tasks OR
- Award the student a 'class average' grade for the missed assessment task

Family holidays during the term are not considered a valid reason for non-completion or non-submission of an assessment task. Teachers will inform students of expectations of when assessment

tasks are to be submitted. Parents need to consider the effect of absences on their child's learning. Students will be expected to complete the tasks **prior to leaving** or **upon returning** to school in consultation with the class teacher.

NB. Department discretion will be applied when determining reporting grades during a reporting period where a missed assessment has occurred. This may impact a student's ability to be in contention for Subject Awards.

Extensions

Please refer to Student responsibilities – Section 5.

Prolonged absence

Where a student is unable to attend school for a lengthy period due to injury or illness, reporting grades will be determined on a case-by-case basis.

12. Completing missed tests/In-class assessments

Following an absence, students must sit their missed assessment on the morning of their return to school. Catch up assessment session (See Section 6), where the student must sign in and sit their assessment.

NB – It may not be possible to sit all outstanding assessments at an Assessment Catch-up Session. Examples could include, but are not limited to:

- Practical Tasks in Languages
- Music Assessments
- Extended Art pieces
- Drama performances

The catching up of these assessments will need to be negotiated with the classroom teacher and/or HOD, Coordinator or Teacher in Charge, and it is an expectation that students will need to complete these at their teacher's discretion.

NB: Please note that the Art Room is open each lunch time to catch up or work on Art pieces).

13. Cheating, Collusion and Plagiarism

All work submitted for assessment must be the student's own original work, completed in accordance with the conditions of the task. This policy aligns with the School Curriculum and Standards Authority (SCSA) Kindergarten to Year 10 Curriculum, which requires schools to ensure the authenticity of student work and to apply consistent expectations for academic integrity.

Students are not permitted to submit for marking, as original, any work which contains:

- identical or substantially similar material to the work of another person (e.g. another student, parent, tutor) or
- identical or substantially similar material to a published or online source, unless that source is clearly acknowledged through appropriate referencing

SCSA expects that assessment in the middle years provides valid evidence of individual student achievement against the curriculum, and that schools have clear processes to manage breaches of academic honesty.

The following penalties will apply:

- A mark of zero for part of the assessment where the teacher can identify the part of the assessment task that has been copied or plagiarised
- Where appropriate, an adjusted mark will be given based on teacher judgement on the portion of work that is considered not to be the student's own

Students may be required to submit another task, but no mark for that piece of work will be given.

Students who allow their work to be copied will also be penalised. Each case will be considered individually, however, as a general rule students can expect to have at least 50% of their marks deducted if they allow their work to be copied, or share it with other students.

Definitions:

Cheating

Cheating is any deliberate act of dishonesty undertaken to gain an unfair advantage in an assessment task. Examples of cheating include (but are not limited to):

- using unauthorised notes, devices, or online resources during tests or in-class assessments
- accessing assessment materials or answers prior to an assessment without permission
- copying answers during a test or assessment task
- submitting work completed by another person as one's own or
- using artificial intelligence (AI) tools to generate or substantially modify assessment responses where this has not been explicitly permitted by the teacher

Collusion

Collusion occurs when two or more students inappropriately communicate or collaborate on an assessment task that is intended to be completed individually, resulting in work that is not solely the student's own. Examples of collusion include (but are not limited to):

- Communicating or sharing the contents of a test or examination (including the type of or specific questions, answers, prompts, or assessment materials) with another student or students prior to their completion of the test/exam, by any means (in person, electronic, photographic, social media, messaging apps, or third parties).
- jointly planning, drafting, or writing an individual assessment task
- sharing paragraphs, responses, calculations, completed drafts, answers or questions to another student
- submitting work that shows significant similarity in structure, language, or ideas beyond what would reasonably be expected
- allowing another student to copy, adapt, or closely model their work

Plagiarism

Plagiarism occurs when a student presents the words, ideas, structure, or work of another person or source as their own, without appropriate acknowledgement. Examples of plagiarism include (but are not limited to):

- copying text directly from books, websites, or other sources without referencing
- paraphrasing another source too closely without acknowledging the source
- submitting AI-generated content as original student work
- re-submitting work completed for another subject or previous year without permission

NB: Parents/guardians will be informed of any breach of this policy, the penalty applied, and any further disciplinary action deemed appropriate by the Head of Department, Director of Teaching and Learning or Assistant Principal.

In the Middle School, the importance of pastoral care and developmental understanding is recognised, and student age, intent, prior understanding, and individual circumstances will be considered when determining appropriate responses to breaches of this policy. This may include explicit instruction, guided reflection, and restorative conversations to reinforce expectations and prevent recurrence. However, the school holds firm and non-negotiable expectations regarding academic honesty. Breaches of academic integrity compromise the validity of assessment evidence and the fairness of the assessment process for all students; accordingly, appropriate academic penalties will be applied in every case, with pastoral support provided alongside these consequences to ensure accountability, learning, and the maintenance of academic standards.

14. Security of Assessments Tasks

Where there is more than one class in a subject, in a given year group, many of the assessment tasks will be predominantly the same. In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task.

Discussion of the questions will be treated as cheating and/or collusion and the students will be penalised.

15. Reporting

Students will be kept informed of their progress throughout the unit. Teachers will assess completed

tasks and provide prompt assessment feedback to the student.

Parents will be regularly informed about a student's progress. Students and parents/guardians will be informed when it is identified that there is a risk of the student not:

- achieving their potential
- failing an assessment task

Semester One reports are issued at the end of Term Two and Semester Two reports issued at the end of Term Four.

16. Reviewing Marks

When a student considers that there is an issue about the marking of an assessment task or subject they should, in the first instance, discuss the issue with the teacher. If a marking issue cannot be resolved through discussion with the teacher, then the student or parent/guardian should approach the Head of Department/Co-ordinator/Teacher-in-Charge of the subject.

17. Types of Middle School Assessment

The assessment tasks listed below are typical of those that may be incorporated into a teacher's overall assessment structure.

- Periodic class tests/Topic tests
- Homework/Classwork/In-class validations
- Practical work/Performances/Productions/Presentations/Demonstrations
- Investigations/Projects/Extended pieces of work/Essays/Reports/Exhibitions
- Out-of-school assignments
- Affective factors e.g. attitude, effort and participation

Tests and other In-class assessments

- Dates are set by individual teachers, and these may be varied in discussion with the students if any specific need arises and the revised date publicised.
- No less than seven days' notice of an impending test must be given and students are to be directed to note the date
- Students will not be permitted to redo any assessment task once it has been handed in for marking. Teachers may require a piece of unsatisfactory work to be repeated to cover expected outcomes of the subject, but no mark will be awarded for the repeated work – it will be regarded as a learning exercise

Practical Work/Investigations/Assignments/Homework

- Students are expected to complete all set work by the due date.

Classwork and Learning Competencies

- This type of assessment would involve assessment of such factors as: contribution to class discussion and/or group work, applying safe procedures and acting responsibly in laboratory situations or practical skills demonstrated by the student
- Please note that the highest achievement point available for LC's is 'Proficient' and students are assessed on:
 - Organisation
 - Learning Engagement
 - Persistence
 - Collaboration
 - Innovation and
 - Critical Thinking

18. Homework

Homework plays an important part in the level of success experienced by a student as it supplements and enhances the in-school program. Not all work set as homework is formally collected and marked as some exercises will involve finishing off tasks begun in class and consolidation of classwork, but teachers will endeavour to check that homework is being completed. Formal homework will be set regularly. It is expected that students access and complete homework as required and these will be marked and returned promptly. Some homework may contribute to the final assessment in a subject.

For more detail on Homework requirements for particular Subjects and Year levels, please refer to the SMASH document.