

Junior School Assessment Policy

1. Purpose and Objectives

This policy provides information for teachers, students and parents/carers about roles, responsibilities, processes and procedures to ensure the integrity of assessment.

Canterbury College acknowledges its responsibility to provide quality outcomes for all students. The system of assessment requires staff to ensure all assessment tasks are valid and fair.

2. Definitions, Terms, Acronyms

Canterbury College	Canterbury College Ltd or any controlled entities of Canterbury College Ltd.
QCAA	Queensland Curriculum and Assessment Authority
ISQ	Independent Schools Queensland

3. Policy Scope

The Assessment Policy applies to subjects studied in Prep – Year 6. The policy supports teachers in ensuring academic integrity exists in all aspects of their planning, teaching and assessing of students.

4. Policy Statement

Canterbury College's expectations for teaching, learning and assessment are guided by the principles of academic integrity and excellence.

Assessment includes any examinations, practical demonstration, performance, presentation or product that allows students to demonstrate the achievement standards as described by the Australian Curriculum.

Assessment will be:

- Aligned with curriculum and pedagogy
- Equitable for all students
- Evidence-based, using established standards/continua to make defensible and comparable judgements about students' learning
- Ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of student's learning
- Transparent, to enhance professional and public confidence in the processes used, the information obtained, and the decisions made
- Informative of where students are in their learning.

The College promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following procedures support this endeavour.

5. Guidelines/Procedure/Process

5.1. Ensuring Academic Integrity

Assessment Schedule	<p>The College will produce an assessment schedule each semester that:</p> <ul style="list-style-type: none"> • aligns with curriculum requirements. • ensures students have adequate working time to complete tasks. • considers student workload. • provides time for internal quality assurance procedures. • is clear to teachers, students and parents/carers. • is communicated through MyCC within a reasonable timeframe.
Scaffolding	<p>Scaffolding helps students understand the process for completing a task. Scaffolding must allow for unique student responses and lead students to a response. It must also maintain the integrity of the task. Students in the younger years will experience a greater level of scaffolding than those in the senior years. The level of complexity and the requirement of independence will increase gradually over the year levels.</p>
Monitoring of Student Progress	<p>Teachers aim to monitor student progress as they complete assessment tasks to authenticate student responses. Teachers also use monitoring to support students to complete their assessment. Students will work on assessment during designated times and show evidence of progress at key times.</p>
Feedback	<p>Feedback and conferencing opportunities are:</p> <ul style="list-style-type: none"> • provided on the draft of each student's response where allowed • a consultative process that indicates aspects of the response to be improved or further developed • delivered in a consistent manner and format for all students. <p>Feedback must not:</p> <ul style="list-style-type: none"> • compromise the authenticity of a student response • introduce new ideas, language or research to improve the quality and integrity of the student work • edit or correct spelling, grammar, punctuation and calculations • allocate a mark.
Authenticating student work	<p>Accurate judgements of student achievement can only be made on student assessment responses that are authenticated as their own work. Canterbury uses age-appropriate authentication strategies promoted by the QCAA and ISQ.</p> <p>In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed.</p>
Reasonable adjustments	<p>Actions are taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. These adjustments are applied wherever appropriate and are dependent on student need.</p>
Internal quality	<p>Canterbury's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes:</p>

assurance	<ul style="list-style-type: none"> • quality assurance of all assessment instruments, in all year levels before they are administered to students (including assessment tasks and rubrics) • moderation to support judgments about student achievement in all year levels. Students will not receive results until moderation processes are complete.
Requesting feedback on result	Students may request further feedback. Students should discuss the result with their teacher in the first instance. If the student and/or parent is still unsatisfied, then a meeting with student, parent, teacher and Assistant Head of Junior School – Learning (if required) can be organised.

5.2. Managing Assessments with Periods of Absences

The following are some examples of academic misconduct. Students in all year levels may receive age-appropriate consequences for academic misconduct.

Attempts may be made to allow students the opportunity to complete summative assessment wherever possible. Checkpoints, drafts and formative assessment maybe used to make judgements on student achievement, in place of the final assessment item, if catching up is not possible due to reasons such as extended approved absences.

For extended unapproved absences, students will generally not be provided with opportunities to complete missed assessment tasks. In these cases, teachers will make a judgement based on evidence already collected during the assessment period, if adequate evidence exists.

Students may be required to attend catch-up sessions at break times to complete overdue final assessment items.

If a student has missed the majority of the teaching for a concept being assessed, NA (Not Assessed) will be awarded.

5.3. Managing Academic Misconduct

Canterbury College is committed to supporting students to complete assessment and to submit work that is their own, minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and falsely demonstrates their learning.

	Types of misconduct (not exhaustive)	Procedure
Failing to complete due to non-compliance	Failing to submit assessment due to non-compliant behaviour or refusal.	Age-appropriate consequences will be implemented if a student is non-compliant or refuses to complete set assessment tasks. This may include students completing the assessment supervised by a member of leadership during break times.

	Types of misconduct (not exhaustive)	Procedure
Cheating while under supervised conditions	<p>A student:</p> <ul style="list-style-type: none"> • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a teacher during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student. 	<p>Students will only be awarded a grade for sections of the assessment that have not been impacted by the access to notes or communication. It may be the entire assessment response is considered null and void. For students seeking to obtain awards or recognition, they will now be considered ineligible. In this circumstance, age-appropriate consequences will be implemented.</p>
Copying work	<p>A student:</p> <ul style="list-style-type: none"> • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an assessment. • copies another student's work during an assessment. 	<p>All parties that submit the work will receive a consistent consequence.</p> <p>Incidents will be investigated, and age-appropriate consequences will be implemented.</p> <p>If original authorship is determined, the full assessment submission will be marked and awarded a grade.</p>
Disclosing or receiving information about an assessment	<p>A student:</p> <ul style="list-style-type: none"> • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials. 	<p>The sharing of work in hard copy or digital is considered collusion.</p> <p>Any student that compromises the viability of an assessment instrument will be subject to a consequence. Students deliberately benefitting from or seeking this type of misconduct would not receive a grade for this assessment item due to its compromised integrity.</p> <p>Incidents will be investigated, and age-appropriate consequences will be implemented.</p>
Misconduct during an examination	<p>A student distracts and/or disrupts others in an assessment room.</p>	<p>If a student is seen to be deliberately disrupting others in an examination setting, Canterbury will take immediate steps to remove that student from the setting. Incidents will be investigated, and age-appropriate consequences will be implemented.</p>
Plagiarism or lack of referencing	<p>A student completely or partially copies or alters another person's work or completes task using AI.</p>	<p>All parties that submit the work will receive a consistent consequence. The sharing of work in hard copy or digital is considered collusion.</p> <p>If original authorship is determined, the full assessment submission will be marked and awarded a grade.</p> <p>Incidents will be investigated, and age-appropriate consequences will be implemented. If evidence suggests</p>

	Types of misconduct (not exhaustive)	Procedure
		authorship has been compromised, students will be able to resubmit at the discretion of the Assistant Head of Junior School. The grade awarded may be impacted.
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	<p>The school will use checkpoints and drafts to authenticate a submission.</p> <p>If evidence suggests authorship has been compromised, students will be able to resubmit at the discretion of the Assistant Head of Junior School. The grade awarded may be impacted.</p>
Prohibited equipment	A student brings a SIM enabled device into an examination.	<p>The equipment will be confiscated immediately and may be collected from Junior School Administration at the end of the day.</p> <p>If evidence suggests the response has been compromised, students will be able to resubmit at the discretion of the Assistant Head of Junior School. The grade awarded may be impacted.</p> <p>Incidents will be investigated, and age-appropriate consequences will be implemented.</p>

6. Roles and Responsibilities

6.1. Canterbury College:

- Provide information about the location of the Assessment Policy.
- Provide students with detailed understanding of academic misconduct.
- Provide an investigation process to be used in instances where academic misconduct is suspected.
- Communicate openly with students, parents, and carers.

6.2. Teachers:

- Provide parents and students with assessment schedule for each term.
- Provide students with assessment instruments in an appropriate time frame and with relevant information.
- Unpack rubrics with students in an age-appropriate way so they understand success criteria.
- Provide appropriate class time for assessment.
- Provide reasonable adjustments where appropriate.
- Provide feedback to students in a timely manner.
- Follow investigation processes outlined by the College.
- Build students' capacity to be assessment literate.
- Communicate with parents if students have not submitted assessments.

6.3. Student:

- Submit only their work for assessments.
- Make use of class time provided to work on assessment.
- Ensure drafts and assessment items are submitted in a timely manner.
- Communicate difficulties in completing assessment with the teacher.
- Seek clarification from the teacher if unsure or need further assistance.

6.4. Parent:

- Encourage students to complete assessments by the due date. See Assessment Schedule on MyCC for due dates.
- Inform the appropriate school staff of any difficulties relating to the completion of assessment items before the due date.
- Provide documentary evidence where assessments are impacted. (e.g., medical certificate for absences).
- In Junior School, assessment is completed in class, therefore attendance is extremely important.

7. Review

This policy and its associated procedures, quick reference guides and protocols will be reviewed annually. Canterbury College, however, reserves the right to review this policy at any time.

Version Number:	V01.2025
Policy Library:	College Operations
Responsible Officer	Head of Junior School
Approval Authority:	Principal
Last Approval Date:	25 November 2025
Review Date:	25 November 2026
Related Policies/Procedures:	