



Continuous Reporting Policy

1 EXECUTIVE RESPONSIBLE

Director of Teaching and Learning

2 THIS POLICY/PROCEDURE APPLIES TO:

Middle and Senior School Teachers

3 POLICY STATEMENT

In Years 6 to 9 and Year 12, teachers are expected to provide personalised feedback to students after each summative assessment, which is then made available to parents and students through SEQTA Engage and Learn respectively.

4 PROCEDURE

The approach teachers should take when providing feedback involves outlining;

1. What went well
2. Providing at least one area for improvement
3. A strategy to achieve this

The area for improvement could relate directly to the content or skills demonstrated in the assessment or it could focus on the process and preparation work that took place prior to the assessment. Marks should not be released until feedback has been entered into SEQTA Teach.

As Continuous Reporting will be one of our most important and public communications with parents and students, the feedback must be written in a professional tone, similar to that you would use in an email to parents.

Suggested methods of feedback that teachers may use are as follows;

- Written feedback in the comment section on SEQTA Engage/Learn (between 60 to 150 words)
- Individual audio feedback referring to the assessment (no longer than 2 mins)
- A marking key with specific reference to the students' performance
- Digital feedback provided on the students' work
- Individual video going through key areas for improvement. (no longer than 2 mins)
- Scanned copy of handwritten feedback provided on the work

There will be variation when teachers provide feedback based on the following considerations;

- The type of assessment (i.e. test, assignment, investigation, practical, performance)
- The subject being assessed
- The teachers' preferred method of delivering feedback

Teachers will need to have marked and provided feedback on assessments within ten working days of the due date.

However, this may vary in Year 12 if;

- The duration of the assessment was over a longer period of time and informal feedback was given prior to the final submission
- The weighting of the assessment was significantly higher (above 20%)
- The marking of that assessment had to undergo moderation or cross-marking

To improve the outcomes for students and to ensure they are making the most of the feedback given, they are also expected to reflect on the feedback. Their reflection should focus on;

- What went well
- Areas for improvement
- The strategies they intend to put in place as a result of receiving the teachers feedback and their own reflection

The following, although may be valuable to student learning, is not considered individual feedback;

- A marking key
- A test paper/assignment that only highlights the mistakes (spelling errors, inaccuracies, poor sentence structure)
- A model answer
- A video/audio recording of the solutions
- Feedback not recorded on TA