Junior Evidence of Learning Policy

PURPOSE
This policy provides information for teachers, students and parents/carers about roles and responsibilities to ensure the integrity of evidence items that are completed by students in Years 7 – 9 at Yarrabilba State Secondary College.

YSSC APPROACH
YSSC is committed to ensuring that we implement a never-ending cycle of teaching and learning as best practice. Our college has developed an approach that supports continuous improvement for student learning and achievement.
We believe that evidence of learning is to be collected over time, allowing students multiple opportunities to demonstrate their understanding of key concepts and skills in alignment with the Australian Curriculum.

At YSSC we provide learning opportunities that will develop a strong foundation of knowledge and skills for lifelong learning. Our holistic approach is underpinned by the Australian Curriculum's General Capabilities, where students develop 21st century skills, all of which are critical to affording they go on to "*Live a life of choice, not a life of chance.*"

Our evidence items allow flexibility in how students are able to demonstrate their learnings and understandings. We use varied forms of pedagogical documentation (for example; pictures, recordings, presentations, practicals) to capture evidence of student learning over time.

Evidence for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching to meet individual and whole class needs.
- Reflects a belief that all students can improve
- Is inclusive of all learners
- Involves determining the learning intentions and co-constructing the success criteria to encourage growth and development

Evidence as learning involves students reflecting on and evaluating their own learning, asking questions and using a range of strategies to seek feedback on their learning.
- Encourages students to take responsibility for their learning
- Requires students to ask questions and seek feedback opportunities to help them understand their next steps in learning

Evidence of learning involves teachers evaluating evidence of student learning against the relevant achievement standards and general capabilities for each learning area.
- Encourages development of 21st century skills which are transferable across all learning areas
- Provides an opportunity to share achievement to the wider community, including parents/carers, outside groups, peers and teachers

ROLES AND RESPONSIBILITIES

Stakeholder	Role	Responsibilities
Student	• Engage in learning opportunities to the best of their ability	• To do the very best they can on all learning tasks and evidence items • To ask for help if they have concerns or questions • Seek feedback from others e.g. peers, family members, community members (not just your teacher) in order to improve • Enact draft feedback • Submit evidence items on time • Inform teacher/s of items they want put in their folio as evidence • Work collaboratively with peers where required • Ensure that evidence items contain their own work and contributions
Parents/caregivers	• To support and engage their student/s in their learning journey while at YSSC	• Ensure students are attending school regularly • Communication with the school and staff is maintained regarding learning, attendance and wellbeing • Work in partnership with college staff to ensure students are progressing in their learning and achieving to the best of their ability • Maintain regular check-ins with their student about what they are learning and how they are doing with their learning
Teachers	• Provide high quality learning opportunities for students to develop their understandings and skills	• Plan for and provide multiple opportunities for students to demonstrate their learning • Work collaboratively with college staff to meet individual needs of all students (e.g. Deans, Coaches, Student Support Services) • Establish and maintain regular communication with parents/caregivers • Implement authentication strategies to ensure that evidence items have academic integrity • Monitor student learning and provide opportunities for students to improve their work, e.g. bump it up walls, peer check-list, teacher conference • Create and maintain individual student folios that contain evidence items over a unit of work • Provide students with situational flexibility in regards to evidence item check-points and due dates • Engage in college moderation processes
Heads of Department	• To support staff to plan for and implement the Evidence of Learning Policy	• Ensure that all students have the opportunity to access the curriculum to meet their learning needs • Confirm alignment between evidence items and the Australian Curriculum Achievement Standards and General Capabilities • Liaise with staff to ensure adjustments and modifications to evidence items meet individual learning needs • Approve common evidence items before distribution to students • Liaise with staff around academic integrity concerns.

Evidence of Learning Flowchart

YARRABILBA STATE SECONDARY COLLEGE
Learning Today - Leading Tomorrow

START

Notice of task

Critical Checkpoint (e.g. draft)

Submission on or before due date

Timely feedback provided to student for editing and review

Final Submission

Incomplete or Non- Submission

Opportunities to resubmit
Contact parent/carer
Refer to Curriculum HoD

Submission on or before due date

Incomplete or Non- Submission

FINISH

Assess, moderate and feedback to student

Opportunities to resubmit
Contact parent/carer
Refer to Curriculum HoD
Mark draft as final

SUPPORTED BY THE YSSC JUNIOR APPROACH TO MODERATION PROCESSES AND THE ONGOING COLLECTION OF FOLIO EVIDENCE THROUGHOUT THE SEMESTER
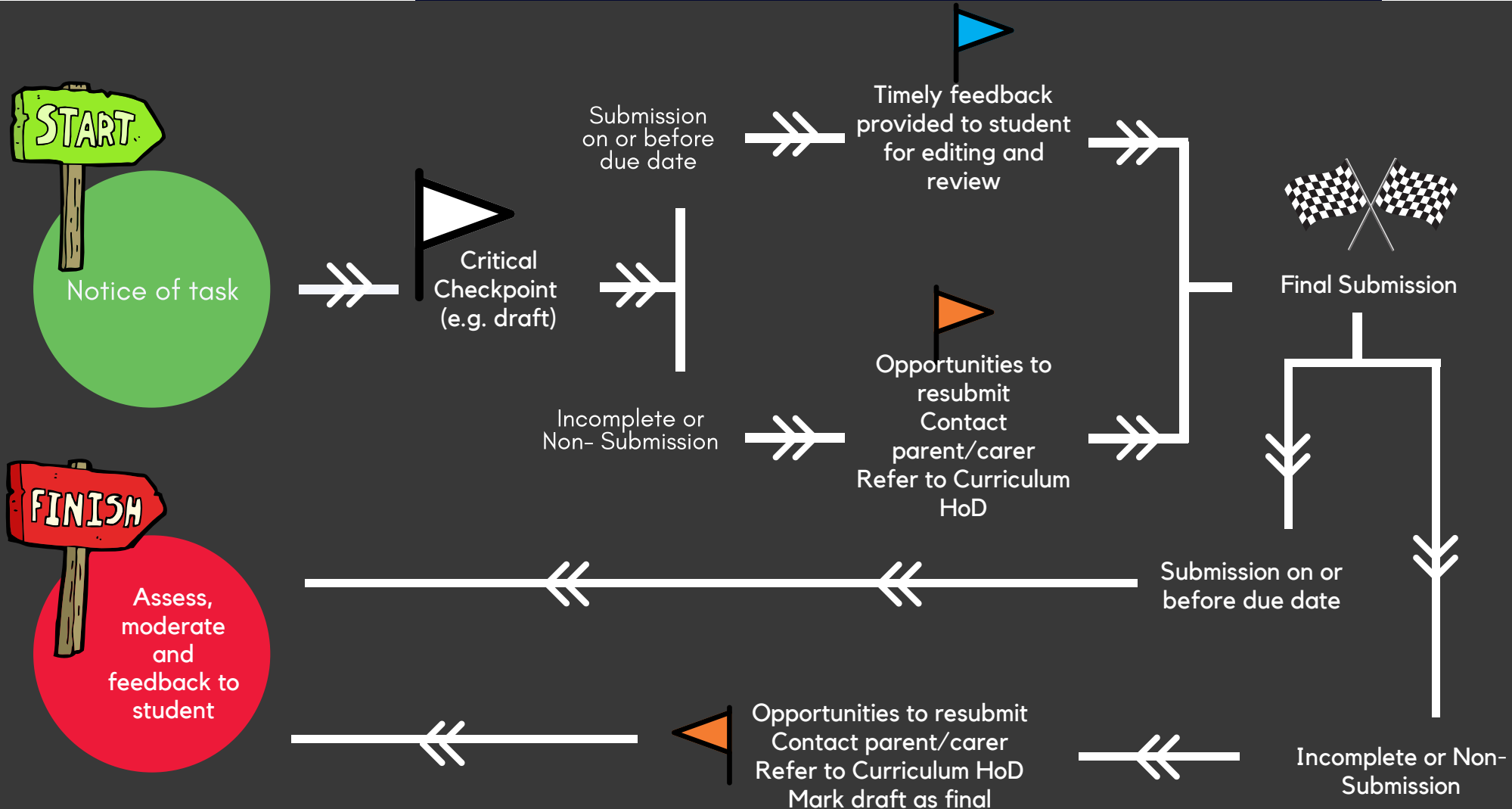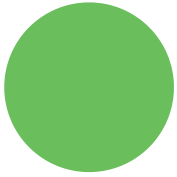
Notice of Task
- Teachers to provide notice of Evidence Item as per task conditions
- Approximate due dates shared on Evidence of Learning Calendar
- Critical Checkpoints and Final Submission dates recorded by students
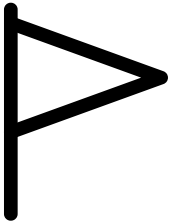
Critical Checkpoint
- Teachers provide checkpoints to break down tasks and to track and monitor student progress, eg. planning sheet due, draft due, peer feedback due
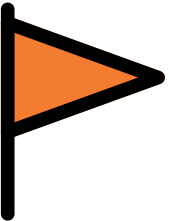
Opportunities to Resubmit
- Teachers use situational flexibility to differentiate for the needs of learners, e.g. illness or prolonged absence
- Teachers record the behaviour on OneSchool (recorded as 'Minor' and 'Other' for category) and refer to Curriculum HoD to flag students engaging in this process
- Teachers take action (e.g. contact home, lunch detentions until completed)
- Curriculum HoD may take further action if there are ongoing issues or a pattern of non-submission
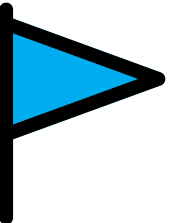
Timely Feedback
- Teachers provide timely feedback (written and/or verbal) to assist students
- Students edit and review their work

Assess, Moderate and Feedback
- Teachers will mark student work in a timely manner and moderate to ensure accuracy and fairness in judgement
- Students will receive written and/or verbal feedback on their submission
- Students reflect on their feedback