MT ST MICHAEL’S COLLEGE
IN THE TRADITION OF THE SISTERS OF CHARITY

Middle Schooling
Assessment and Procedures
Middle Schooling Principles:

As adolescents are in their formative years (11-15 years of age), middle schooling pedagogy aims to enhance this time period for optimal learning. The process utilised ensures all Year 7-9 students are provided with access to high quality schooling, developing successful lifelong learners, confident and creative, active and informed community members with a sense of self-worth, self-awareness and a strong personal identity.

Inclusivity

Middle schooling philosophy is schooling that is appropriate to adolescents’ developmental and educational needs and characteristics, whilst still ensuring students are nurtured in the tradition of the Sisters of Charity. They are to be principled young women, with a passion for life, a commitment to justice and the courage to live out the teachings of Jesus. (MSM Philosophy and Practice 2013).

Adolescent wellbeing and academic achievement are strongly linked. The College encourages parental/family involvement in the learning process within the school community and in the home, ensuring high educational outcomes for students, within a safe and happy learning environment.

Equity

MSM provides the foundation for 21st Century skills in critical and creative thinking, problem-solving and communicating, ensuring appropriate learning as students transition towards adulthood.

MSM, through the College’s mission in the tradition of the Sisters of Charity, aims to develop students who relate well to others, and are engaged in nurturing and maintaining healthy/supportive relationships within the school and wider community. Students are encouraged to look for opportunities to work for the betterment of others, and the stewardship of the natural and social environments. Our graduates are encouraged to be women of:

- Conscience
- Compassion
- Commitment
- Competence
- Confidence

Student-centred

Learning opportunities provided will allow students to explore their individual creativity, within a culture of excellence, encouraging students to aim for personal excellence in their educational outcomes.

MSM provides opportunities for students to become discerning participants in their own learning, being discriminatory observers of their own progress, searching for improvement whenever possible, and continuously being inspired to participate in this learning process.

Practices at Year 7 level are for the facilitation of the transition of the adolescent from primary to secondary schooling, with the intention of developing an independent and autonomous learner.
Middle Schooling Practices:

Attributes of Middle Schooling Teachers:

- Middle Schooling teachers are creative/innovative – but their pedagogy remains simple and sequential in design
- They readily engage in teacher teams, designing a more aligned curriculum wherever possible
- They ensure the design and delivery of differentiated learning, cooperative learning, negotiated learning - one size does NOT fit all
- They deliver a more student-centred approach so students develop some risk-taking abilities, to become critical, creative and innovative thinkers

Along with optimal student engagement and supportive relationships, Middle School teachers have an increased focus on:

- Analytic depth
- Intellectual challenge and rigour
- Critical thinking
- Critical literacy and higher order analysis
- Dialogue
- Connection to student’s cultural background
- Knowledge
- Problem-based learning

Learning and Teaching Practices:

- A broad array of teaching and learning practices to cater for the individual needs of each student (differentiation) are implemented. Middle School students are supported in their endeavour to succeed, by extension and support structures within and outside the classroom.
- The wellbeing of students is paramount in the middle years, and teachers are to promote the importance of positive wellbeing in students (in line with the College’s Pos-Ed program), through their teaching and daily interactions.
- The parent body of the College is briefed about middle schooling practices to be undertaken by MSM, through parent information sessions at the commencement of the school year.
- Homeroom Teacher-student relationships are formed through the regular contact this teacher has with their class. The Homeroom teacher will be the class teacher for more than one subject in Year 7 and 8 wherever possible.
- Collaborative approaches to teaching and learning – team teaching is fostered through collaborations amongst middle school teachers and flexible teaching spaces.
- MSM’s middle school curriculum incorporates real life experiences for the students, enabling them to make sense of abstract concepts in a concrete/practical/relative manner.
- MSM aims to explicitly connect the curriculum and learning wherever possible for the Middle School student.

Assessment Practices:

- A holistic approach to the education of the adolescent is paramount – therefore determining judgements for levels of achievement in the Middle School will be reflective of developmental learning.
- Curriculum leaders and class teachers are to have a clear understanding of the purpose of learning tasks/assessment for curriculum subjects, and give careful consideration to the number of learning tasks/assessment items set per term/semester.
- MSM Middle School implements uniform approaches to learning tasks/assessment criteria sheets whenever criteria sheets are required.
Determining Judgements for Levels of Achievement in Middle School

Determining Judgements:

- Students will have the opportunity to demonstrate their learning and understanding of core concepts covered at any point in time. This sequential development continuously occurs throughout the year.
- Demonstrated learning can be identified throughout a term/semester in a number of ways:
  - Quizzes
  - Fine-grained assessment
  - In-class assignments (including multi-modal presentations) where the assignment is the classwork for Year 7, supported with teacher direction to ensure student ownership. This may occur over a period of 2 days to several weeks. Teacher direction and class time is progressively scaled back through to Year 9.
  - Exams completed within lesson time
  - Research assignments
  - Practical work
  - Field work/excursions

Demonstrated Learning Practices:

- Program Leader – MS to approve final learning tasks/assessment calendar (Learning Calendar) for each term. This may require negotiation between curriculum leaders and Program Leader – MS to ensure balance over the course of the term/semester. Each term the calendar is made explicit and displayed in each Homeroom.
- There will be collaborative support between teachers, students and parents regarding student learning through open and transparent communication.
- Skills and processes required in Year 7 and Year 8 are to be embedded in the BITS and Learning to Learn programs, curriculum leaders will forward these to Program Leader – MS and Curriculum Leader - IT prior to the start of each semester.
- Learning tasks will allow students to demonstrate curriculum knowledge, understanding and higher order thinking, and support diversity in learning.

Year 7 and Year 8:

- Learning tasks/assessment for determining judgements should:
  - Be no more than 50 minutes in length for exams/quizzes
  - Be predominantly completed in class time
  - Incorporate a variety of tasks over the course of the year

- Home study is, at most, 1 hour in length/day for Year 7, 1 ½ hours in length/day for Year 8 and includes:
  - Time for revision of curriculum
  - The embedding of study skills/strategies and the CCEs, supporting ACARA’s General Capabilities

- Home study will be timetabled across the 10-day cycle to ensure equity across the Year 7/Year 8 curriculum for 2015 and Year 7 only in subsequent years.

Year 9:

- Learning tasks/assessment for determining judgements should:
  - Be no more than 60 minutes in length for exams
  - Incorporate a variety of tasks throughout the course of the year
  - Incorporate class time and home study time

- Home study is 1 ½ hours- 2 hours in length/day and includes:
  - Time for curriculum revision
  - Assigned tasks as required for the various curriculum subjects, including assignments

- A maximum of two forms of submission to be used for each learning task/assessment, relevant to the nature of the task.
• Feedback to students will be timely and explained to allow for the demonstration of improvement within the final product. Curriculum leaders will ensure appropriate timeframes for teacher provisions of individualised quality advice on draft learning tasks/assessment.
• Home study should not include completing work that was not finished in class that day.
NON-Submission of Assessment -- Procedures/Consequences

Draft-Assignment Procedure

Failure to hand in an appropriate **draft** when due, teacher to communicate non-submission to parent

Parents to communicate with respective Curriculum Leader on due date to negotiate a new draft due date

Draft must be handed in but no feedback is given for Year 9. Year 7 & 8 feedback is given but to be verbal

Draft is retained by teacher as evidence of work completed to date

Final Copy-Assignment Procedure

Failure to hand in **assignment** when due

Communication with parents

Afternoon detention until satisfactory completion. If completed student to spend time in reflective practice

This final copy is marked to determine result for that item
### Draft Assignments, Final Assignments and Exams/Orals

**Procedures to follow due to illness**

**Assignment Submission Process:**

- **Short term illness** - parent to contact subject teacher on due date. **Long term illness** - parent to contact Program Leader-MS and respective Curriculum Leader

- Work must be submitted electronically when it is due.

- Hard copy of work (If requirement was hard copy) must be submitted to the class teacher with a parent note by 9 am on the next day that the student is at school

- If above steps are not followed, consequences for non-submission of an assignment will be followed.

**Examination/Oral Process:**

- **Inability to attend examination/oral due to illness**

- A parent must contact the subject teacher (Year 7 - 9) to advise of the absence

- Parent note required (Year 7 - 9)

- HOD will arrange a catch-up exam/oral