Introduction
The Queensland Academy for Science, Mathematics & Technology is committed to learning. Our Academy believes that all students are able to succeed and achieve excellence and as such our core business is focussed on ensuring every student reaches their capacity. Our teachers are continually reviewing and honing their practice as they strive for pedagogical excellence. We believe that learning at QASMT should be a fun, challenging and rewarding experience that provides students with an education experience that will set them up for a successful and balanced future.

As an International Baccalaureate school we provide learning experiences that are richer than an academic curriculum alone. Students at QASMT will be internationally minded young people that are recognised for their qualities as leaders of the future. Our students are knowledgeable, inquirers, risk-takers, balanced, caring, reflective, open-minded, thinkers, principled and communicators. They are resilient and persistent as they strive to reach their goals. We are committed to personal excellence in all pursuits and expect each student to strive for their best and consistently work hard.

Our Academy has a unique partnership with the University of Queensland that supports our students’ academic experience. This partnership ensures our students have a thorough understanding of tertiary education and provides them with an unparalleled foundation for success. Equally fundamental to our success in offering a world class education is the partnerships that we form with our students and families. We believe that student success is optimised when students, parents and the Academy are active in their communication of learning and organisational expectations. We are committed to working in partnership with our students, parents, community, industry and tertiary partners to ensure that our students dreams are realised.

Our approach to teaching and learning
The Queensland Academies have been constructed to lead Queensland schools in innovative pedagogy. They have been provided with significant ICT infrastructure and held to the expectation that this will be instrumental in achieving this end.

The International Baccalaureate Organisation aims to develop students that reflect the qualities inherent in the IB Learner Profile. IB learners strive to be:

<table>
<thead>
<tr>
<th>Inquirers</th>
<th>They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeable</td>
<td>They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</td>
</tr>
<tr>
<td>Thinkers</td>
<td>They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</td>
</tr>
<tr>
<td>Communicators</td>
<td>They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</td>
</tr>
<tr>
<td>Principled</td>
<td>They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</td>
</tr>
<tr>
<td>Open-minded</td>
<td>They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</td>
</tr>
</tbody>
</table>
Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The creation and development of these characteristics is a stated outcome of the IB diploma and hence an integral part of the Academy’s pedagogical philosophy.

In addition, the epistemic nature of the Theory of Knowledge curriculum, embedded in all subjects and constituting a significant time component of the IB diploma, creates an imperative for questioning how knowledge is formed and for testing knowledge claims. This relationship between epistemology and pedagogy is fundamental to effective teaching and learning within the IB and the Academy. As such the IB learner profile provides an end point and a developmental guide.

This document will outline the major philosophies of Academy pedagogy delivered in student development, teacher efficacy and classroom practice. While not subscribing to a fixed theory of learning or teaching, the Academy recognises a range of influences and theoretical underpinnings focusing on and valuing common language, reflective practice, effective communication, continual innovation and a challenging curriculum.

Differentiation

Differentiation is an expectation of every classroom for every student. Individualized education is accomplished by knowing the students and their data so as to be able to structure learning at the level and with the scaffolding required to meet the student where they are in their learning and stretch them upward to their potential.

Gifted and Talented

The following definitions reflect the distinction between potential and performance. They recognise the factors involved in developing a student’s giftedness into talent. The following definitions of gifted and talented are based on Gagné’s model.

Gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability: intellectual, creative, social and physical. Giftedness designates the possession and the use of outstanding natural abilities, called aptitudes, in at least one ability domain, to a degree that places an individual at least among the top 10% of age peers in the school (Gagné, 2003, 2008).

Talented students are those whose skills are above average in one or more areas of performance. Talent designates the outstanding mastery of abilities over a significant period of time. These are called competencies (knowledge and skills). Outstanding mastery is evident in at least one field of human activity to a degree that places an individual at least among the top 10% of age peers in the school who are or have been active in that field (Gagné, 2003, 2008).
For gifted and talented students the curriculum is set at a level, pace, degree of abstraction and complexity beyond learning expectations for their age peers. Curriculum provision for gifted and talented students addresses their specific learning needs such as:

- a faster pace
- processing more complex information and use of higher order thinking
- opportunities to engage in learning with students of the same or higher ability
- opportunities to undertake challenging work which enables them to develop strategies for persevering with difficult problems.

Many gifted and talented students can be catered for through a differentiated curriculum and through enrichment. However, for those whose needs are not being met through differentiation or extension, other options such as subject/learning area acceleration or whole year level acceleration are considered. Data at the Academy has informed the use of acceleration for students. HAST entry scores, student self-selection of strength subjects and ongoing strong results all support the wide acceleration strategy that has been adopted.


**Students with Disability**

The Department of Education, Training and Employment’s definition of disability is as outlined in Section 4 of the DDA. This legislation defines disability, in relation to a person, as:

- total or partial loss of the person’s bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person’s body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

All students covered under the DDA, are supported through a range of provisions in schools. This may include guidance support, speech-language therapy support, behaviour support and learning support.

Some students with disability who have significant educational support needs also meet the eligibility criteria for additional resourcing through the department’s Education Adjustment Program (EAP). The department has six EAP disability categories: Autism Spectrum Disorder, Hearing Impairment, Intellectual Impairment, Physical Impairment, Speech-Language Impairment and Vision Impairment.

... **Reasonable adjustments — differentiated and focused teaching**

The majority of students with disability can access the required curriculum and achievement standards for their year level/age cohort as a result of quality whole-school planning and reasonable adjustments made to teaching, learning and assessment.

**Reasonable adjustments — provision of different year-level curriculum**

A small number of students with disability may also require adjustments to year level expectations involving learning at a lower or higher year level for some or for all learning areas. In this case a
negotiated For these students assessment and reporting is against the achievement standard of the curriculum identified in their Individual Learning Plan.


Staff should familiarise themselves with the departmental policy in full for delivery of differentiated curriculum.

All teachers must complete individualised planning for their classes that clearly addresses the variety of needs in each classroom. This is a classroom adaptation of the work program/unit plan. Teachers are encouraged to access the resources available to them to inform this differentiated planning. With such an array of possible class composition the Academy recognises that it is difficult for teachers to be expert in all facets that may present. The following list includes information and leadership roles supplied to assist teachers in this complex task:

- Guidance Officer
- Student Counsellor
- Pedagogy coaches
- eLearning coaches
- Heads of Department
- INSTEP teachers
- Teacher reference material (CLC)
- Data and Profiles
- SMART Goals
- OneSchool student profiles
- etc

**Professional Learning**

The Queensland Academy for Science, Mathematics and Technology is committed to learning; learning for all members of our Academy community – students, parents and our Academy faculty. The Queensland Academy for Science, Mathematics and Technology is committed to the development of an expert teaching team through the provision of regular professional development activities. Each of our teachers has an Individual Development Plan that helps guide and support their professional learning needs each year. Our teachers engage in professional discussions with our Academy leadership team to develop these plans using a data informed and systematic reflection process. Learning activities for our teachers are then tailored to reflect individual needs and where appropriate, whole of Academy activities are undertaken. All teachers are engaged in regular conversations with their line managers throughout the year to check progress, maintain momentum and refine their personal and professional learning objectives.

**Academy Procedures that Support High Quality Teaching & Learning**

**Academic Honesty**

The Queensland Academy for Science, Mathematics and Technology supports the IBO in its approach to academic honesty which promotes the development of a set of values around personal integrity in the areas of teaching, learning and assessment.

Malpractice in the area of academic honesty is defined as behaviour that may result in a candidate gaining an unfair advantage in an assessment component. The areas of malpractice are:

- Plagiarism – the representation of another’s work as your own
- Collusion – allowing your work to be copied by another, and therefore supporting malpractice
- Duplication – submitting the same work for different IB assessment components
- Any other area where a student can gain an unfair advantage – such as cheating in an exam, falsifying a CAS record, fabricating data for an assignment or prac.
To assist students in understanding the requirements surrounding academic honesty, it is the responsibility of all teachers to advise students on what constitutes malpractice in their subject area. Additional support will be provided through Extended Essay sessions, including collaborative sessions with staff of the University of Queensland library.

The referencing convention APA is being used at QASMT, except where IB syllabus requires differently. The aim is for consistent referencing across all subject area for improved student capacity to ensuring adherence to required standards. Teachers should be fully aware of the referencing convention of their subject, and actively use it when supplying materials to students. The library portal also provides information and training to students around referencing.

Students are ultimately responsible for ensuring their submitted work is authentic but teachers play a vital role in assisting with early detection of plagiarism. If a teacher suspects that a student's draft submission is in breach of the principles of academic honesty, they must draw the student's attention to the risks associated with submitting the piece of assessment and inform the IB Coordinator. Once a final piece of assessment has been submitted, it cannot be retracted. It is mandatory that the teacher notify the IB Coordinator of the breach.

QASMT has subscribed to Turnitin, an online plagiarism detection tool to assist students in achieving academic honesty in their submissions. This tool is to assist students in their referencing of assignment work. The IBO randomly check student assessment against the Turnitin database.

Students are able to submit their assignment to Turnitin a number of times, in order to check for deficiencies in their acknowledgements and to reassess their referencing before their final submission is due. All teachers need to become familiar with the program, and all student assessment should be submitted to Turnitin. Appropriate training and assistance is available to all staff through the Head of Department, Information Technology.

**QASMT Informal Assessment and Feedback**

At QASMT there is a practice of continuous structured assessment through tutorial activities, class activities, homework tasks and peer and self-assessment. It is essential that staff know the progress that each student is making and are tracking the students’ academic performance. All teachers should be able to give an accurate indication of a student’s current level at any time. It is equally important that the student (and parents) also know the degree of academic competence and have a clear understanding of areas of difficulty and strategies to address these areas. This shared understanding of each student's strengths and weaknesses is what is required in order to develop and administer performance support programs.

The informal assessments, which may take place in class, tutorials, as homework tasks or home study, are likely to be based around checking for understanding and formal assessment preparation. Some type of informal but measured assessment should typically take place weekly.

**Informal Moderation**

There is no expectation that these informal measured assessments are moderated although teachers may choose to use these informal assessments to practice moderation techniques or to help induct new staff.

**Informal Reporting**

The results from these informal assessments need to be reported to students (and possibly Instep teachers and parents/carer) and delivered to that audience in a timely manner.

**Informal Submission**

Each subject can select a consistent method for submission of the informal assessment tasks which should be electronic. This can occur through email, I Drive or Blackboard. Each subject should select a consistent method for dealing with students who fail to submit informal assessment tasks by the deadline.
These methods are likely to include: verbal warnings; referral to Instep mentors; and contact with parents. Detentions should be completed with the teacher at breaks until the assessment is complete.

**QASMT Formal Assessment and Feedback**

At QASMT any activity or assessment which contributes to a reported grade will be considered a formal assessment. This will include activities such as orals, practicals, project work, research activities or any other IB style assessment. All formal assessment must appear on the assessment calendar. Any variation to the calendar must be approved by the Deputy Principal - Students.

In some terms there will be a calendared formal examination block during which subjects carry out assessment. Generally these assessments will be of IB style and standard and in the form of written examination paper/s or orals as dictated by the syllabus requirements of each subject.

Heads of Department must calendar all formal assessment activities for publication on the QASMT assessment schedule at the start of each semester. All teachers must be aware of potential clashes with other IB assessment (TOK; Extended Essay; CAS;) and other co-curricular events (camps; Immunisation etc) when they calendar their formal assessment. Care should also be given to balance assessment between subjects so that best performance is possible for every student. Any variation to this policy must be approved by the Deputy Principal – Students.

Mark schemes and grade boundaries for the formal assessments should be made available for students and formal feedback sessions conducted to assist in self-performance analysis (see section Feedback).

Student data profiles should exist for each student for each subject and updated with both formal QASMT and formal IBO assessment.

**Moderation**

In a situation where more than one teacher is assessing the same formal assessment moderation is required. The minimum expectation is that a sample (minimum of 10%) will be moderated by all the staff that assesses the work. Moderation should involve individual marking of the same work to check for variances. Also, once the work is marked staff should check that students at the bottom of one grade boundary are of a higher standard than students at the top of the next grade down (for example: check a high 6 is worse than a low 7). It is possible that after the moderation process work may need to be remarked or grades reassigned.

**Reporting**

At QASMT we use OneSchool to create end of term reports and to store assessment data. The Academy also provides personalised INSTEP reports which document student goals, progress and pastoral care and strategies for success.

PIT (Point in Time) reporting is issued to parents and students to graphically represent progress towards final IB results.

A summary of all reporting components is provided below.
### Reporting Overview

**Subject / Area** | **Year Level** | **Term 1 (Foundation)** | **Term 2 (Foundation)** | **Term 3 (Pre-IB)** | **Term 4 (IB DP1 Progress)**
--- | --- | --- | --- | --- | ---
**All SL & HL Subjects** | 10 | Yes | A to E | Yes | A to E | Yes | 1-7 | Yes | 1-7
**Instrumental Music** | 10 | Yes | A to E | Yes | A to E | Yes | 1-7 | Yes | 1-7
**SSP** | 10 | No | - | No | - | No | - | No | -
**OCC** | 10 | No | - | No | - | No | - | No | -
**TOK** | 10 | Yes | S or U | Yes | S or U | Yes | S or U | Yes | S or U

**NOTE:** Progress reports have no comments.

### INSTEP Reporting Overview

INSTEP reports occur out of alignment with Subject reporting. Where subject reporting generally occurs at the end of a term, INSTEP reporting will be completed after results are known by students and reflection and goal setting activities have happened in INSTEP. Typically this would be as soon as possible at the start of the following term.

**Subject / Area** | **Year Level** | **Term 1 (IB DP Half Year)** | **Term 2 (Progress)** | **Term 3 (IB DP End of Year)** | **Term 4 (Progress)**
--- | --- | --- | --- | --- | ---
**All SL & HL Subjects** | 10 | Yes | 1-7 Comment PIT | Yes | 1-7 Comment PIT | Yes | 1-7 Comment PIT | Yes | 1-7
**Instrumental Music** | 11 | Yes | A-E Comment | Yes | A-E | Yes | A-E Comment | Yes | A-E
**TOK** | 11 | Yes | S or U Comment | Yes | S or U | Yes | S or U Comment | Yes | S or U
**EE** | 11 | Yes | S or U Comment | Yes | S or U | Yes | S or U Comment | Yes | S or U

**NOTE:** Progress reports have no comments.
SMART Goals
In year 10, students complete goals in Term 1, 2 and 3. In term 1, goals should address Dimension 1 and 5 of the dimensions of learning and would be expected to be in terms of:

- Work ethic
- Study routines
- Life balance
- The learner profile
- Finding friends and networks
- Engaging in Academy extra curricula activities
- Or other activities that assist in the transitioning students to the study and life habits that will help them to settle at the Academy and adopt an academic approach necessary for the rigours of the IB.

DP 1 and DP 2 students complete SMART goals after they receive their half year and end of year report cards (term 1 and 3). SMART (Specific, Measurable, Achievable, Realistic, Timeline) goals are completed as a targeted response to any areas a student needs or wants to improve in their learning of each subject. Students can choose to be syllabus specific (ie a goal that addresses a weakness in a topic or assessment item) but often more wide ranging success can be had by targeting a skill set or work ethic that is common to multiple subjects. INSTEP teachers and subject teachers play a pivotal role in coaching students in what to target in their goals.

At the passing of each term and on the construction of a new goal the students complete a reflection on the past goal (where one exists) to determine how successful they have been in addressing the past goal. This self-accountability is pivotal in the process. In addition, the goals and reflections are sent home for parents so that the student, parents and teachers are all working towards a common intent.

Feedback
Students, Teachers and parents require quality feedback to assist in developing refined teaching and learning. A mandatory component to this feedback is the use of predictive assessment activities which may involve a pre-test or any other suitable tool and each teacher is to apply a quality feedback instrument that can identify student strengths and weaknesses leading up to the end of term assessment. Students should have approximately two weeks or more to address their learning deficit.

INSTEP mentors should discuss this predictive data for each of their students through the student tracker software or the markbooks and use the information to help assist in planning supportive learning strategies and feeding into the students SMART goals (see section SMART goals).

All formal assessment instruments should be teacher marked and moderated before being presented to the students with enough time given to explain the marking of each question. Students should be encouraged to make individual meetings with their subject teachers as part of the feedback process from the assessment instruments. Teachers should also identify children of concern and students requiring extension for individual subject coaching (see section Differentiation).

Feedback must be given to students in a timely manner in the term in which the assessment activity or examination was completed. Any variation must have the approval of the Deputy Principal.

Submission of Formal Assessment
All assignments submitted need to be accompanied by a Turnitin report. All assessment is due at 8:40am unless approval has been gained from the Deputy Principal to vary the submission time.
Students are expected to attend timetabled or calendared assessment activities and meet calendared deadlines. If a student fails to do this the IB Coordinator should be informed immediately in order to determine the appropriate action to be taken, in consultation with the relevant teacher.

**Absence from an assessment activity**
Any absence for assessment must be supported by documentation such as a medical certificate. Extensions are not routinely granted and students must apply to the IB Coordinator before the due date. Any extension granted will only be in the case of extenuating circumstances that are beyond the control of the student. All extensions are at the discretion of the school, and are informed by the parameters set forward for IB assessment.

**Failure to submit an assessment activity**
Assessment activity deadlines should be calendared and the following only applies to calendared formal assessment activities. It is important to build the need for time management and to reflect.

If the student misses the calendared deadline for an assessment activity the IB Coordinator should be informed and one or more of the following courses of action will be followed:
- The IB Coordinator will assess all relevant information, contact the student’s parents and INSTEP Mentor. The student will normally be required to undertake the assessment activity missed outside the QASMT day.
- The IB Coordinator, in consultation with the relevant teacher will award a zero mark for the work. The student’s INSTEP Mentor and parents will be informed.

**Special Consideration**
The IB Coordinator has the capacity to offer special consideration to students who miss an assessment activity or deadline providing they can prove significant and valid reasons.

Such examples may include:
- Unavoidable attendance at hospital, law court or funeral (or similar).
- Have been identified as special needs/requirement students and may require extra time/rescheduling of an assessment item.

Any issues that can not be resolved at the IB Coordinator level are to be referred to the Deputy Principal – Studies.

**IBO Internal Assessment**
Each subject has different Internal Assessment requirements under the subject specific IB Study Guides but most require research projects, experimentation, oral presentations, practicals, investigations or performances.

Each year the IBO published a ‘Handbook of Procedures’ which outlines the deadlines and documentation required in each group and in each subject within that group. It is the responsibility of all staff to be familiar with the deadlines and requirements outlined in the Handbook of Procedures and the IB Coordinator will liaise with Group Coordinators to ensure all IB deadlines and requirements are met. Teachers should ensure that all QASMT deadlines are set well before the final IB deadline. This ensures students have the time to review and improve their knowledge of the two years of work for all of their subjects.

**Feedback and guidance to students**
For most subjects there will be clear guidance in the Handbook for Procedures on the degree of student support that is provided to complete their IA. Feedback that may be allowed includes:
- Giving students access to sample IA and exemplars including mark schemes (all work must be anonymous)
- Staff created guides and help sheets
- Informal feedback on parts of completed IA
- Students peer assessing each others work
- Study buddies at other IB schools/academies
QASMT ASSESSMENT & REPORTING FOR LEARNING POLICY

- Scaffolding
- Proof reading
- Comment on the use and style of language (not in Groups 1 or 2)

If you are unsure please see the IB Coordinator for further advice or guidance.

Internal Assessment Draft
For most subjects students are required to submit one draft of their Internal Assessment which teachers can mark and give feedback on. This draft submission deadline must be calendared and communicated to students at least one term before the deadline. Again, there is clear information available outlining what cannot be given in terms of feedback. In simple terms teachers can only comment on how the student could improve the work that has been submitted in relation to the specific IA criteria. Teachers cannot correct the work themselves but can spend time with each student individually to help them improve. Teachers should be giving written feedback to each student and maintaining a copy of the feedback for our own records. It is common for most subjects to only allow a single iteration written feedback process.

Moderation
In a situation where more than one teacher is marking the Internal Assessment there is a mandatory IBO and QASMT requirement for moderation to take place and be formally recorded. There are specific moderation sheets contained in the Handbook for Procedures and these will be distributed by the IB Coordinator.

Reporting
Staff may choose to use Internal Assessment or Internal Assessment Drafts as a piece of formal assessment that contributes to the QASMT end of term report grade.

Submission and Special Consideration
The final submission dates for Year 12 Internal Assessments are calendared annually. These dates are published to students through the Assessment Schedules. There is a requirement that final Internal Assessment items are submitted through Turnitin (Mandarin is the exception). There is also a requirement that students submit two paper copies of any written Internal Assessment submissions. One is to be marked and kept in the student’s document folder in the filing cabinets in the Staff Centre and one is to be available to send to the IBO for moderation. It is also a requirement of QASMT that students submit an electronic copy to their class teacher; this is to be stored electronically and can be used if there is a problem with the hard copies.

The IBO dates and deadlines for submission can be found in the Handbook for Procedures. QASMT should calendar deadlines for all IBO Internal Assessment activities and if this occurs the IBO will support claims that the student failed to submit work if this deadline is not met. If a candidate fails to submit an Internal Assessment task the IBO will not normally award a grade unless the student can prove illness or extenuating circumstances. If a student is not awarded a grade in any subject they cannot be awarded their diploma. This section of the Handbook for Procedures also outlines procedures for a ‘Request for special consideration’.

IBO External Examinations
Each year the IBO publishes an examination timetable for the external examinations which take place the next year. (i.e. In November 2012 the timetable for November 2013 is published). For most SL subjects there are two external examinations and for most HL subjects there are three external examinations. It is the responsibility of all staff to be familiar with the style, length and standard of the external examinations and to have prepared students accordingly.

Subject teachers analyse the past papers to look for frequency/trends in terms of the topics and concepts examined and this information should be brought to the attention of students to assist in study programs. The IB Coordinator will be responsible for the IBO examination documentation and requirements in terms of security, examination rules and supervision of these external examinations.
Preparation
Teachers are expected to make available to students as many IB past examination papers and examiners reports as possible via Blackboard. Teachers should have analysed these past papers and share with students information regarding the frequency and style of the questions used to assess each component of the course content.

Students will be given a series of opportunities to complete 'mock' examination papers during the course so they are familiar with the style and standard of the real examinations.

Teachers are encouraged to plan early for revision and examination preparation opportunities and discuss possible plans and strategies with their Head of Department so activities can be approved and calendared.

Supervision and Invigilation
The Deputy Principal – Studies will be responsible for timetabling staff to supervise the external IBO examinations. Timetabled teachers are responsible for reading, understanding and following the relevant rules and regulations communicated by the IB Coordinator and detailed in the IBO Handbook for Procedures.

IBO Rules and Regulations
The IBO publishes a Handbook for Procedures for the Diploma Program that outlines the detailed rules and regulations which staff and students have to abide by to deliver the external examinations. Each subject has their own grade boundaries which are published in the examiners report annually. Staff should be familiar with the typical grade boundaries of their subjects. The IB Coordinator will be responsible for ensuring that these rules and regulations are followed and to communicate to the staff, students and parents their responsibilities.
Learning, Assessment and Reporting at QASMT

QASMT ASSESSMENT & REPORTING FOR LEARNING POLICY

IBO Syllabus
Document
QASMT Work
Program
Unit and term
plans
Copy of subject outline, student profile and assessment planner
provided.
Teacher discusses course outline, profile, planner and subject specific
criteria and assessment types: diagnostic, formal, IBO, IA.
Teacher ensures completion of class and homework
Satisfactory completion of class and homework monitored.

Assessment issued
Explicit instructions provided and questions addressed in class. Class time provided for assessment. Task details available on blackboard.

Draft submitted
Marking feedback on draft provided (as appropriate – see IB Coordinator).
Teacher returns copy of draft with feedback and keeps a copy for their own records.

Final submission
Student does not submit final item.
Teacher ensures final assessment is secured and lodged via Turnitin.

Marking & Feedback
Reflection. Update profile. Systematic discussion of achievement with student detailing areas for future improvement.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Marking feedback on draft provided (as appropriate – see IB Coordinator).
Teacher returns copy of draft with feedback and keeps a copy for their own records.

Final submission
Student does not submit final item.
Teacher ensures final assessment is secured and lodged via Turnitin.

Marking & Feedback
Reflection. Update profile. Systematic discussion of achievement with student detailing areas for future improvement.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASS STANDARD

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASSスタンダード

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASSスタンダード

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASSスタンダード

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASSスタンダード

Parent contacted by teacher prior to receiving Academy report.

Reporting to Parents
Printed term report. Parent teacher interview.

STUDENT ACHIEVEMENT IS NOT A PASSスタンダード

Parent contacted by teacher prior to receiving Academy report.