

<b>DOCUMENT ID</b>	Year 7-9 Assessment	
<b>APPLICABLE TO</b>	St Joseph's Catholic College, Aberdeen	
<b>DOCUMENT OWNER</b>	AP - Curriculum	
<b>EFFECTIVE DATE</b>	Term 2, 2026	
<b>REVIEW SCHEDULE</b>	Annual	
<b>RELATED DOCUMENTS</b>	<a href="#">Catholic Schools – RoSA Assessment Guidelines</a> SJCCA - Statement of Practice - Academic Malpractice and Collusion	

## 1. Purpose

This Statement of Practice outlines St Joseph's Catholic College Aberdeen's approach to school-based assessment for students in Years 7–9. It operationalises the Catholic Schools – RoSA Assessment Guideline for Years 7-9, ensuring that assessment processes at the college are fair, transparent, consistent, and reflective of diocesan and NESAs expectations.

It complements the SJCCA Statement of Practice – HSC Assessment, adopting parallel structures and procedures appropriate for junior secondary students.

## 2. School Context

St Joseph's Catholic College is a regional 7–12 school committed to supporting students through the academic, pastoral, and developmental expectations of Stage 4 and Stage 5. Assessment in Years 7–9 is central to monitoring student growth, determining A–E achievement grades, and preparing students for future senior study pathways.

## 3. Development

Assessment at SJCCA for Years 7–9:

- aligns with NESAs syllabus outcomes and Diocesan requirements
- is continuous, developmental, and standards-referenced
- provides students with multiple opportunities to demonstrate achievement
- upholds integrity, equity, and procedural fairness

Assessment tasks are designed to measure progress toward learning outcomes and contribute to semester grades reported on the A–E Common Grade Scale.

This Statement of Practice has been developed to align with the Catholic Schools – RoSA Assessment Guideline to prepare students for future requirements.

### 4. Implementation

Implementation	Responsibility
<p><b>1. School-Based Assessment Notifications</b></p> <p>From the beginning of Term 2, 2026, all members of the college community are required to use the 2026 Assessment Notification Template for all Stage 5 (Year 9) and Stage 4 (Years 7 and 8) assessments. Staff must maintain the format of the template to ensure consistency across the college. Please note that the Marking Guideline/Teacher Feedback included in the template is provided as an example only. The college endeavours to provide at least 21 days' notice where possible.</p>	Staff
<p><b>2. Submission of Assessment Tasks</b></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• complete and submit all tasks by the due date and time</li> <li>• attend all in-class assessments as scheduled</li> <li>• make a genuine and serious attempt at each task</li> </ul> <p>Hand-in tasks submitted after the due date without an approved variation are considered late and may receive a zero mark.</p> <p>Technical issues (e.g., device failure, printing problems) are not acceptable grounds for late submission.</p>	All Parties
<p><b>3. Missed Assessment Tasks</b></p> <p>Where a student is absent on the day of a task or fails to submit a task:</p> <ol style="list-style-type: none"> <li>a) The Leader of Learning (LoL) completes a “Missed Assessment Task 7–9” Chronicle.</li> <li>b) Parents/carers are automatically notified and informed of penalties.</li> <li>c) The student must report to the LoL immediately upon return to discuss completion.</li> </ol> <p>This process ensures transparency, supports early intervention, and maintains accurate records of student progress.</p>	All Parties
<p><b>4. Assessment Variation (Illness, Misadventure, Extensions)</b></p> <p>A School-Based Assessment Variation Form must be completed when:</p> <ul style="list-style-type: none"> <li>• a student experiences illness</li> <li>• there is an acceptable unforeseen event</li> <li>• the student has an approved foreseen absence (e.g., specialist appointment)</li> </ul> <p>Procedures include:</p> <ul style="list-style-type: none"> <li>• Submit variation form with supporting evidence (e.g., medical certificate, statutory declaration).</li> <li>• Return the form to the LoL (Years 7–9 decisions are made by LoL).</li> <li>• The decision will be recorded in Compass and emailed to parents.</li> </ul>	All Parties

<p><b>5. Non-Serious or Non-Attempted Tasks</b></p> <p>A student is deemed to have made a non-serious attempt when work submitted is:</p> <ul style="list-style-type: none"> <li>• incomplete without explanation</li> <li>• contains irrelevant, nonsensical, or frivolous content</li> <li>• demonstrates little or no engagement with the task</li> </ul> <p>These tasks receive a mark of zero.</p> <p>Students must satisfactorily attempt all tasks to meet course completion requirements.</p>	All Parties
<p><b>6. Malpractice Guidelines</b></p> <p>Malpractice includes (but is not limited to):</p> <ul style="list-style-type: none"> <li>• copying or sharing work</li> <li>• submitting work completed by someone else</li> <li>• failing to acknowledge sources</li> <li>• misuse of artificial intelligence</li> </ul> <p>Cases are referred to the Assessment Committee. If malpractice is proven:</p> <ul style="list-style-type: none"> <li>• the student receives a zero mark</li> <li>• an official record is kept</li> <li>• parents/carers are notified</li> </ul>	All Parties
<p><b>7. Notification of Assessment Tasks</b></p> <p>It is the practise of this college that students electronically sign to acknowledge receipt of each Assessment Task Notification. However, a physical sign on sheet may be used also. This ensures that students are aware of the task requirements, due dates, and relevant guidelines.</p> <p>For tasks that require submission (e.g., assignments or projects), students will electronically sign a second time to confirm that the task has been submitted on time.</p> <p>In the case of in-class assessments, it is assumed that students are present and completing the task as scheduled, based on their recorded attendance on the class roll. No additional submission confirmation is required for these tasks.</p> <p><b>Duration of Notice</b></p> <p>In accordance with the Diocese’s Catholic Schools Guidelines, students must be provided with a minimum of 14 calendar days' notice prior to the due date of any scheduled assessment task.</p> <p>However, as part of our commitment to transparency and student preparedness, the college’s practise is to provide at least 21 calendar days' notice for all assessment tasks. This extended notification period allows students sufficient time to plan, prepare, and seek support where needed, ensuring equitable access to success in their assessments.</p>	All Parties
<p><b>8. Submission of School-Based Assessment Variation Forms</b></p> <p>Students may be required to submit a School-Based Assessment Variation Form for a range of reasons. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• <b>Foreseen absences</b> (e.g. medical appointments, family commitments, college representation): A variation form should generally be submitted at least <b>three school</b></li> </ul>	All Parties

**days prior** to the scheduled assessment task. Exceptions may be made in cases of extenuating circumstances, at the discretion of the Assessment Committee.

- **Illness or misadventure** in the lead-up to an assessment task: Students are still expected to submit or complete the task by the due date, unless exceptional circumstances justify an extension. In such cases, a variation form must be submitted with appropriate supporting documentation.

All School-Based Assessment Variation Forms are to be submitted through the **Front Office**. Please hand your completed form to the **receptionist**, who will:

1. **Scan your form,**
2. **Create a chronicle entry** to notify the relevant **Leader of Learning**, and
3. **Return the form to you.**

Submitting the form **does not replace your obligation** to meet with the **Leader of Learning**. You are still required to speak with them directly to arrange any alternative assessment processes or negotiate new assessment arrangements.

All variation requests are subject to review and approval in accordance with the college's assessment procedures. Students are encouraged to speak with their Leader of Learning or the Assistant Principal – Curriculum if they are unsure about the process.

### 9. Catch-Up Assessments

St Joseph's Catholic College has established clear procedures for managing missed assessment tasks to ensure fairness, consistency, and continuity of learning.

- Reporting on Return to School
  - Students who miss any assessment task—whether an in-class task or a submission (hand-in) task—must report to the relevant Leader of Learning immediately upon returning to school. ***This is the first urgent required action.*** If the relevant Leader of Learning is unavailable, students are to report to Student Services and request to see a member of the Assessment Committee.
  - During the meeting with the student, the Leader of Learning is responsible for discussing how the missed assessment task will be submitted or completed. The Leader of Learning is also to remind the student to submit the School-Based Assessment Variation form, with evidence, as soon as possible.
- Missed Hand-In Assessment Tasks
 

If a student was absent on the due date of a hand-in assessment task:

  - The student must submit the submit task at the time they meet with the Leader of Learning, on the first available day they return to school.
  - If the student is unable to provide the physical task on that day (e.g., they have left it at home), an alternative submission method must be arranged. For example, the student must email a digital copy of the task to the Leader of Learning as soon as possible that afternoon (time to be negotiated by the LoL), to provide evidence that the task has been completed.
- Missed In-Class Assessment Tasks
 

If a student was absent for an in-class assessment task, the student must:

  - report to the Leader of Learning on return to school, and
  - negotiate an alternate time to complete the task.

<p>Students should expect to complete the missed task on the day they return, unless this is not feasible for the Leader of Learning due to faculty, supervision, or timetable constraints. In such cases, the Leader of Learning will determine the earliest appropriate alternative time.</p> <ul style="list-style-type: none"> <li>• Scheduling Considerations <ul style="list-style-type: none"> <li>○ If the student’s next available lesson is not within the relevant faculty, the Leader of Learning must negotiate with the Leader of Learning of the affected faculty to ensure the student’s temporary withdrawal does not compromise learning outcomes in other subjects.</li> <li>○ As a last resort, catch-up assessments may be scheduled during designated non-curricular periods—such as <b>Sport, Assembly, or Wellbeing time</b>—where appropriate, and with consideration of the student’s overall learning program.</li> </ul> </li> </ul>	
<p><b>10. Non-Serious Attempts in Assessment Tasks</b></p> <p>St Joseph’s Catholic College considers a non-serious attempt to include any submission that does not demonstrate genuine engagement with the task.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Submissions where no response is provided (i.e., blank pages or unanswered questions).</li> <li>• Responses that contain content unrelated to the question, including material that is clearly irrelevant or nonsensical.</li> <li>• Work that consists of complete gibberish or incoherent writing, indicating no meaningful attempt to address the task requirements.</li> </ul> <p>Such submissions may result in a mark of zero and may be subject to further review by the Leader of Learning. Students are encouraged to engage seriously with all assessment tasks to ensure their learning progress is accurately reflected and supported.</p>	<p>All Parties</p>