

## DEADLINES POLICY 2023

[Deadlines](#) ensure that all students have equal time to *show evidence of their learning* by completion of a task. Students are expected to submit work by due dates; however, there may be some exceptional circumstances when this cannot occur. We expect staff and families to communicate through face-to-face meetings, phone, email and or FROG

Level 1: Pre-Deadline	
SCENARIO	RESPONSE
Due dates set	<p>Assessment tasks and due dates for check-in points are set on FROG. Check-in points can include:</p> <ul style="list-style-type: none"> <li>Drafting (SACE has a record sheet to verify student work).</li> <li>Conferencing with students</li> <li>Practice Tests</li> <li>Formative Assignments or Tasks etc</li> </ul> <p>If the teacher determines that a student is not maintaining sufficient progress, they will notify the students' parents/caregivers.</p>
Level 2: Post Deadline	
SCENARIO	RESPONSE
Work Completed	Teacher grades work and gives feedback
Students notify them they would like an extension.	<p>Students can apply to negotiate for a different due date, identifying a valid reason(s) for this.</p> <p>Teacher and student negotiate a new due date → Continue to stage 3</p>
Evidence of learning not provided/sufficient (including plagiarism) - <i>no notice given by student (min. 48 hours) prior to due date</i>	<p>The teacher speaks with the student to understand why the deadline has not been met and.</p> <ul style="list-style-type: none"> <li>Sets conditions for submission.</li> <li>Rings the parents/caregivers to let them know the negotiated course of action (and record in EMS)</li> <li>Refers the student to focused study until work is completed.</li> </ul> <p style="text-align: right;">→ Continue to stage 3</p> <p>If a student has a good reason for being unable to meet the deadline a medical certificate or note from a parent/caregiver is required.</p>
Level 3: Post Extension	
SCENARIO	RESPONSE
Work Completed	Teacher grades work and gives feedback.
Evidence of learning not provided/sufficient (including plagiarism).	<p>Grade given based on <i>any</i> evidence provided (this could mean a zero grade or an E).</p> <ul style="list-style-type: none"> <li>Learning Area Leader Notified</li> <li>Learning Area Leader to notify families with a formal letter via Edsmart</li> </ul> <p>Students who have been given an extension or a re-submission opportunity can lose the opportunity to submit their work if they have not met the re-negotiated deadline or circumstances as previously determined by the teacher.</p> <p>Appropriate actions in response to verified plagiarism may include:</p> <ul style="list-style-type: none"> <li><b>For Stage 1:</b> discuss appropriate action with Learning Area Leader and notify SACE Coordinator.</li> <li><b>For Stage 2:</b> initiate the breach of rules process with a discussion and submission of <a href="#">Form 2</a> to the SACE Coordinator.</li> <li>losing the privilege of home study (if in year 12)</li> </ul>



To help students and teachers to manage workloads, schools set assessment deadlines. For assessment tasks or assessment types that are completed over an extended period, several dates are generally set at various stages of the development of the assessment task or assessment type. These are referred to as progress checks or check-in points.

## ROLES AND RESPONSIBILITIES

### Students

- Are expected to complete draft and summative work by due dates.
- Negotiate extensions, when necessary, **before** (min. 48 hours) the due date
- Year 12 students are to attend Supervised Study (instead of Home Study if applicable) and any intensive study support sessions until work is completed.
- Can be referred to focused study for more than 1 subject.
- Are encouraged to submit work even if it is not complete to receive teacher feedback and a grade.
- Drafts to be submitted to FROG a minimum of 1 week prior to the final submission date.
- Students absent on the day a piece of work is due must make other arrangements for the work to be delivered to school, with the student being responsible for its safe delivery.

### Teachers will...

#### Keep all Stakeholders Informed

- Set a draft and final submission date and record on FROG.
- Keep the student and parent informed on re-negotiated due dates, extensions, and work submission.

If a student does not meet a draft deadline and has not negotiated an extension the subject teacher will:

- Discuss the non-submission of summative work by the due date with the learning area leader (and member of Wellbeing team if appropriate), before grading on the evidence provided (this may mean a zero grade or E if there is no evidence to grade)
- Remind students of the due date- date and time in class and discuss with students the consequences for non- submission of draft work. This could be:
  - Contacting Parents of the missed due date.
  - Inform supervised study teacher (if year 11/12) of work to be completed that the student should focus on.
  - Referral to focused study until work is complete. (Wednesday through Daymap – other days at a teacher’s discretion)
  - If work submission is an ongoing issue this will be referred to the Year Level Leader





### Provide Extensions

- May extend the timeline for draft and final submission date for individual students who have notified the teacher of a valid reason and within a reasonable timeframe to negotiate an extension.
- May extend the timelines for draft and final submission dates for the whole class when appropriate.

In terms of special provisions, in the SACE, the school makes its decisions with reference to the Special Provisions in Curriculum and Assessment Policy.

Valid reasons include;

- sickness or injury supported by medical certificate or valid note from parents/caregivers.
- social/ emotional issues
- family crisis at time of due date
- misadventure – providing sufficient progress is demonstrated.
- Situations where teachers wish to reschedule a task when students aren't ready or other circumstances as determined by the professional judgement of the teacher.

### Support Students

- Provide a range of strategies to assist students in submitting on time. These could include:
  - Differentiating tasks to meet the needs of the student.
  - Appropriate scaffolding
  - Provide multiple opportunities for evidence of learning (see [SACE Assessment and Reporting Guidelines](#))
  - Setting Progress Checks/drafting stages at various stages of the project/assignment
- Provide interventions if necessary.
  - Meetings with parents/caregivers
  - Learning Improvement Plan
  - Intensive study sessions
  - Referral to focused study

For example: A two-week assignment would have the Progress Check at the end of the first week; a six-week assignment might have a Progress Check at Week 2 and 4.

Students may be completing school assessed tasks both inside and outside of class, over an extended period.





### Assess Student Work

- Assess work based on the ACARA Achievement Standards (Years 7 – 10) or the SACE Performance Standards (Years 11-12).
- Provide feedback on draft work in a timely manner.

The **SACE Policy** outlines how a teacher's verification can be given with confidence; however all teachers should use the summary below:

- The teacher should **see evidence** of work during production.
- When a task is sighted, teachers should be content about its origins from having seen earlier drafts.
- A teacher can withhold their sign-off until sufficient evidence is available to show that it is the student's work.
- The onus is on the students to give evidence of their work without undue assistance.

From the [SACE Supervision and Verification of Students' Work Policy and Procedure](#)

Some Learning Areas use Progress Checks with Summative Tests by requiring the student to provide evidence of the preparation that the student has done to be successful in the test e.g. a summary sheet of key points; formulae.

### Learning Area Leaders

- Case manages students at risk of performing below satisfactory for *students within their subject area* against ACARA or SACE due to non-submission of draft and summative work. This may involve parent meetings and the development of a learning plan.
- For students at risk of performing below satisfactory for multiple subjects this can be split up and supported by other learning area leaders and year level leaders.
- Supports the subject teacher in developing strategies to support the student.

### Year Level Leaders

- Meet with students and/or parents to discuss support strategies if the submission of work is an ongoing issue impeding on student's progress and develop a learning plan.

### Parents

- Make themselves aware of the deadlines policy.
- Inform school of sickness, injury or issues that impact on the student's school attendance or ability to complete work.
- Communicate with subject teacher any difficulties child is having with their work via FROG (phone or email)
- Support students to meet draft and summative deadlines.
- Check FROG for messages about work not submitted.
- Attend invited meetings as required to discuss issues concerning their child's progress and wellbeing.
- Encourage students to attend homework club/focused study.



DfE Policy	<a href="#">SACE GUIDELINES &amp; POLICIES</a>
Leader Responsible	
Status	
Publish Date	May 2023
Review Date	May 2027

