

Principles and advice for P–10 during COVID-19 disruptions

The purpose of this document is to provide advice that will enable school leaders and teachers to respond to the changes associated with teaching, learning, assessment and reporting during COVID-19 disruptions.

To promote equitable outcomes in the delivery of P–10 curriculum, teaching and learning, and assessment, the following principles can be used to support local school decisions:

- maintain student engagement with the Australian Curriculum
- any revisions to school assessment programs must be made with students' best interest and wellbeing in mind and to honour the intent of the learning described in the Australian Curriculum
- equity in assessment must be maintained while providing schools with the flexibility to accommodate their unique school circumstances, including the specific needs of individual students.

Curriculum

In P–10, Queensland schools plan, teach, assess and report using the Australian Curriculum. Schools and/or schooling sectors make decisions about how they deliver the curriculum in their respective contexts and will similarly make decisions regarding assessing and reporting at the end of Semester 1. Schools should also follow any school sector advice provided about curriculum delivery in P–10.

Schools and teachers are advised to use their professional judgement to determine:

- the aspects of the Australian Curriculum that are suitable for a modified teaching and learning environment (e.g. online or at-home learning)
- how best to deliver learning experiences and consolidation activities for students
- how to best monitor and assess student progress in an age-appropriate and equitable way.

Schools may elect to reorder their teaching, learning and assessment programs to complete theoretical components of the learning area content while social distancing requirements are in place and then address practical elements of the learning area later in the year.

Priority should be given to learning areas or aspects of learning areas which:

- support continuity of learning
- can be delivered as part of learning at home
- provide opportunities to consolidate and build on concepts and skills previously taught explicitly in class.

For example:

- a week of a primary home learning program may focus on English and Mathematics and be supplemented with aspects of curriculum in other learning areas which can practically be completed by students and supervised by parents/carers as part of home learning, such as a

perspective lesson in Visual Art, a Digital Technologies task and a physical activity lesson delivered via video

- a week of a junior secondary home learning program may include aspects of each subject a student studies, but focus on those aspects of the learning area/subject curriculum which can be more practically be completed by students and supervised by parents/carers as part of home learning.

Teaching and learning

Teaching and learning is experienced differently in diverse Queensland contexts and changes to routines, learning environments and platforms may be required in schools. Teachers and students will continue to engage with the age-appropriate or modified Australian Curriculum programs though they may be delivered face-to-face or at home via online (live, pre-recorded and email) or in hard-copy programs, or a using a combination of these.

The following resources may also be helpful:

- school sector or employing authority advice
- [Students learning from home: Advice for parents/carers](#)
- [Effective study strategies](#).

Engaging with learning area curriculum

A priority in classrooms is to engage in learning by working collaboratively and cooperatively with curriculum content. Building and maintaining connections and relationships between and with students continues to be important. In each context, lessons need to provide opportunities to:

- engage with relevant and meaningful curriculum content
- enable students to collaborate with other students where appropriate, through face-to-face or online communities established by schools, if resources are available
- enable feedback from teachers on student learning
- discuss student progress (with students or parents/carers where needed).

Assessment

Assessment of learning is an ongoing process that involves gathering, analysing and reflecting on evidence to make informed judgments about student achievement and progress against the Australian Curriculum achievement standard.

During the period of learning at home:

- teachers continue to monitor student engagement and progress. Feedback can be provided to students that helps them to focus and improve their learning
- schools may decide to focus on formative assessment rather than summative assessments that may have been previously planned for this time. Assessment techniques that were planned as part of the school's assessment plan may no longer be suitable, or may need to be altered to be effectively delivered in changed circumstance either offline, online or face-to-face contexts

- reasonable adjustments to assessment will be required for some students and there may be additional adjustments that are required in the current learning environments. Some students may need support to access and navigate course content and assessment. Adjustments may include but are not limited to: additional time, using a scribe or oral response options. Advice on reasonable adjustments is available at www.qcaa.qld.edu.au/p-10/student-diversity/reasonable-adjustments.

Assessment design

When designing assessment consider:

- the aspect(s) of the achievement standard being assessed
- the primary purpose of the assessment, e.g. monitoring, diagnostic, formative or summative assessment
- appropriate and relevant opportunities for students to demonstrate their understanding and skills
- adjusting task design to support gradual completion, e.g. structuring a research investigation into small step-by-step tasks, adjusting an examination or supervised assessment to allow for short responses, planning an independent staged project, gathering evidence via a learning/process journal
- the use of technologies to record evidence of student learning, e.g. students could video their performance response or record their oral response, teachers may observe a student's performance in an online environment
- adjustments to the format of the assessment, e.g. changing assessment from an extended response to short response or changing assessment from a supervised assessment to an assignment
- adjustments to the conditions of assessment including:
 - length of time to complete the task
 - length of response
 - use of technology, e.g. a recorded speech rather than live or a recorded demonstration of practical skills.

Further learning area specific information about techniques and conditions can be found on the QCAA website at www.qcaa.qld.edu.au/p-10/aciq/frequently-used-resources/techniques-and-conditions.

It is important to check regularly for directives released by your schooling sector or employing authority, especially regarding any changes to assessment and reporting for Semester 1.

Authentication of student work

Schools should consider how student authorship of any assessment responses completed during the period of learning from home can best be established.

Assessment tasks not administered under supervised conditions require appropriate authentication processes. Student work submitted to demonstrate achievement should only be accepted if the teacher can attest that, to the best of their knowledge, all work is the student's own.

It may be appropriate for the authentication of assessment to be undertaken at an appropriate time on students' return to school.

Appropriate authentication processes could include:

- monitoring and collecting samples of students' work at progressive stages
- observing students' work at progressive stages
- interviewing students at checkpoints during the development of their response
- questioning students about their understanding of the assessment task
- asking students to provide photographic, video or audio evidence of the task being completed
- personalised feedback provided, e.g. via email or an online collaborative tool.

After the submission of assessment responses, teachers may:

- compare the responses of students for evidence of plagiarism
- analyse student's final responses using plagiarism-detection software
- interview students to determine their understanding of, and familiarity with, their responses
- use quality assurance processes (e.g. online cross-marking) if there is more than one class for a subject cohort.

Making judgments

Teachers use their professional knowledge to make consistent, comparable and defensible on-balance judgments by matching the qualities of student responses with the identified aspects of the achievement standard across a five-point scale.

At a reporting point teachers make an on-balance judgement based on the available evidence for each student and make decisions about how the evidence collected best matches the achievement standard.

During Semester 1 2020, it is likely that individual students or cohorts may miss or are unable to complete the school's planned teaching, learning and assessment program for each learning area/subject. Teachers are encouraged to make an overall judgement based on the available evidence, including any assessment evidence collected in Term 1 and the available evidence for Term 2.

It is important to remember that the achievement standard indicates what a student knows and can do at the end of a year or band of years, and mid-year reporting reflects what students have had an opportunity to learn up to that point in time.

Therefore, mid-year reporting judgements are typically based on **aspects** of the achievement standard rather than the full achievement standard. This remains true for Semester 1 2020.

Reporting

School sectors and/or employing authorities advise schools about their sector-specific reporting requirements for students in P–10.

The *Schools Assistance Act 2008* (updated March 2016) and *Schools Assistance Regulations 2009* (updated October 2013) require schools to provide parents and carers with reports twice a year. Each report must include an assessment of the student's achievement and progress against the Australian Curriculum achievement standards on a five-point scale.

Reporting involves communicating information about student achievement and progress. Schools and teachers are required to collect evidence of assessment of learning to inform reporting processes. In Queensland, schooling sectors advise schools about their sector-specific reporting requirements.



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