



## VCE Remote Learning Guide

### Teaching and Learning Expectations for VCE Students in Term 3

#### TEACHING AND LEARNING

- Students should follow the school timetable and attend all classes on TEAMS. Teachers will record student attendance each lesson. Lessons are live and conducted through TEAMS. Your teacher will monitor your attendance and participation throughout the lesson. If absent your parents are still expected to notify the school via PAM or phone call. A medical certificate is still required as evidence for any absences. Completion and submission of work missed during a lesson is still expected however this will not count as attendance to a scheduled live class via Microsoft TEAMS.
- Class tasks (formative tasks and learning activities e.g. Quiz) is essentially Coursework. Coursework and Practice SACs continue to ensure the student has every opportunity to demonstrate their understanding of the Outcome. Any work submitted should be given timely feedback, and all submissions recorded accurately. All work submitted from home can be used to 'judge' the satisfactory completion of Outcomes.
- Students should be given multiple opportunities to develop and demonstrate the key knowledge and skills required for the unit outcomes. Assessing levels of achievement in school-based assessment is separate from the decision to award an S for satisfactory completion of a unit.

#### GUIDELINES ON PLANNING AND CONDUCTING ASSESSMENT IN TERM 3

##### TIMELINES for Unit 4

- The GAT will be on Wednesday 7 October – Week One, Term 4
- The Examination schedule remains unchanged  
<https://www.vcaa.vic.edu.au/administration/Key-dates/Pages/VCE-exam-timetable.aspx>

##### Unit 2 and Unit 4 SCHOOL ASSESSED COURSEWORK (SAC) remotely

##### Ensuring integrity and authenticity of School-based Assessments completed at home

- Students will have the opportunity to complete SACs while home learning
- Teachers should consider the full range of assessment task options in each study design and select the type that is most appropriate for a remote and flexible learning setting to assess student performance for the outcome.
- Teachers will outline the tasks requirements most appropriate for a remote and flexible learning setting to assess student performance for the outcome via a **SAC Notification Form**. The SAC Notification Form is similar to our Semester One template, however, includes the information on how the SAC will be completed remotely.

For example, the SAC Notification will state the following:

- SAC Release Date and Time:
- Submission Date and Time:
- Digital Platform (e.g. Microsoft Forms/Quizzes, SIMON, Showbie, One Note):
- Resources permitted during SAC:
- Duration of SAC:
- Marks Allocated:
- Conditions:

- **Practice SACs** will be conducted to ensure your teacher can monitor student understanding and also to ensure students learn how to access, complete and upload their SAC remotely via the digital platform the teacher has chosen
- A **declaration of authentication** is necessary. Your SAC will include a student declaration, similar to the declaration you have accepted on in Semester One. The student declaration can be collected various ways, including:
  - asking students to submit the declaration with their school-based assessment work, either on the cover or the work itself or in their submission email
  - using an online form created using platforms such as Microsoft Forms
  - asking students to record their declaration via video or audio, which they can submit using email or TEAMS.
- Teachers can authenticate remote school-based assessments through the following methods:
  - Release the school-based assessment to students at the beginning of a remote lesson, with clear instructions for students to submit their responses at the conclusion of the lesson.
  - Provide temporary access to the school-based assessment through SIMON, Microsoft Forms, Showbie, One Note
  - When delivering an assessment by email, use a read receipt to track when the student has accessed it. Students must be made aware that they have a limited window of time to complete and return the assessment.
  - Students present oral tasks using video technology.
  - Students document the specific stages of the development of their work, starting with an early part of the task, such as the topic choice, list of resources or preliminary research. Copies of each student’s written work should be regularly monitored and submitted at given stages in their development.
  - Undertake video conferencing with individual students after the delivery of the school-based assessment to validate their submission.
- Scores should be reviewed and compared with teacher judgement and other formative tasks/class tasks. If any scores are unusual/deviating from what is standard/normal, a validation task may be given later e.g. upon return in term 4.

**Managing multiple classes in the delivery of SACs:** It is important to ensure that, where there are multiple classes for a particular study, students in all classes access school-based assessments simultaneously. If this is not possible, the assessment task should be suitably modified for each class.

**Absence from a SAC:**

- If you are absent from a SAC you must inform the School Office and your teacher. As per usual a student absent from a SAC should be asked to explain the reason with approved documentation like a medical certificate. The teacher will record the absence on **SIMON** – and a letter will be generated by the office notifying parents/Carers of the absence from the SAC.
- The Class Teacher will contact you via email or TEAMS to set the SAC Catch up date and time. Your teacher will supervise your SAC Catch Up which is to be completed after school 3:15 - 4:15pm. (Monday – Thursday) within a two-week time frame of the missed SAC. Your SAC will be scored if the absence is approved.