



ASSESSMENT POLICY

Purpose

1. To continue to improve teaching and learning within the school.
2. To provide learning information for teachers to respond and plan for the learning needs of the students.
3. To give all students the opportunities to achieve personal excellence in our learning community.
4. To provide reliable data for strategic planning

Guidelines

- Assessment shall focus on measuring learning and raising student achievement.
- Assessment procedures shall reinforce the philosophy of developing student learning capabilities so that they can become independent, successful learners.
- Information collected shall be sufficiently comprehensive to enable the progress and achievement of students to be evaluated and analysed.
- Evaluation of assessment information shall be used to identify areas of the curriculum which require further development.
- Teaching and learning strategies shall be developed to meet the needs of identified students.
- In selecting assessment tasks, teachers shall be sensitive to the different learning and communication styles of their students, and the needs of priority learners within their class
- Quality assessment records shall be kept to monitor student progress.
- Teachers in every subject shall monitor each student's progress against the levels of the New Zealand Curriculum, and implement strategies for students at risk of not making a year's worth of progress.
- Pre-entry interviews and contributing school information shall be gathered and analysed to meet students learning needs, at year 7 and year 9.
- All teachers and students involved in National Framework Qualifications must adhere to the procedures in the Assessment Book.
- Assessment information shall be used to report to the Board of Trustees on student Achievement, and reported to the wider community in the newsletter.
- Learning Habits and/or results are updated in a timely manner, on Edge at least once a term.

Procedures

1. Teachers shall use a range of assessment strategies which are fair, valid, reliable and match the teaching and learning that has taken place.
2. Heads of Department on the basis of good quality assessment information on students and groups of students shall identify those who:
 - a) are not achieving
 - b) are at risk
 - c) have special needs
 - d) Maori achievement
 - e) Pasifika achievement



3. Within departments strategies shall be put in place for students identified above.
4. Evaluation of assessment information shall be used to identify areas of the curriculum which require further development.
5. Assessment information and tracking records should be kept for each student, via Edge, making it available to all teachers.
6. Pre-entry interviews and data from contributing schools will be used as a baseline for teaching and learning programmes.
7. All NCEA students will be issued with, and sign for, the "Assessment Book" which outlines assessment procedures.
8. At the end of every term, students at risk of will be identified and interventions put in place to support the learners.
9. Learning Habits (respect, completion of tasks and engagement in learning) will be measured termly. This information will contribute to that 'at risk' list and students will be followed up and interventions to support them put in place.
10. The Assessment Book covers all the following procedures:

Absences
Appeals
Assessment conduct
Attendance
Authenticity
Communication with parents
Course entry
External Assessments
Fieldwork
Internal moderation for subjects
Missed assessments and re-assessments
Meeting deadlines
Reassessment and Resubmission
Recording of assessment data
School examinations
Security of assessment information
Privacy

Last Reviewed: September 2019

Board Chair:

Review Date: September 2021

Principal: