

**Policy****Assessment****NAG 1**

Sancta Maria College is an integrated co-educational Catholic College and its practices, beliefs and values are Catholic and guide the work of the college.

'My brothers, show no partiality as you hold the faith in our Lord Jesus Christ, the Lord of glory'
(James 2:1)

Rationale

Sancta Maria College Board of Trustees is committed to having robust assessment processes and practices in place to ensure the accurate interpretation and use of assessment information to assist with the purposeful collection of data, identification of areas crucial to achieving improvement, the monitoring of student progress and the effective evaluation of teaching and learning.

Purpose

To build coherence, integrity of purpose and transparency across the college that uses assessment effectively at every level to establish the level of achievement, provide and use achievement information to maximise student learning and achievement outcomes.

Guidelines

- 1 Assessment processes and practices will meet the NZQA requirements. The student is at the centre.
- 2 The curriculum will underpin assessment.
- 3 The building of assessment capability is crucial to achieving improvement.
- 4 There shall be accountability at all levels across the college.
- 5 Effective assessment is reliant on quality interactions and relationships to enable timely and effective reflections, self-review and feedback to students and parents.
- 6 The college will maintain student records of assessment.
- 7 Diagnostic, Formative and Summative Assessments will be used in teaching and learning programmes at all year levels.
- 8 Data will be gathered on student progress and measured against the national Curriculum Levels/National Standards/NCEA and other appropriate assessment tools to examine school-wide trends and patterns that will inform school-wide targets and priorities.
- 9 Assessment data about individuals and groups of students will be gathered, monitored and responded to when evaluating teaching and learning programmes.
- 10 There shall be a range of evidence taken from multiple sources that potentially enables a more accurate response as to next steps and will involve the learner in the evaluation of their own learning, goal setting and assessing progress.
- 11 Assessment information will be used by all staff on an ongoing basis as part of reflection, professional dialogue and review purposes to inform decisions and improvements to teaching and learning programmes, individual, group or cohort learning targets.
- 12 PLD opportunities will be made available for staff to meet their needs.



- 13 Individuals and groups of students (especially Priority Groups) who are not achieving or at risk of not achieving will be identified and appropriately responded to.
- 14 Student achievement progress will be reported on to parents/caregivers and whanau.
- 15 The Academic Misconduct Procedure Guideline will apply if a student is suspected of Academic Misconduct.
- 16 Evidence alongside standardised assessment date will support Overall Teacher Judgements against the National Standards in Reading, Writing and Mathematics in Years 7 & 8.
- 17 Teachers ensure moderation practices for assessments are fair, valid, authentic and reliable and meet the requirements of NZQA for moderation as set out in the Moderation Procedures Guideline.
- 18 The assessment requirements of learners with special needs will be recognised and appropriately responded to.
- 19 The college will maintain its consent to assess against standards on the DAS (Directory of Assessment Standards). Requirements to be met to maintain consent. (a) Continue to maintain, and comply with, the quality management system (NZQA Guide to requirements for Consent to Assess for Schools) and (b) Continue to comply with its relevant obligations in the assessment and examination rules and procedures for secondary schools
- 20 The college will maintain NZQA nationally agreed guidelines for managing national assessment by ensuring and executing correct NZQA assessment procedures for the following:
 - a authenticity of student work
 - b appeals of assessment decisions
 - c missed or late assessment opportunities for students
 - d breaches of the rules
 - e further assessment opportunities
 - f resubmission of assessment material
 - g Special Assessment Conditions
 - h Derived Grades
 - i internal moderation
 - j external moderation.

		Policy: Assessment	NAG 1
Adopted:	July 2005	Michael Stride, Chairperson	
Reviewed:	May 2013 August 2016	Brendan Ryan, Chairperson Brendan Ryan, Chairperson	
Next Review	August 2019		
	 <i>Brendan Ryan</i> Chairperson Date