

---

**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 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 ensure that fair, valid, authentic and consistent assessment practices are effective at every level to establish the level of achievement, provide and use achievement information that will maximise student learning and achievement outcomes.

### **Guidelines**

- 1** The Deputy Principal (Curriculum) will have overall responsibility for the implementation of assessment processes and practices at Sancta Maria College and will delegate associated aspects of the role to The Principal's Nominee and Administrative Support.
- 2** Assessment of student work is the responsibility of all teachers and the Curriculum Leaders (HODs) will have subject specific responsibilities for monitoring the assessment practices of the teaching staff in their department.
- 3** All assessment must be fair, valid and consistent. Teachers must ensure that all work completed is authentic and no academic misconduct has taken place.
- 4** All teaching staff will be familiar with the Academic Misconduct Procedure Guidelines.
- 5** All teachers are responsible for gathering and maintaining accurate student records of assessment.
- 6** Assessment information (including results) will be used by staff on an ongoing basis to review and improve teaching and learning programmes to maximise student learning. This will include the identification and addressing the learning needs of individual students and groups of students who are not achieving, who are at risk of not achieving or who have special needs.
- 7** Assessment activities will be regularly checked and reviewed by Curriculum Leaders (HODs) and/or Programme Leaders to ensure that they accurately meet the national curriculum levels, National Standards and NCEA assessment criteria.
- 8** Teachers will ensure that the necessary moderation requirements are being met as set out in the Moderation Procedure Guideline.
- 9** The Deputy Principal (Curriculum) in consultation with the Principal's Nominee and Curriculum Leader (HOD) will have a shared responsibility for ensuring that external moderation results are recorded, any recommendations are acted on in a timely manner and assessments fully meet the standards based assessment criteria.



- 10** Priority learners will be identified and appropriately responded to by relevant subject teachers and Curriculum Leaders (HODs) will monitor teaching staff to ensure this occurs and be of further support for any priority learner individuals and groups.
- 11** Throughout the year, teachers in Years 7 and 8 will formatively assess students using classroom observations and discussions with students. Teachers will use this evidence alongside the standardised assessment data to make an Overall Teacher Judgement against the National Standards in Reading, Writing and Mathematics at the mid-year and end of year.
- 12** Teaching and learning programmes and the associated assessments will be reviewed on a cycle of regular review each year as determined by the Curriculum Leader (HOD) in consultation with the Deputy Principal (Curriculum).
- 13** Assessment information (including results) will be used to formally report to parents/caregivers on student progress and achievement at least twice in a single academic year.
- 14** Student progress and achievement will form the basis for objective reporting to parents on overall student progress.
- 15** Programme and Curriculum Leaders have overall responsibility for ensuring students attain the correct number of credits to meet entry requirements for qualifications, literacy and numeracy requirements.
- 16** All staff have a responsibility to ensure that the assessment programmes meet the appropriate national curriculum levels.
- 17** Teachers will use student achievement assessment data as the basis for reflecting on and have professional dialogue with other colleagues before setting individual/group learning targets.
- 18** The Deputy Principal (Curriculum) with SLT will also use student achievement information, reflect on it and have professional discussion before considering and setting cohort and school-wide learning targets.
- 19** Each year, the Deputy Principal (Curriculum) in consultation with the Deputy Principal (Teaching and Learning) will determine the PLD needs of staff and provide opportunities as appropriate.
- 20** Assessment provisions which have been approved by Curriculum Leaders (HODs) in each subject area should be available to English Language Learners (ELLs) in Years 7-10 and students identified as needing further support and students identified as government priority who are at Foundation to Level 2 English Language Learning Progressions (ELLP) as a way of supporting and achieving achievement outcomes for these learners.
- 21** All teaching staff 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
- 22** All staff 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



- 23 The Principal’s Nominee and Deputy Principal (Curriculum) will ensure all correct and updated NZQA assessment procedures are available and accessible for staff via the NZQA staff handbook.
- 24 The Principal’s Nominee and Deputy Principal (Curriculum) will ensure all correct and updated NZQA assessment procedures are available and accessible for students and parents via the NZQA student handbook.
- 25 The Principal’s Nominee and Deputy Principal will have overall responsibility for upholding and ensuring all staff maintain the correct NZQA procedures for assessment.

<b>Procedure: Assessment</b>		<b>NAG 1</b>
Adopted:	August 2016	Louise Moore, Principal
Reviewed:		
<b>Next Review</b>	<b>August 2019</b>	
	..... <i>Louise Moore</i> Principal	..... <i>Date</i>