



WHANGANUI HIGH SCHOOL POLICY ASSESSMENT & REPORTING

INTRODUCTION	1	<p>Assessment involves the:</p> <ul style="list-style-type: none"> a) process of obtaining evidence of students' achievement, competence, and/or progress; b) act of interpreting or describing students' achievement; c) process of evaluating teaching programmes.
REPORTING	1	<p>Process of providing information on progress to:</p> <ul style="list-style-type: none"> a) Students b) Parents c) NZQA d) Ministry
RATIONALE	1	<p>As students develop academically, socially, physically, culturally and emotionally, their progress and achievement need to be assessed and reported.</p>
	2	<p>Students and caregivers expect to receive regular reports on levels of student progress, competence and achievement in terms of curriculum knowledge, skills and attitudes.</p>
	3	<p>Students and caregivers expect to receive reports regarding social and personal skills and abilities.</p>
	4	<p>NZQA will receive information relating to student achievement as required.</p>
	5	<p>Staff will use the results of individual student and group assessments to reflect on their own teaching and teaching programmes.</p>
PURPOSE	1	<p>Provide information which can be used to identify students' strengths and weaknesses.</p>
	2	<p>Guide students' improvement development.</p>
	3	<p>Monitor students' progress in relation to identified goals, to gauge what learning has actually taken place and then report upon this.</p>
	4	<p>Build a profile of a student's achievements across the curriculum.</p>
	5	<p>Provide feedback to students, and his/her caregivers with information regarding the student's level of understanding and progress. Constructive feedback encourages students and helps to increase their confidence and competence.</p>
	6	<p>Help ensure that NZQA requirements for assessment and further assessment opportunities are met.</p>
	7	<p>Provide the students and caregivers with information on the student's social and personal skills.</p>
	8	<p>Provide the students and caregivers with information on the student's level of attendance at School.</p>
	9	<p>Provide the students and caregivers with information on the student's involvement in School activities.</p>
	10	<p>Help build a record of student learning, including the NZQA related achievements.</p>
	11	<p>Involve students by having them set their own goals.</p>
	12	<p>Gather information on student achievement that will enable comparison with national benchmarks.</p>
	13	<p>Guide staff improvement and development.</p>
	14	<p>Provide feedback on teaching programmes.</p>

GUIDELINES	<ol style="list-style-type: none"> 1 Every effort should be made to ensure that assessment and evaluation procedures are fair, valid and reliable. 2 The extent of any given assessment, or assessment programme should not be unreasonable. 3 Assessment should take a variety of forms. 4 Where possible, students should be involved in the assessment process. 5 Assessment must be manageable. 6 Faculties should not set work for internal assessment when they are not confident they will be able to authenticate that work. 7 There may be an opportunity for further assessment opportunities for learners who do not meet the specific achievement standards or Unit Standards of a programme as appropriate. 8 Assessments which form part of the NZQA assessment requirement will be conducted in keeping with all NZQA rules and regulations. 9 Reporting may take the form of written and/or oral reports. 10 Reporting to students should ideally be ongoing and form part of the learning process, including both formative and summative assessment. 11 Reporting to parents/caregivers will be: <ol style="list-style-type: none"> a) via KAMAR as 'live reporting' at least once per term per subject; b) Formal written report at the end of the year; c) interview, via Student Achievement Conferences, offered twice a year. 12 Staff will complete special reports on students, as and when required by the Principal, or as delegated by the Principal. 13 The School will ensure that details of credits on the Framework and/or external examination requirements are communicated to the Qualifications Authority for inclusion on the learner's Record of Learning. 14 Each Faculty will develop its own procedures in line with this Policy and the School's Year 9-13 achievement statement and assessment procedures document.
ACCOUNTABILITY	<ol style="list-style-type: none"> 1 The HOF/TIC/MU holder responsible for each assessment task is also responsible for developing appropriate moderation and authentication procedures in keeping with <i>School Guidelines</i> and NZQA requirements as necessary. 2 The NZQA Principal's nominee is responsible for checking that all NZQA assessment and reporting requirements are complied with each year. 3 A Senior Leadership Team member is responsible to the Principal for setting, monitoring and maintaining the quality of School reports.
DOCUMENTATION	<ol style="list-style-type: none"> 1 <ol style="list-style-type: none"> a) Staff Manual b) Faculty Manuals c) NZQA Principal's nominee to file copies of memos, minutes, etc. d) Whanganui High School Board Achievement Statement e) Whanganui High School Assessment Procedure and Year 9-13 Assessment f) Moderation reports.
RESOURCING	<ol style="list-style-type: none"> 1 Faculties to budget for their own requirements and present requests to the Principal through the Annual Budget round.
EVALUATION	<ol style="list-style-type: none"> 1 The Principal's nominee and the Senior Leadership Team member with the Assessment and Reporting Portfolio is to review this Policy and its associated practices as part of the School's three-yearly cycle of review and advise the Principal of the outcome of that review.

CONCLUSION	1	By following the above guidelines, student achievement and teaching programmes will be able to be regularly reviewed and evaluated and assessment will be valid, consistent, reliable and fair.
	2	Reporting will be accurate, valid, constructive and meaningful.

Approved by the Board

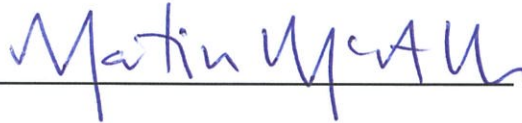
Signed Chairperson:



Date:

29/8/22

Signed Principal:



Date:

29/8/22