

# Hauraki Primary School Policy Document

## Assessment

### Rationale

It is a primary objective of the Hauraki School Board (the Board) to ensure every student at the school is able to attain their highest possible standard in educational achievement. Teachers are required to gather assessment information that is sufficiently comprehensive to enable the evaluation of students' progress and achievement.

### Purpose

To ensure that every student at Hauraki School is able to achieve their highest possible standard, we will:

- use and assess evaluation information to identify progress and achievement, trends and patterns for each year level and for groups of students, particularly Māori and Pasifika
- report where applicable against curriculum expectations.

### Guidelines

1. A range of assessment tools are used for gathering information and these are detailed in the front section of the School Scheme.
2. Assessment information is collected in a variety of ways including teacher observations, from student samples of work, teacher student learning conversations, and written or orally administered tests.
3. Quality assessment information using a broad range of evidence informs overall teacher judgments in relation to literacy and numeracy standards.
4. Assessment contributes to teacher integrity so teachers can identify progress and achievement, trends and patterns for individuals and for groups including target children.
5. A planned cycle of assessment that provides clear guidelines for what is to be assessed, when it is to be assessed, and how and where it is to be recorded ensures a consistent approach as set out in the front section of the School Scheme.
6. Assessment of individuals and groups of students against learning intentions is done on the basis of achievement objectives in the National Curriculum and identify what students know and what they need to learn at each level.
7. A balance of knowledge, attitudes/values and skills is assessed including key competencies.
8. The capability of teachers and students using assessment for learning strategies contributes to students taking responsibility for their own learning.
9. Individual student goals for reading, writing and math are reflected on and assessed on an ongoing basis by students and teachers.
10. All teachers are provided with specific guidelines for recording purposes to ensure consistency across the school. These are kept in teachers' assessment folders and/or

recorded in the student management system Edge and are to be available for inspection on request by the syndicate leader or principal.

11. Assessment provides insight into the success of programmes and enables teachers to adjust in response to new information or opportunities.

**Signed:** \_\_\_\_\_



**Presiding Member of the Board**

**Date:** \_\_\_\_\_

19/2/2024

**Review Date:** \_\_\_\_\_

Term 1 2027

**Related policies**

- Māori and Pasifika Engagement and Achievement