



MANGAKAHIA AREA SCHOOL TE KURA TAKIWA O MANGAKAHIA

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ASSESSMENT for LEARNING

LEGISLATION

Education Act (1989)
National Education Guidelines (1993)
National Administration Guidelines (1993)

Memorandum of Understanding with He Matariki Teen Parent Unit

FOCUS

To support students' learning through diagnostic assessment, and measure achievement through in-class and school-wide assessment strategies.

ADDITIONAL POLICIES

Achievement, Behaviour Management, Pastoral Care, Timetable
and the school's Appraisal and Quality Management Systems

REQUIREMENTS

The principal and senior managers ensure that assessment throughout the school :

- **guides the delivery of the curriculum**
in that planning is based on the measurable needs of the students
- **is on-going and continuous**
and provides feed-back, enhancing the learning as it proceeds
- **has structure**
in that most assessments are planned and are timetabled to occur throughout the year
(see below)
- **has a variety of approaches**
and includes diagnostic, formative, summative, self and peer assessments
- **is recorded in a way that is available to all the interested parties**
and includes reporting to the board, parents and The New Zealand Qualifications Authority where applicable
- **measures student progress against defined achievement objectives**
and assesses what is intended to be measured
- **generates high levels of student achievement**
by encouraging forward planning based on active consideration of the data gathered

The principal reports outcomes to the board through monthly, semester and annual reports

Parents are kept informed through written reports, parent evenings, Student Led Conferencing (Years 1 to 13), calls home, newsletters and formal notification from NZQA.

The above policy was reviewed and mandated by the Board of Trustees on 28 March 2017.

Next review: 28 March 2019

Chairman of the Board of Trustees: *Rachel Cocks* (signature)
Rachel Cocks

Date signed off: *28/3/17*

Years 0 to 8

Timetable of Assessment and Student Reporting

Term 1

- Weeks 1-4 – new students tested – reading and literacy
- Weeks 4-5 – NZCER testing Y3-Y8 (loading dates on Edge)
- Teachers use PACT tool in reading, writing, numeracy to level students – moderation with teachers part of practice
- Use Gloss, E-Asttle, PROBE, running records as needed
- Progress reports sent out

Term 2 PAT Testing

- Dates for PACT Reading, Writing, Number attached
- Portfolios used in student led conferencing with report attached at end of term
- Moderation process

Term 3 – PACT Tool Used

- Other testing as needed
- Moderation continues

Term 4 – PACT Entry Dates

- End of year reports
- Numeracy, Literacy testing as required

IEP's for each student written in first term. Parents contacted.
Reviews throughout the year.

* IEPs individual education plans

JUNIOR STUDENT REPORTS GENERATED:

At 20, 40, 80, 100 and 120 weeks of school. Meetings set up with parents.
Then annually from Year 4.

TIMEFRAMES FOR ENTERING DATA ON EDGE:

These timeframes are set so data can be accurately tracked over the years.

Feb 20th – 10th March – PAT reading, Comprehension and Vocabulary

- PAT Listening
- STAR
-

May 1st – May 22nd - PAT Grammar and Punctuation

Term 1 – Feb 13-April 7th

Term 2 – May 29th – June 30th

Term 3 – August 14th – 22nd September

Term 4 – October 6th – 17th November

PACT Reporting Cycles

Interim / Mid Year: 9 June to 23 June

EOY - 13 November to 1 December

Years 9 to 13

Timetable of Assessment and Student Reporting

Term 1

- Progress report at mid term
- NZCER diagnostic testing (Years 9 & 10)
- Unit marking using N.A.M.E. (Years 9 & 10)
- NCEA progress reporting (Years 11 to 13)

Term 2

- Unit marking using N.A.M.E. (Years 9 & 10)
- Parent Teacher interviews
- NCEA progress reporting (Years 11 to 13)

Term 3

- Unit marking using N.A.M.E. (Years 9 & 10)
- NCEA progress reporting (Years 11 to 13)
- Literacy and Numeracy Unit Standards begin (Year 10)

Term 4

- Unit marking using N.A.M.E. (Years 9 & 10)
- NCEA progress reporting (Years 11 to 13)
- External Examinations NCEA (Years 11 to 13)
- Prize-Giving (Whole School)

Notes

1. N.A.M.E. refers to **N**ot achieved, **A**chieved, **M**erit, **E**xcellence, as in NCEA assessments.
2. Further testing by the RTLB occurs of students identified through diagnostic testing.
3. Other standardised testing (eg "Spelling Age") are at teachers' discretion.
4. Several students are tested regularly by a learning support teacher who also assists with IEPs* and course construction for these students.

* **IEPs** individual education plans