Te Kauwhata College

Assessment for Learning Policy

PURPOSE

This policy outlines the principles and expectations for assessment at Te Kauwhata College. It aims to ensure that assessment is used to support student learning, inform teaching practice, monitor progress, and guide reporting. The overarching goal is to enhance learner achievement, engagement, and agency from Years 7 to 13.

GUIDING PRINCIPLES

Assessment at Te Kauwhata College is guided by the following principles:

- **Assessment is for learning**: It supports and improves learning, not just measures it.

- **Assessment is inclusive and equitable**: It values the diverse strengths, languages, cultures, and identities of all students.

- **Assessment is coherent**: It aligns with the New Zealand Curriculum and NCEA, is transparent, and manageable.

- **Assessment is integrated**: It is embedded in teaching and learning, not separate from it.

- **Assessment promotes student agency**: Students are active participants in their learning through self- and peer-assessment, reflection, and goal-setting.

TYPES OF ASSESSMENT

Formative Assessment

- Ongoing and used to provide feedback to students and inform next teaching steps.

- Includes observation, questioning, class discussions, learning conversations, peer and self-assessment, and informal tasks.

- Encourages metacognition and the development of learning strategies.

Summative Assessment

- Judgements made at a point in time to evaluate student achievement.

- Includes common assessment tasks, tests, projects, end-of-topic/unit assessments, and NCEA internal and external assessments.

Diagnostic Assessment

- Used to identify students' current knowledge, skills, and learning needs.

- Typically used at the start of a unit or year (e.g., e-asTTle, PATs, Literacy/Numeracy Progressions).

EXPECTATIONS BY YEAR LEVEL

Years 7–10

- Assessment aligned with curriculum levels, Literacy & Numeracy Progressions, and local curriculum goals.

- Emphasis on growth over time through formative feedback and learning conversations.

- School-wide tools may include e-asTTle, PATs, and classroom-based assessments.

- Reporting includes curriculum levels, progress indicators, and next steps.

Years 11–13

- Assessment aligned with NCEA achievement standards and NZQA expectations.

- Clear assessment calendars provided to students and whaanau.

- All internal assessments must follow school and NZQA quality assurance procedures (e.g., authenticity, moderation).

- Literacy and numeracy co-requisite assessments embedded from Year 10 onward.

STUDENT INVOLVEMENT AND AGENCY

- Students are supported to understand success criteria and learning intentions.

- Learners receive regular, timely, and specific feedback.

- Students engage in self- and peer-assessment and set goals based on assessment information.

- Assessment supports the development of independent, reflective learners.

Te Kauwhata College

REPORTING TO WHAANAU

- Reporting is regular, honest, clear, and culturally responsive.

- Years 7–10: At least two written reports per year and two opportunities for whaanau-teacher-student conversations.

- Years 11–13: Regular progress updates linked to NCEA achievement and pathway planning, with two progress and one formal report.

- Digital and face-to-face platforms used to share assessment data and learning progress.

ROLES AND RESPONSIBILITIES

Role	Responsibility
Board	Monitors the effectiveness of assessment policy.
Principal and SLT	Ensure implementation, consistency, and strategic alignment.
Learning Area Leaders	Oversee quality assurance, moderation, and use of data for improvement.
Teachers	Use assessment to inform teaching, provide feedback, and support student progress.
Students	Engage with assessment to improve learning, reflect on progress, and set goals.
Whaanau	Partner in the learning process through engagement in reporting and dialogue.

MODERATION AND QUALITY ASSURANCE

- All assessment tasks and judgements (especially for NCEA) will undergo moderation to ensure validity and reliability.

- Teachers participate in subject-specific moderation internally and externally.

- The school ensures authenticity and fairness in assessment practices through clear procedures.

Te Kauwhata College

USE OF DATA

- Assessment data will be used to:

  - Identify trends, patterns, and needs at class, cohort, and school levels.

  - Inform curriculum design and resourcing.

  - Support targeted interventions and professional learning.

  - Track priority learner progress (e.g., Maaori, Pacific, students with learning support needs).

REVIEW AND EVALUATION

- The effectiveness of assessment practices is reviewed annually as part of the school's self-review process.

- Feedback from students, whaanau, and staff is used to refine and improve assessment systems.

RELATED POLICIES AND DOCUMENTS

- Curriculum Policy

- Reporting to Whaanau Guidelines

- NCEA Assessment Handbook (school-based)

- NZQA Assessment Rules and Procedures

- Literacy & Numeracy Co-requisite Guidelines

Reviewed: July 2025	**Next Review**: July 2028