

We will:

- make sure parents/whānau have information about their child's progress at school in each curriculum area
- help to develop links between school and home.

The assessment component in our curriculum is made up of three closely related areas.

- **Assessing:** how we discover what students know and have learned
- **Recording:** how we collect and analyse data
- **Reporting:** how we communicate information about assessment.

Assessment

Assessment is the ongoing process of gathering evidence for and of learning. We use a range of assessment methods at school, all of which help us see the whole picture of learning.

The purpose of assessment at Waituna Creek is to:

- improve student learning
- provide information on student learning
- inform our learning programmes
- provide feedback on the learning process
- provide feedback on elements of learning such as the development of knowledge, skills, concepts, key competencies and values.

Assessment of students' development and learning is an essential part of the curriculum, and helps to inform continued development, learning and teaching. We believe that assessment is integral to all teaching and learning.

Our assessment processes:

- reflect best practice
- support learners and teachers to promote student achievement
- recognise the importance of the process of learning, as well as the products of learning.

We use nationally standardised tests and school-based assessment in numeracy, reading (running records) and integrated topic (inquiry) assessment.

Students are observed in a variety of situations, and are actively engaged in assessing their own progress, which helps them develop wider critical thinking and self assessment skills.

Assessment in the classroom includes:

- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work and using them as benchmarks
- keeping records of test/task results.

Summative assessment gives teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process. It gives students the opportunity to demonstrate what they have learned. It can assess several elements at the same time, and informs and leads to improvement in student learning and the teaching process.

Formative assessment provides information that is used to plan the next stage of learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to:

- improve their knowledge and understanding
- foster self motivation and enthusiasm for learning
- engage in thoughtful reflection
- develop the capacity for self assessment
- recognise the criteria for success.

There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Standardised assessments help us to gain as much information as possible about the student as a learner, and about our programmes of learning.

Standardised assessments:

- inform teaching
- provide information that shows growth over time
- provide longitudinal data for whole school data analysis
- inform decisions about programmes
- allow teachers to identify any students whose basic skills fall outside the normal expected range for students of that age. This information is used alongside other assessment information to determine which students will have access to support programmes (use of our CAP plan), or who may need Individual Learning Plans.
- form part of the process of reporting to parents.

We use the information we gather through assessment to give recognition and timely feedback to learners and all other stakeholders.

Recording

We use a variety of methods to document the evidence of student learning and understanding, including:

- written comments
- using checklists against the learning criteria
- explanations
- using annotated pieces of students' work to form part of a student portfolio.

Reporting

Our reporting on assessment includes communicating what students know, understand, and can do. Parents, students and teachers act as partners.

Our reporting is:

- honest
- comprehensive
- understandable to all parties
- in line with the Ministry of Education's guidelines.

Year 0–3 students

Five year old children start school at different times during the year, so the number of weeks they have been at school in a given year varies. In line with the Ministry of Education's guidelines, we complete a written report for each child based on the number of weeks that they have been at school.

Our reporting for Year 0–3 students is as follows.

- Initial meeting with parents to discuss our transition programme.
- Weekly catch up with parents to keep them informed about progress and the data we have gathered.
- At 6 weeks, reporting and parent meeting.
- 20 weeks (mid-year, halfway through their first year at school): meeting with parents.
- 40 weeks (one full year of schooling): meeting with parents.
- 60 weeks (mid-year, halfway through their second year of school): meeting with parents
- 80 weeks (two full years at school): meeting with parents
- Reporting at 100 weeks (mid-year, halfway through their third year of schooling).
- Reporting at 120 weeks (after three full years of schooling).

Once children reach their 120-week anniversaries, the reporting period changes to mid-year and end of year.

Year 4–8 students

Year 4–8 students receive reports at the end of Term 2 (mid-year) and at the end of Term 4 (end of year).

How we report

We engage with and report to parents and whānau throughout the year.

Parent information evening

A parent information evening is held at the beginning of Term 1. Parents meet with teachers and are given information about the school, including the curriculum and classroom routines.

Interim report

For students in our NE room, we prepare an interim report for parents/whānau within the first 8 weeks of school. The teacher and student each complete the report based on how well the child has settled into the class and the key competencies that they display. These include managing themselves, relating to others and contributing and participating. This report is not academic in nature.

Term 1: Goal setting three-way conference (student–parent–teacher)

This is a formal meeting between the teacher, parent and student to help set goals together. Parents hold a wealth of knowledge about their child. Early in Term 1 we hold these goal setting conferences so that parents can share this information with the teacher.

It's often too early in the year for the teacher to give detailed information about how well the student is working or how they are reaching their goals. The teacher will be able to talk to parents/whānau about how the child has settled into the class and whether there are any areas they have become aware of that may require further discussion at a later date.]

Written reports

Written reports provide a snapshot of your child's learning in relation to various areas of learning, including the National Standards in reading, writing and mathematics. These reports are provided to parents twice each year, in Term 2 and Term 4.

The mid-year report shows how your child is progressing for their year level. For mid-year reports, achievement levels are:

- achievement is of concern
- making the progress expected for their age
- on track to meet year level expectations
- already met the standard.

The end of year reports show how your child has achieved against the National Standards for their year level. The achievement levels for reading, writing and mathematics in the end of year reports are:

- well below the National Standard
- below the National Standard
- at the National Standard
- above the National Standard.

Term 3: Celebration of learning three-way conference (student–parent–teacher)

Three-way conferences are held in Term 2 or 3, following mid-year written reports. Three-way conferences are formal reporting sessions with both parents and students. The majority of the conference is led by the student. Reflection and reporting is an important part of our curriculum, and we believe it's important that students are actively involved in and responsible for their own learning.

The conferences take around 20 minutes. During this time the student and teacher will walk whānau

through the child's learning.

At the conference, we share samples of work achievements and talk about the student's learning in various curriculum areas. This lets parents see how much their child knows, their understanding of important concepts, their skills in different areas, and the key competencies they are developing. We discuss reading, writing, mathematics and the units of inquiry, using the student's book work as a guide. Students also share their learning in other subject areas such as te reo Māori, the arts and physical education. We talk about how we use ICT to support learning in a variety of areas. We talk about information and resources we use in class, and will discuss any assessment data. This gives parents an insight into learning at our school.

We discuss areas that we will focus on in the future. Parents can give their child feedback and work with them to set goals.

For students who have completed 3 full years at school, conferences are held in the middle of the school year. For students children who have not yet had 3 full years at school, conferences are held place after each child's 20, 60 or 100 week anniversary at school. (See information above on reporting at each year level.)

We encourage all parents to attend our three-way conferences. The conferences are a wonderful opportunity for parents to spend time with their child and enjoy who they are as learners. Having parents attend the conference is both reassuring and motivating for students.

We will notify parents when these meetings are coming up. Parents can make appointments through our School Links system.

Parent workshops

We run a variety of parent workshops throughout the year. These are an opportunity for parents to learn more about different aspects of our programme.

Classroom share times

We hold classroom share times throughout the year, for each year level. Parents are invited to come to school to view student learning.

Formal and informal meetings (teacher or parent initiated)

Parents are welcome to arrange a mutually suitable time with the teacher to discuss progress or raise any areas of concern, at anytime throughout the year.

Reporting process 2017–2018

BoT meeting	Student achievement 2017	Student achievement 2018
February	Confirm student targets and achievement goals	Discuss student targets and achievement goals without NS
March	Report with graphing data: reading	Report with graphing data: maths, reading and writing
April	Art reporting	PE reporting
May		
June	ICT report	ICT report
July	Mid-year data	Mid-year data with graphs
August	Reading report	Reading report non-target data
September	Science/social studies report	Science/social studies report
October	Celebration of learning	Celebration of learning
November	Report final data with NS	Report final data with graphs to show progress of students
December	Set targets for next year for progress	Set targets for next year for progress

Also refer to:

NAG 1: Student achievement and marking