

Rangiora High School

Te Kura Tuarua o Rangiora



Assessment Policy

Rationale

At Rangiora High School we empower ākonga to be at the centre of the assessment process. Assessment can be used in three ways; as learning, for learning and of learning. Ākonga, who are assessment capable, are able and motivated to access, interpret, and use information to progress their learning pathway. Teachers understand and value assessment as an integral part of the learning process. They work collaboratively to provide safe physical, cultural and emotional spaces for assessments, and learning conversations to occur. Teachers use their professional knowledge of the learning process, and their learning relationships to facilitate, guide and progress the learning pathway for all ākonga. Leaders create a culture that values assessment capabilities as an integral part of the learning process.

Purpose

The fundamental purpose of assessment is to “promote and improve students’ learning as they and their teachers respond to the assessment information gathered”.¹

Principles of Assessment

- **Assessment guides improvement in learning and teaching.** Assessment is integrated with, and acts as a bridge between learning, teaching, and the Rangiora High School Connected Curriculum. Students and teachers trust and use a range of effective assessments practices to guide learning and teaching, and to make improvement in equitable outcomes.
- **Curriculum is interconnected with learning, teaching, and assessment.** Rangiora High School’s Assessment Policy and practices will reflect the vision, principles, values and expectations of the *New Zealand Curriculum*. Learning contexts are responsive to students and the *Connected Curriculum*.
- **Assessment is fair and serves the learning of all students.** Assessment is appropriate and fair and responsive to the diversity of students’ cultural identity and their cognitive, physical, and social development. Assessment information is accessible to students, teachers, parents, and whānau through a shared understanding of progress (across the curriculum and year levels). Flexible assessment processes ensure that assessment results reflect the capability of each student. Assessment information is

¹ NZ Assessment Institute, 2021 pg 2 *Assessment to Improve Learning. Principles, Practices and Proof*

valid (based on what students have learnt) and reliable (other teachers would make the same judgement based on the same evidence).

- **Assessment for Learning builds student agency.** Students and teachers are partners in assessment. Assessment recognises and strengthens student agency and engagement, building mana and connectedness between students. Student self-and peer-assessment capability is a vital component of the assessment process.
- **Necessary and sufficient evidence of progress and achievement is gathered using a range of assessment approaches.** A comprehensive picture of progress, areas requiring attention, and the patterns of student pathways is gained through a range of assessment approaches. Assessment is valid and varied using both formal and informal approaches, contributing to overall teacher judgments.

Related Policies

- Curriculum Policy
- Timetabling Policy

Documentation

- Rangiora High School Connected Curriculum
- Rangiora High School Managing National Assessment Handbook
- NZQA Moderation Reports
- NZQA Managing National Assessment Report
- NZQA Updates
- Professional Learning and Development Procedure

Date of Review	February 2024
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