

**ACHIEVEMENT ASSESSMENT  
POLICY****RATIONALE**

The Wesley College board's core business is to foster student achievement. The board delegates to the principal the role to oversee planning, implement learning programmes, deliver the curriculum, and evaluate the effectiveness of learning programmes to achieve equitable outcomes for students that need it. The board has the ultimate responsibility for curriculum delivery.

The board recognises that all teaching and learning programmes incorporate The National Curriculum as expressed in The New Zealand Curriculum 2007 and also recognises the phased approach to the refresh of the New Zealand Curriculum.

- The Board, through the principal and staff, is required:
  - to gather information, through a range of assessment practices that is sufficiently comprehensive to enable the progress and achievement of students to be assessed and reported on
    - in gathering that information, to give priority to achieving excellent and equitable outcomes for learners
  - on the basis of good quality assessment information, to identify:
    - students and groups of students:
      - who are not achieving;
      - who are at risk of not achieving;
      - who have special needs (including gifted and talented students);
    - aspects of the curriculum which require particular attention;
  - to develop and implement teaching and learning strategies to address:
    - the needs of students identified
    - the aspects of the curriculum identified;
- A school's core business is
  - delivering the curriculum to its students
  - planning and implementing programmes to continuously improve learning outcomes for its students
  - eliminating the outcome disparities that separate high achievers from low achievers.
- A key component to achieving improved learning outcomes is the gathering and monitoring of and responding to quality assessment information about individual students and groups of students.

**POLICY STATEMENT**

The board will:

- continuously gather, monitor and respond to student assessment information, with the aim of improving achievement by all its students:
  - firstly, in literacy and numeracy
  - secondly, in the other areas of curriculum its students are involved in and by improving those aspects of the curriculum identified as requiring particular attention

## **GUIDELINES**

1. Staff will gather, monitor and effectively act upon quality student assessment information to improve the quality of teaching and learning.
2. Staff will be expected to demonstrate a reflective practice and how they use assessment information to identify individual students and groups of students who are not achieving, who are at risk of not achieving or who have special needs and then to review, improve, modify and develop their teaching programmes to improve those student's and groups of students learning.
3. Assessment activity will focus both on individual students and on groups of students (eg juniors, Maori, Pasifika, Pakeha, Male, and Female).
4. Assessment will be fair, valid, consistent, reliable and transparent.
5. Ongoing formative (feedback) assessment will be used as a key tool in the learning process and to assist student in self-evaluation.
6. Regular summative assessment will be used for reporting and qualifications purposes and for monitoring progress and achievement against achievement objectives in the national curriculum statements.
7. Heads of Department will provide an annual written report to the Board, which will focus on student achievement and include data on achieving targets, evidence of effective teaching, professional development and leadership.
8. The Principal will provide an annual report to the board summarising departmental reports and focusing on:
  - (a) Achievement data of students overall and of identified groups of students, including junior students and Maori students and commenting on targets set for the following year.
  - (b) Where feasible, making appropriate comparisons with previous cohorts of students and national benchmarks.
  - (c) Providing evidence of the learning and teaching strategies implemented to meet the needs of students identified as either not achieving or at risk of not achieving and strategies planned to meet the targets set for the following year.
9. Procedures to address this policy will be implemented. They will include, but are not limited to the following:
  - Annual reports
  - Assessment for Years 9 and 10
  - Relevant School Documents

Relevant legislation that informs this policy

- Education and Training Act 2020 sections 127 1 (d), 127 2(a) and 2 (b), 164, 164 (a), 204
- National Education and Learning Priorities (NELPs)

The Wesley College School Board approved this policy at the July meeting 2023.  
This policy will be reviewed on / before the July meeting 2026.

David McGeorge  
**PRESIDING MEMBER**

27 July 2023  
**DATE**