

ST JOSEPH'S SCHOOL TIMARU ASSESSMENT & EVALUATION PROCEDURE 2020



At St Joseph's School we acknowledge that Catholic education, centred on a daily encounter with Jesus; is part of a life long process leading to a full and rewarding life.

Assessment for the purpose of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning. It involves the focused and timely gathering, analysis, interpretation and use of information that provides evidence of student progress.

The New Zealand Curriculum – Page 39

Assessment is a process that collects and evaluates evidence in order to improve teaching and learning through the evaluation of both programme delivery and student progress. Good quality assessment practice is essential for the provision of quality, needs based programmes of work; it also provides evidence of student learning and progress, and informs teaching as inquiry.

PURPOSE

Effective assessment –

- guides students
- involves students
- informs teaching and learning
- is planned and communicated
- is suited to purpose
- is valid and fair.

For the student it –

- provides information for learning
- demonstrates progress and achievement
- motivates learning
- supports their growth mind-set.

For the teacher it –

- identifies the knowledge and skills students already have
- monitors student progress to indicate next-step learning and identifies areas for development and extension
- provides feedback to allow modification of the teaching programme to ensure effectiveness.
- identifies the focus for the spiral of inquiry.

For the school community it –

- enables accurate reporting to board, parents and students
- provides information within the school and between schools
- enables the evaluation and review of teaching and learning programmes.

GUIDELINES

- Assessment procedures must be manageable for teachers, non-intrusive for students, and focused on promoting learning.
- Individual student data will be recorded using EDGE, and shared in learning conference plans and in student work shared with home.
- All teachers will regularly record programme and assessment information.
- Students’ authentic classroom learning from one curriculum area (foundation skills) will be sent home regularly. The learning sample will be explained. Parents will be invited and encouraged to respond.

30 Mar	11 May	2 June	22 June	3 Aug	24 Aug	14 Sept	Nov
Wk 9	Wk 3	Wk 6	Wk 9	Wk 3	Wk 6	Wk 9	
RE	Literacy	Maths	RE	Literacy	Maths	RE	Summative Assessment & Reporting

Reporting to Parents Year

Term 1 Week 2-3 Parent Information Sharing

Term 2 Week 9 Learning Conferences with Progress Summary

Term 4 Week 9 Written Report

School-Wide Reporting

The Principal is responsible for the collection of and reporting about school-wide data to the Board of Trustees.

RE, Literacy and Numeracy will be reported every year.

Other curriculum areas are reported on as per the school’s organisational plan.

The report to the community will reflect

- school strengths and identified areas for improvement
- the basis for identifying areas for improvement
- planned actions for lifting achievement
- how students are progressing against the New Zealand Curriculum levels.

CONCLUSION

Assessment is part of the on-going programme of self-review. Its major focus must always be the improvement of teaching and learning.

Reviewed:

November 2019

Resource Manager
Learning Leaders

Next Review Date:

Annually