



# New Plymouth Girls' High School

## Te Kura Taitamawāhine o Puke Ariki

### 1.2 ASSESSMENT POLICY

#### Outcome Statement

New Plymouth Girls' High School Board has a responsibility to understand the progress of student's learning and achievement. Assessment is one means of doing this. Assessment supports the school to gather, analysis and interpret data and information to improve learning, teaching and student outcomes.

#### Definitions

Assessment is a range of approaches designed to improve student's learning and teacher's teaching that include:

- day-to-day activities, such as learning conversations.
- a simple mental note taken by the teacher during observation.
- student self and peer assessments.
- a detailed analysis of a student's work (examinations, formal written and verbal assessment, visual presentations).

#### Overarching Principles

1. To gather relevant information and data on student learning and achievement that identifies and monitors the progress and achievement of individuals and groups of students, e.g., priority learners, Māori and Pacific students.
2. To use assessment information to develop goals, targets and programmes to improve the learning and achievement of all students.
3. To use assessment information to understand and respond to aspects of curriculum delivery which require attention.
4. To provide coherent feedback to students and whānau.

#### Expectations and limitations

1. Assessment at New Plymouth Girls' High School recognises that students:
  - a) Have different learning styles.
  - b) Different cultural experiences, expectations and assessment needs.
  - c) Perform differently according to the context of their learning and assessment.
  - d) Need to understand the purpose and reason for assessment; and
  - e) Require constructive and helpful feedback about assessments that allows focus on learning improvements.

2. Throughout the learning curriculum, assessment will:
  - a) Account for different learning styles.
  - b) Provide a range of different assessment opportunities.
  - c) Be on-going and reflective.
  - d) Be reasonable and measure and support what students understand, what they know and what they can do.
  - e) Be tailored towards an appraisal of curriculum concepts, attitudes, knowledge and skills appropriate and relevant to the broader world.
3. Teachers are responsible for using assessment information to provide feedback and feed-forward to their students, whānau and support people.
4. Curriculum leaders are responsible for reasonable, consistent and rigorous assessment practices in their learning area.
5. The Principal's Nominee and Curriculum Leaders will assure analysis of assessment results with reference to strategic annual goals and future improvements.
6. Assessment practices must be consistent across the whole school.
7. Curriculum leaders are responsible for monitoring the progress of students within their learning area and using assessment information to develop strategies and learning programmes which meet the needs of learners.
8. Curriculum leaders with the Senior Leadership Team are responsible for ensuring that programmes of learning reflect and address concerns and issues raised by assessment information.
9. The Principal through the curriculum leaders is responsible for ensuring that each learning area develops and implements an assessment plan and uses assessment information to ensure that the Board's goals and targets are met.
10. The Board is responsible for ensuring learning goals, annual targets and strategic plans use assessment information to improve learning and teaching.
11. Students are responsible for reflecting on their own progress and developing goals and strategies to improve learning outcomes.

### **Delegations**

The Principal is the delegated Leader of Learning.

### **Legislative Compliance**

### **Supporting Policies and Documentation**

Academic Guidelines and Procedure Manual

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