

## **Assessment, Evaluation and Reporting to Parents**

### **Assessment and Evaluation**

1. Assessment should benefit students, support teaching and learning goals and involve them.
2. Assessment processes will provide students with information and guidance so they can plan and manage the next steps in their learning. Students will be educated in ways that build their assessment capabilities, so they can take increasing control of their own learning and, through this process, become more effective and independent learners.
3. Assessment should be valid, reliable and fair.
4. Assessment tools and processes should be suited to the purpose and involve varied approaches. e.g. self-assessment, peer assessment, observation.
5. Teachers need knowledge of their students' cultures, backgrounds and experiences to ensure assessment is appropriate and effective.
6. Teams of teachers will carry out a formal review of each term's curriculum delivery at the end of each term.
7. Teachers will regularly evaluate their teaching, the learning programmes with consideration to the impact this has on student achievement. (Teaching as Inquiry)
8. The Board will set achievement targets annually, which will include but not be limited to areas covered by National Standards. Achievement information in these focus areas will be collected and reported to the Board of Trustees at least once a year, and summarised/published for the community to view and consider.

### **Reporting to Parents**

9. The intended audience for all reporting is the student and their parents, family and whānau.
10. Any reporting should benefit students, support teaching and learning goals and involve them.
11. A schedule of reporting to parents, consistent with this policy, will be developed each year. Any significant variation will need to be approved by the Board of Trustees.
12. Teachers will report in writing formally twice a year. Accompanying these will be resources or opportunities to help parents/whanau make sense of the reports.
13. Formal written reporting will be clear, timely, accurate and contain specific information on the child's progress, achievement, strengths and weaknesses, and next learning steps, in language that parents can understand. It will also identify how parents can support learning out of school.
14. The school welcomes informal methods of reporting or 'keeping in touch', such as email communication, a phone call, scheduled meeting, SeeSaw or a quick chat.
15. All stakeholders will be consulted as to the effectiveness of reporting.

### **REVIEW:**

**Reviewed: Term 2 2017**

.....**Chairperson, BOT**

**Review date: 2020**