



Learning for the future

Ahuwhenua – Manaakitia – Mana Motuhake – Manawanui – Aroha

Kamo Primary School

NAG 1 - Policy and Procedure

Progress, Assessment, Evaluation and Reporting to Parents

Progress, Assessment and Evaluation

- Assessment should benefit students, teachers and parents, caregivers and whānau.
- Progress and 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 progress and assessment capabilities so they can take increasing control of their own learning. Through this process it is intended they become more effective and independent learners.
- Progress and Assessment methods should be relevant, valid, reliable and fair.
- Assessment tools and processes should be suited to the purpose and involve varied approaches. For example: self-assessment, peer assessment, observation, anecdotal notes, formative assessment, summative assessment along with coming from the authentic context.
- Teachers need knowledge of their students' cultures, backgrounds and experiences to ensure progress and assessment tasks are appropriate and effective.
- Each teaching team will review each term's curriculum delivery to improve, enhance and build on for the following term.
- Teachers will regularly evaluate their teaching and learning programmes with consideration to monitor the impact this has on student progress and achievement (Teaching as Inquiry).
- All assessments and assessment practices selected by individual teachers will align with the Assessment and Reporting Overview in our localised school curriculum document. This will also be supported by progress statements and student evidence as posted on Seesaw.
- The Board of Trustees will set annual progress challenges for the school, which will include a focus on student and teacher wellbeing. Progress and Achievement information in these focus areas will be collected and reported to the Board of Trustees twice per year, and summarised/published for the community to view and consider.
- The Board of Trustees will use the progress and achievement data to support school resourcing and the need for Professional Learning Development. The board will do this with consultation with the principal and other relevant stakeholders.

Reporting to Parents


- The intended audience for all reporting is the student and their parents, caregivers and whānau. Reporting must benefit each student's teaching and learning progress needs and successes.
- A schedule of reporting to parents, caregivers and whānau, consistent with this policy, will be developed each year. Any significant variation will need to be approved by the Board of Trustees.
- Teachers will use Seesaw to share real time curriculum learning information on a regular basis. There will be no formal written reporting at anytime throughout the year.


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- Seesaw reporting will be clear, timely, accurate and contain specific information on the child's progress, achievement, and next learning steps in language that parents can understand. It will also identify how parents can support learning outside of school.
- The school welcomes informal methods of reporting or 'keeping in touch' such as email communication, a phone call, text, scheduled meetings, Seesaw messages or a quick chat.
- The school panui will invite parents/whanau to make contact with the school all year round with to view learning, share concerns and grow greater understanding.
- All stakeholders will be monitored to ensure the school is meeting needs in this area.

Signed:  Principal

Signed:  BoT Chairperson

Reviewed: Term 2, 2020

Review date: Term 2, 2023