



# BUCKLANDS BEACH INTERMEDIATE SCHOOL

# Assessment Policy

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.”

Dylan Wiliam (2011)

Last Review	2024
Next Review	2025

### **Purpose:**

The purpose of this document is to clarify teachers' understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, administrators and board members. It is directly linked to our mission statement: *To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*A school's assessment policy "is not a static document but one that is constantly evolving to reflect the assessment needs of the school."* **Making the PYP Happen (2009)**

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### **Curriculum and Student Achievement Policy**

The board of Bucklands Beach Intermediate supports every student to be able to attain their highest possible standard in educational achievement. Bucklands Beach Intermediate has particular regard to the Statement of National Education and Learning Priorities (NELP), and the board gives effect to its obligations in relation to curriculum and performance measures, teaching and learning programmes, and monitoring and reporting of student progress (Education and Training Act 2020, s 127).

The school partners with whānau and the wider school community to design and deliver education that responds to student needs, and sustains student identities, languages, and cultures (NELP: Priority 2). Our curriculum development process includes community consultation where required, including consultation on the delivery of the health curriculum.

*See Health Education.*

As required by the Education and Training Act (s 103), we ensure that students receive good guidance and counselling, and provide students with appropriate career education and guidance. We support the future of learning and work and ensure the curriculum is relevant to current opportunities for our students (NELP: Objective 4).

### **Curriculum and performance measures**

Bucklands Beach Intermediate gives effect to curriculum statements and national performance measures set out by the Minister of Education.

The board, through the principal and staff:

- ensures foundation curriculum policy statements are reflected in our teaching and learning
- ensures that students develop knowledge, understanding, and skills in each area of The New Zealand Curriculum and the International Baccalaureate Primary Years Programme.

*Also see Assessing Student Learning.*

### **Teaching and learning programmes**

At Bucklands Beach Intermediate, teaching and learning is based on The New Zealand Curriculum and the International Baccalaureate Primary Years Programme, and we regularly review our curriculum plan and programmes.

Bucklands Beach Intermediate aims to instil in each child and young person an appreciation of the importance of Te Tiriti o Waitangi and te reo Māori. We ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori (Education and Training Act, s 5.4 and s 127). Bucklands Beach Intermediate works to localise our school curriculum and ensure school programmes reflect the identity and aspirations of our Māori community.

In support of the NELP, we work to meaningfully incorporate te reo Māori and tikanga Māori into school programmes (NELP Priority 5), and we support staff to develop their teaching capability, knowledge, and skills to meet the needs of ākonga Māori (NELP Priority 6).

Our school ensures every student gains sound foundation skills, including language, literacy, and numeracy (NELP: Objective 2, Priority 4). We also ensure that we comply with government requirements to teach an average of one hour per day of the following subjects: reading, writing, and maths; or pānui, tuhituhi, and pāngarau.

We aim to reduce barriers to education for all, including for Māori and Pacific students, disabled students, and those with learning support needs (NELP: Objective 2, Priority 3). See Māori Educational Achievement and Learning Support.

#### Supporting resources and programmes

We use learning resources that support student progress and achievement, are up to date and accurate, and are relevant to the curriculum. We ensure that resources are age-appropriate and accessible to their intended audience. Teachers encourage open and respectful discussion within the classroom and ensure the classroom is a safe and inclusive environment.

#### Home learning

At Bucklands Beach Intermediate, we provide home learning as an extension of our teaching and learning programme. Teachers set home learning that is appropriate to each year level. We communicate expectations to students and follow up with parents and caregivers as required.

#### Monitoring and reporting on student progress and achievement

Bucklands Beach Intermediate monitors, evaluates, and reports on the performance of all students at our school as required by the Education and Training Act (s 165).

The principal and staff monitor and evaluate the performance of students and our teaching programmes through good quality assessment or aromatawai information – see Assessing Student Learning

We share information about student progress and achievement with students and their parents and whānau – see Reporting about Student Progress and Achievement.

We report to the Ministry of Education and the school community on the performance of all students in our annual report – see School Planning and Reporting.

We celebrate student progress and achievement with students, their whānau, and our wider school community through school awards and events. See Public Sharing of Personal Information.

We recognise the importance of regular attendance in helping students achieve their educational potential, and follow our attendance procedures as required to improve attendance levels.

*See Student Attendance.*

*(Bucklands Beach Intermediate School Doc Policies and Procedures)*

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### **Philosophy of Assessment**

At Bucklands Beach Intermediate we believe assessment is integral to all teaching and learning. Assessment is used to communicate to students and parents areas of strength and needed growth through various types of authentic assessment. For teachers, regular assessments help gather information needed to adjust instruction or to provide extension. BBI focuses classroom time on instruction with formative assessment interwoven, and summative assessment at the end of major concepts or skills. Differentiated assessment is provided to accommodate the different learning styles of students.

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### **Assessment in the Classroom**

Forms of assessment within individual classrooms include both formative and summative instruments and are tailored to meet different modalities and individual needs. At BBI we gathered mostly formative assessments to drive our teaching and learning within the classroom. Guided by expert Dylan Wiliam's *formative assessment* approach to gain an understanding of learning to provide feedback and feedforward for students as well as his philosophy about using formative assessment in schools.

Throughout the year, we use a range of assessments that are listed below, but are not limited to:

#### **Diagnostic assessment:**

Understanding of a student's prior knowledge should drive the instruction within the classroom. For example, at BBI, a simple pre-assessment is given before each of the major concepts taught within our mathematics program. In that way, teachers can determine whether the student is working at their expected curriculum level and content may be adjusted to teach foundational elements that might be missing.

Diagnostic assessment may be undertaken through:

- Oral discussion
- KWL charts (or similar graphic organisers)
- Provocations

- Quizzes
- Pre-assessments

**Formative assessment:**

Formative assessments are interwoven within each unit of inquiry. Diagnostic assessment is considered a form of formative assessment and will determine a students' prior knowledge to plan the next stage of learning within the context of the lines of inquiry. Formative assessment and teaching are directly linked; neither can function effectively or purposefully without the other. Formative assessment is a part of the learning process and is used to provide timely feedback to master necessary skills and conceptual understanding.

Formative assessment may be undertaken through:

- Student reflections (written and oral)
- Anecdotal notes
- Graphic organisers
- Think/pair/share discussions
- Exit slips
- Quizzes

**Summative assessment:**

Summative assessments are given to gauge the student's progress in major concepts or areas of instruction. It can assess several elements simultaneously, informs and leads to improvement to student learning and the teaching process, measures understanding of the central idea, and prompts students towards student driven action.

Summative assessment may be undertaken through:

- Synthesis of information
- Application of knowledge
- Unit/teacher-designed tests
- Individual/group presentations
- Schoolwide standardised assessment (PAT, asTTle)
- Exhibition (Y8)

**Self-assessment and Reflection:**

Opportunities for self-assessment and reflection are given on a regular basis in classrooms, particularly as a part of the unit of inquiry planners.

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**Assessment and the Programme of Inquiry**

Assessment through the units of inquiry revolves around both formative and summative assessment. Common formative assessment tasks are developed by each whānau to assess student learning related to the lines of inquiry. These tasks, particularly the summative itself, are not necessarily complex activities, but simple assessments to answer the question, "does the student understand the concepts within the central idea?" These can include simple question and answer formats, oral responses, graphic organisers, and at times presentations.

They also can be modified to address specific student abilities and/or individual needs. Teachers work in teams to decide the criteria needed to determine the student’s knowledge of the concept, then devise a task for students to do, as well as a tool for evaluation. This often includes a type of rubric that can be used in advance by students to understand the criteria and can be used to assess and give a type of “grade” or anecdotal summary.

**PYP Essential Elements**

The following are assessed throughout the teaching and learning programme.

1. Knowledge and skills
2. Understanding of concepts
3. Development of approaches to learning

**The Exhibition**

The exhibition is the culminating project for the IB Primary Years Programme. It requires students to synthesise their knowledge and understanding and to apply it in a self-directed inquiry. The exhibition provides an authentic summative assessment of the Primary Years Programme and is applicable for Year 8 students only.

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**Assessment Strategies and Tools**

At BBI the assessment strategies and tools used are (but not limited to):

<i>Assessment Strategies</i>	<i>Assessment Tools</i>
Observations Performance Assessments Process-focused Assessments Selected Response Open-ended tasks	Rubrics Exemplars Checklists Anecdotal Records Continuums

**Strategies:**

Observations: Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.

Performance assessment: Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

Process-focused assessment: Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or working towards the expectations.

Open-ended tasks: Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.

**Tools:**

Rubrics: an established set of criteria for rating students in specific areas. The descriptors tell the assessor what characteristics or signs to look for in students’ work and how to rate that work on a predetermined scale. At BBI the specific language gradient is: *Emerging > Developing > Achieving > Extending.*

**Exemplars:** samples of students' work that serve as a standard at which other samples are judged.

**Checklists:** are lists of information, data, attributes or elements that should be present in students' work or performance.

**Anecdotal Records:** brief, written notes based on observations of students.

**Continuums:** visual representations of developmental stages of learning that show progression of achievement or where students are in the learning process.

**BBI Reflective Journal:** students set termly goals and reflect on their progress, learning journey through the six transdisciplinary themes.

**Toddle Portfolio:** photos, reflections, videos and evidence of understanding as well as in the moment learning shared with students, staff and whānau.

### **School Wide Assessment**

Each year, as decided by the curriculum leaders in consultation with senior leadership, school wide assessments are scheduled.

The school wide assessment for 2025 is as follows;

#### **Mathematics**

<b>Beginning of year</b>	<b>Mid-year</b>	<b>End of year</b>
• P.A.T. Test		• P.A.T. Adaptive Test
<b>Ongoing throughout the year:</b> <ul style="list-style-type: none"> <li>• BBI Number Diagnostic (Recommended for the beginning to Term 1)</li> <li>• Basic Facts &amp; Numeracy Certificate (part of a regular classroom programme ongoing all year)</li> <li>• LOMAS (Termly)</li> <li>• BBI Diagnostics (as outlined in the Mathematics Overview)</li> </ul>		

#### **English**

<b>Beginning of year</b>	<b>Mid year</b>	<b>End of year</b>
<ul style="list-style-type: none"> <li>• P.A.T. reading comp Test 4 or 5</li> <li>• P.A.T. listening Part 4 or 5</li> <li>• e-asTTle Adaptive Reading test</li> </ul>	<ul style="list-style-type: none"> <li>• STAR Reading</li> <li>• e-asTTle Adaptive Reading test (Optional)</li> </ul>	<ul style="list-style-type: none"> <li>• P.A.T reading comp test 4 or 5</li> <li>• e-asTTle Adaptive Reading test</li> </ul>
• e-asTTle writing assessment	• e-asTTle writing assessment	• e-asTTle writing assessment

### **Assessment records**

At BBI, teachers have the option to keep assessment records in a physical folder or in an online folder. The purpose of this is to monitor student achievement in a clear and easy to follow format. There are minimum requirements that must be met to ensure consistency across the school; these are as follows:

- Class description
- Reading, Writing, Mathematics, and Social Science requires two assessments per term.
- Science and Health/PE require one assessment per term.

- Oral Language, The Arts, and Languages require two assessments per year.
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### **Reporting**

The primary function of reporting student progress is to establish, encourage and maintain communication between the home and school, the child and parent/ guardian, and the learner and teacher.

BBI issues **three** written reports each year:

- Interim report: At the conclusion of term one. This indicates teachers initial thoughts on student wellbeing, strengths and areas for development.
  - Midyear report: At the commencement of term three. This is a comprehensive review of student progress across all curriculum areas and units of inquiry.
  - End of year report: At the conclusion of term four. This is a summative review of student progress across all curriculum areas, and for year eight students - Exhibition.
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### **Conferences**

The purpose of conferences during each school year is to ensure both parents (and/or caregivers), teachers, and students work together to make sure each student is making positive progress during their two years at BBI.

BBI has **three** conferences scheduled each year:

- Meet the Teacher evening: This provides parents with an opportunity to meet their child's teacher and understand more about life at BBI and how the focus of class programmes best supports their child's learning.
  - Three-way conference: Students, teachers and parents meet together to discuss the learning journey of the student and set goals for the year.
  - Student-led conference: Students prepare a thirty minute conference and are taught skills in how to lead, demonstrate, model and explain their learning and next steps.
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### **Assessment Review**

This document is to be reviewed **annually** by all key stakeholders in Bucklands Beach Intermediate.

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**Appendix 1:**

## Suggested time frame for data and reporting

<i>Testing</i>	<i>Term/Week</i>	<i>Actions</i>
Beginning of the year	T1 - Week 2/3	<ul style="list-style-type: none"><li>- School-wide testing for baseline evidence.</li><li>- Anecdotal notes gathered and organised.</li><li>- Specific diagnostic testing undertaken.</li></ul>
	T1 - Week 4	<ul style="list-style-type: none"><li>- Catch-up testing for students who missed specific school-wide testing.</li></ul>
	T1 - Week 5	<ul style="list-style-type: none"><li>- Class description completed in assessment file.</li><li>- All school-wide data entered into relevant SMS.</li></ul>
	T1 - Week 6	<ul style="list-style-type: none"><li>- Curriculum leaders to meet to discuss data. Final decision on priority/target areas made.</li></ul>
	T1 - Week 11	<ul style="list-style-type: none"><li>- Interim report issued.</li><li>- Three-way conference.</li></ul>
Middle of the year	T2 - Week 7/8	<ul style="list-style-type: none"><li>- Mid Year school-wide testing.</li></ul>
	T2 - Week 9	<ul style="list-style-type: none"><li>- All school-wide data entered into relevant SMS.</li><li>- Analysis of data by curriculum leaders.</li></ul>
	T3 - Week 1	<ul style="list-style-type: none"><li>- Mid Year reports completed and shared with Team Leaders.</li></ul>
	T3 - Week 2	<ul style="list-style-type: none"><li>- Mid Year reports issued.</li></ul>
	T3 - Week 2	<ul style="list-style-type: none"><li>- Student Led Conferences</li></ul>
End of the Year	T4 - Week 2/3	<ul style="list-style-type: none"><li>- End of Year summative testing.</li></ul>
	T4 - Week 5	<ul style="list-style-type: none"><li>- All school-wide data entered into relevant SMS.</li><li>- Analysis of data by curriculum leaders.</li></ul>
	T4 - Week 8	<ul style="list-style-type: none"><li>- End of Year reports completed and shared with Team Leaders.</li></ul>
	T4 - Week 9/10	<ul style="list-style-type: none"><li>- Prizegiving.</li><li>- End of Year reports issued.</li></ul>