

Assessment Policy

Updated: June 2025

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1. **Purpose:**

This policy serves as a guide and outlines Takapuna Normal School's approach to assessment. This policy encompasses our philosophy, details the process for assessing progress, and outlines the rights and responsibilities of community stakeholders. By adhering to these guidelines, we aim to foster an environment where learners use their initiative to take responsibility and ownership of their learning.

2. **Philosophy of assessment:**

Takapuna Normal Intermediate School (TNIS) believes that assessment is a critical part of the learning journey and supports our vision of developing compassionate, globally connected learners who strive for excellence through action. Assessment allows us to celebrate successes and plan for academic, emotional, and social growth.

At TNIS, assessment is not static; it is an ongoing process supported by all members of the learning community, including learners, teaching staff, support staff, and whānau. We take a holistic approach to assessment, as illustrated by the image in Appendix 2, "How Judgements Are Made." We use various methods to understand learners' progress and determine their next steps.

We believe effective assessment should be clear, specific, and purposeful. It should identify what a student knows, understands, and can do, and be transparently communicated to learners and their whānau. For assessment to be meaningful, learners should be actively involved in the process by constructing success criteria, providing self and peer feedback, and using differentiated assessment tools and criteria when appropriate. They should also be given time to act on the feedback provided.

3. Assessment in the classroom:

Assessment in the classroom can be broken down into four categories, as supported by 'Learning and Teaching, Assessment - How to Assess.' (See Appendix 1). *These dimensions do not have equal weighting, but together they help to inform teaching and learning. A greater emphasis is placed on monitoring learning and documenting learning as these areas support learners to become more self-regulated and drive their learning journey.*

The table below provides an overview of how teachers at TNIS utilise each assessment strategy to enhance teaching and learning.

Monitoring learning	Documenting learning	Measuring learning	Reporting on learning
What? To check learning progress against goals and criteria (formative assessment). Why? Monitoring learning helps check progress against success criteria and individual goals. Learners are more engaged and self-regulated when actively involved in the assessment process. Knowing their current standing enables them to set future learning goals and take steps to achieve these goals.	What? Documenting learning involves compiling evidence of learning. This can be both physical and digital and recorded in various formats. Who? Learners and teachers When? Ongoing and flexible, as appropriate. How? Using various formats determined by both teachers and learners, such as:	What? Use school-developed and standardised tests to provide a snapshot of a student's abilities, including assessing prior knowledge (assessing what they can already do) and summative assessments (assessing what students can now do). Who? Learners and teachers When? Following the assessment overview.	What? Reporting on learning provides the learning community with information about learning, achievement and areas for future development. A clear overview of assessments should be provided promptly and be accessible to the community if requested. Who? The learning community. This includes whānau, learners, the Board of Trustees, teaching staff, support staff, and the Ministry of Education. When?

Who? Learners and teachers When? Daily and flexibly in a variety of different ways. It is a regular and ongoing process. How? Through a variety of strategies including but not limited to: Observations, questioning, reflections (self, peer and teacher), discussions (peer and teacher), feedback (peer and teacher). Through various tools, including but not limited to open-ended tasks, written tasks, oral tasks, learning portfolios, graphic organisers, split-screening, and visible thinking routines.	Learning logs or journals Learning portfolios Learning stories Examples Checklists Rubrics Anecdotal notes Why? Documenting learning helps teachers reflect on their practice, plan appropriate and purposeful next steps, and provide timely feedback and feedforward. It also helps to make learning visible for students.	How? Using a variety of school-developed and nationally standardised tests. Tools should be differentiated where possible and appropriate, using various mediums such as reader-writer support and translations. Why? Measuring learning captures what a student can do at a given moment. These tools provide data to support future teaching and learning strategies and goals.	Throughout the year. Concerns are communicated with whānau in a timely and transparent manner. How? Data is gathered from various sources to make Overall Teacher Judgements in different curriculum areas and Units of Inquiry. These judgements are moderated within teams. <i>Communication methods include:</i> →Written reports from Classroom and Specialist teachers based on New Zealand curriculum levels (end of Term 2, end of Term 4) <i>*See Appendix 4</i> →Parent-teacher interviews (beginning of Term 1, end of Term 1). →Meet the Teacher evening (beginning of Term 1). →Learner-Led Conversations (end of Term 2). Why? Reporting on learning helps whānau and other community members understand students' current progress, and goals, and how to support them in achieving these goals. It encourages and supports clear communication between a student's home environment and school.
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4. The New Zealand Curriculum and PYP Framework

TNIS uses the PYP framework to deliver the New Zealand curriculum through explicit teaching and integration into Transdisciplinary Units of Inquiry. Specifically, the curricula of Social Sciences, Science, The Arts, Technology, Physical Education & Health, and Languages are predominantly taught through these Units of Inquiry. Curriculum Leaders ensure that, over the two years, learners are exposed to all Level 4 curriculum objectives for their respective areas. This is mapped out on PYP unit planners and detailed in our Curriculum Scope and Sequence documents (currently being updated as the New Zealand curriculum undergoes a refresh). The transdisciplinary units aim to support learners in developing their understanding, knowledge, and skills across the curriculum in authentic and relevant contexts.

When integration is not authentic, curriculum achievement objectives are taught as standalone subjects. The principles of inquiry are used to develop conceptual understanding, knowledge, and skills in these specific areas.

5. Assessment and the Programme of Inquiry:

Throughout the year, students explore six Transdisciplinary Units of Inquiry, each with a specific curriculum focus or foci.

Curriculum achievement objectives, set by the Curriculum Leader, are used to assess learners' understanding, knowledge, and skills for each Unit of Inquiry. Learners receive an Overall Teacher Judgement (OTJ) curriculum grade and an effort grade (more effort, satisfactory, good, excellent) for each unit. OTJs are reported to parents twice yearly, in written reports released in Term 2 and Term 4. These reports also address the learner's strengths and areas for development in the Approaches to Learning (skills) and Learner Profile attributes.

The TNIS assessment philosophy guides the making of OTJs. Methods for monitoring, documenting and measuring learning include, but are not limited to:

- Both formative and summative assessments *e.g. Oral presentations, peer/self/teacher assessments against co-constructed rubrics, split screening, written reflections, learning portfolios, reflective tracking documents, visible thinking routines, graphic organisers, visual presentations*

During Learner-Led Conversations, students showcase their understanding and knowledge from their Units of Inquiry, highlight the skills they are developing (Approaches to Learning Skills - Research, Communication, Thinking, Social and Self-Management Skills), and reflect on the attributes they are refining (Learner Profile).

6. Responsibilities and Rights of members of our Community:

Learners:

Responsibilities

Rights

1. To engage positively with all assessments.
2. To reflect on feedback provided and proactively address the areas identified for improvement.
3. To assume responsibility for their learning and development by effectively utilising the tools and strategies provided to assess their progress.
4. To comprehend their assessment outcomes and utilise them to strategise and plan their subsequent learning objectives/goals.
5. To provide positive feedback and feedforward to peers using the success criteria and action feedback provided.
6. To actively engage in collaborative group assignments, fulfil assigned roles diligently, and acknowledge that their contributions impact the overall work of the group, and conversely, the group's efforts reflect on individual contributions.
7. Uphold Academic Integrity ([see Policy](#)) when completing any form of assessment (both formal and informal).

1. To be explained the purpose of an assessment and how it will help progress their learning.
2. To transparency in the assessment process: To know the criteria, purpose and timing of assessments.
3. To receive timely feedback from the relevant staff members regarding assessment data, enabling students to identify their strengths and next learning steps.
4. To be provided accessible assessments when appropriate including provisions for access to readers, writers, and/or assistive technology to accommodate diverse learning needs.

Whānau

Responsibilities

1. To understand their child's learning, including their strengths and areas for growth.
2. To ask proactive questions if they are concerned about the learning and/or progress of their child.
3. To support their child in making progress in identified areas.

Rights

1. To clear, transparent and timely communication from the school regarding learning and progress.
2. To be included in the learning relationship (triangular relationship: learner ↔ school ↔ whānau).
3. To be upskilled in ways to support their child's growth.
4. To be given assessment information when requested.
5. To understand and interpret feedback regarding progress and areas for growth; limited jargon should be used.
6. To written, formal feedback, twice annually (Written Reports, Term 2 and Term 4).
7. To informal, verbal feedback, annually (Parent-teacher

interviews, Term 1).

Staff:

Responsibilities

1. To know their students, focussing on both their areas of strength and areas for future growth.
2. To follow the 'Assessment Overview' as provided by the Deputy Principal (Curriculum); see appendices.
3. To monitor learning and measure data using various, multimodal sources (both formal and informal sources).
4. To make 'Overall Teacher Judgements' using a triangulation of data.
5. To enhance equitable accessibility in assessments, as needed, providing access to readers, writers, and/or assistive technology to accommodate diverse learning needs effectively.
6. To use assessment information to inform teaching and learning programmes.
7. To report formally (written), twice annually and report informally (verbal), once annually.
8. To timely liaise with relevant stakeholders, including students, whānau and senior leadership regarding assessment information.
9. To use release time to plan differentiated teaching and learning programmes that are informed by assessment.
10. To be aware that many assessments are subject to several different biases.
11. Curriculum leaders: To take the lead in assessment practices for their respective curriculum areas, utilising current pedagogical knowledge and understanding to ensure assessments are relevant and effective.
12. Curriculum leaders: To provide support for assessment processes within the relevant curriculum area, including the provision of appropriate tools, methodologies, and guidance to ensure assessments are conducted accurately and fairly.

Rights

1. To support from the senior leadership team and/or curriculum leaders in implementing assessments, analysing the assessment data and planning different teaching and learning programmes.
2. To timely and relevant professional development opportunities.
3. To make subjective judgements responsibly ensuring that personal biases or preferences do not unduly influence assessment outcomes and decisions.

Ultimately, the responsibility of ALL teaching staff is to be assessment-capable practitioners. *(See Appendix 3: Assessment-capable teacher)*

Senior Leadership Team:

Responsibilities

1. To lead purposeful assessment.
2. To use a variety of assessments that
3. To provide a yearly overview of assessment where expectations are clear and consistent.
4. To provide clear expectations for teachers around assessment: what is to be assessed, when it is to be completed by and why it is being used.
5. To provide timely professional development so all teachers are assessment-capable.
6. To track assessment data across the school and identify trends and areas for further focus.
7. To communicate in a timely and clear manner assessment data to stakeholders.
8. To have assessments used as a means for continuous improvement and growth rather than solely for punitive measures.
9. To ensure that assessment results are used to inform instructional practices and support student learning effectively.
10. To advocate for assessment practices that promote student engagement, motivation, and success.

Rights

1. To be supported by all staff members in upholding school policies.
2. To receive accurate and comprehensive assessment data to inform decision-making and strategic planning.
3. To have access to assessment tools and methodologies that align with the school's mission, vision, and educational goals.
4. To be involved in the development and implementation of assessment policies and procedures.
5. To ensure that assessments are fair, equitable, and culturally responsive.
6. To receive ongoing professional development in assessment practices and methodologies.
7. To collaborate with staff members to establish clear assessment criteria and standards.
8. To have sufficient time and resources allocated for assessment-related tasks and responsibilities.

7. Assessment Review:

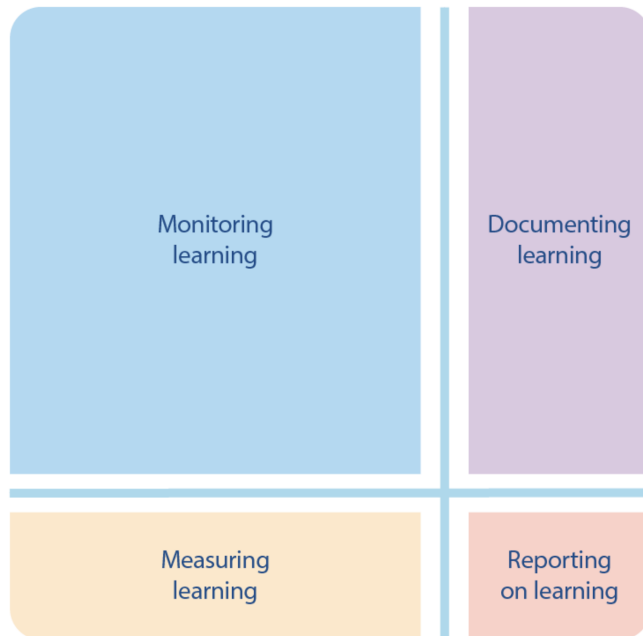
This document is to be reviewed annually by all key stakeholders.

8. Resources used to support the construction of this policy:

1. [Buckland's Beach Intermediate - Assessment Policy](#)
2. [BIS City Campus Assessment Handbook](#)
3. [From Principles into Practice - Learning and Teaching](#)

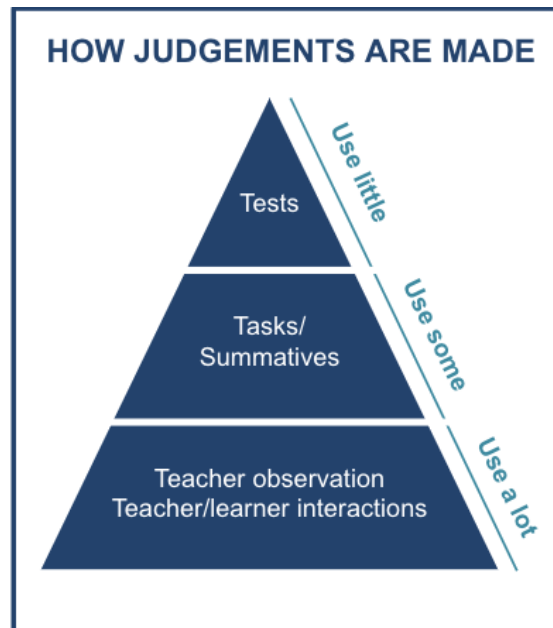
9. Appendix

Appendix 1: Assessment - How to Assess

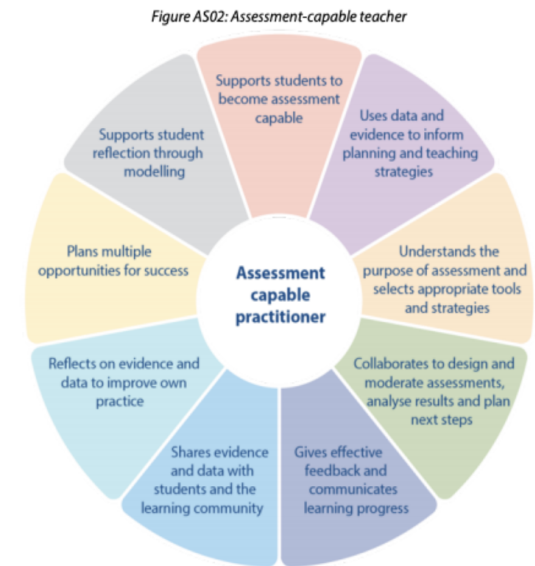


Source: PYP: from Principles into Practice – Learning and Teaching – Assessment – How to Assess pg. 74

Appendix 2: How judgements are made



Appendix 3: Assessment-capable teacher



Source: PYP: From Principles into Practice – Learning and Teaching – Assessment in the PYP pg.69

Appendix 4: New Zealand Curriculum and reporting to parents

Currently, the New Zealand Curriculum is undergoing an overhaul. This section will be updated in 2026 to reflect our new curriculum.