



BATHGATE PARK SCHOOL

Assessment, Evaluation, and Reporting Policy

Rationale:

To gather and use assessment information that supports and strengthens teaching, learning, and wellbeing. Assessment provides insight into students' progress, informs next steps, and ensures equitable outcomes for all ākoka. Evaluation is used to improve teaching practice, monitor schoolwide achievement trends, and guide strategic decision-making.

Purposes:

- To build a holistic picture of each learner's progress, strengths, and next steps across the curriculum.
- To use assessment information to design responsive, differentiated learning programmes.
- To ensure evaluation leads to ongoing improvement in both teaching practice and student outcomes.
- To strengthen learner and whānau understanding of progress through clear, timely, and transparent reporting.
- To identify and address barriers to learning, ensuring equitable opportunities for Māori, Pasifika, and all learners.

Guidelines:

Teachers will use a balance of formative, summative, and diagnostic assessments. Formative assessment practices will align with *Te Mātaiaho's Progress Outcomes* and the Principles of Effective Assessment (NZ Curriculum refresh guidance).

Teachers will use a range of schoolwide tools, as per our Assessment Overview including:

- Standardised testing
- observation-based assessments
- Curriculum area-specific tools (including digital assessments where appropriate)
- Learning stories, portfolios, and student-led evidence of learning
- Moderation processes to ensure consistency and reliability

Our assessment processes are guided by curriculum statements and national performance measures (Education and Training Act, s 90).

Assessment data will be recorded in eTap (School Management System) and analysed regularly to track individual and cohort progress.

Data will be disaggregated by gender, ethnicity, and year group to monitor equity and achievement trends. Special cohorts of interest may be explored e.g. ESOL

Teachers will meet regularly to discuss and moderate evidence to ensure consistent Overall Teacher Judgements (OTJs).

Data will be analysed and interpreted and used for future learning.

Progress and achievement will be shared with parents and whānau in ways that best meet community needs, including digital platforms, written summaries, and kanohi-ki-te-kanohi discussions. This will occur:

- at least twice a year
- in plain language
- including student progress and achievement information across the foundation curriculum policy statements and national curriculum statements
- including student progress and achievement information in literacy and numeracy and/or te reo matatini and pāngarau.

Progress reports will be made to the Board of Trustees at monthly BOT meetings in accordance with the Board Review cycle.

Assessment and evaluation data will be used to inform Strategic and Annual Plans, target setting, and professional learning priorities.

The Leadership Team will lead regular reviews to ensure assessment practices remain aligned with school vision, Te Mātaiaho, and Ministry of Education expectations.

Conclusions:

Record keeping and evaluation will be efficient, purposeful, and focused on promoting equitable progress and next learning steps for all ākoka. Assessment information will support collaborative reflection among staff, learners, and whānau to enhance teaching and learning outcomes.

Approved: October 2025

Date

A handwritten signature in black ink, appearing to be 'D. Hart', written over a faint horizontal line.

Review Date: October 2028