

Kilbirnie School

National Standards Procedures.



Purpose:

The New Zealand National Standards support national expectations of student progress and achievement across all areas of The New Zealand Curriculum (NZC). They are descriptions of what students should know and be able to do in reading, writing, and mathematics at different points of their schooling from years 1-8. Kilbirnie School will implement National Standards legislation in full.

Scope:

This procedure applies to all teachers and the management team.

Responsibilities:

Classroom teachers: responsible for implementing the procedures that the school has developed through interpreting the legislation and self-review. Our procedures allow the National Standards to be used effectively within our school to enhance the quality of the teaching and learning programmes we deliver and the outcomes for students.

The school management team: responsible for monitoring the implementation of the Kilbirnie School National Standards procedures. This includes reviewing implementation of the procedures and making improvements when necessary. Management is responsible for the collation, analysis and use of school-wide National Standards achievement data. Management is also responsible for reporting National Standards data to the Kilbirnie School Board of Trustees (BoT), using data to set appropriate annual student achievement targets against National Standards and providing the required data to the Ministry of Education (MoE) in a timely manner observant to legislation. The school management team will use National Standards data to review and plan for pertinent professional learning and development aligned to school wide needs in respect of both staff professional learning needs and identified gaps in the achievement of students. Data will be interrogated in respect of overall achievement, gender and the achievement of priority learners as prescribed by the MoE.

Guidelines:

Reporting.

Kilbirnie School teachers will report on students' progress and achievement, using specific expectations from well known, valid, reliable New Zealand assessment tools and the National Standards as reference points. Teachers will gather a range of evidence on which overall teacher judgments are based and make sure moderation processes underpin these judgments. National Standards reporting will occur as part of

the Kilbirnie School student-led conferencing process. Conferencing occurs twice annually. This process involves the sharing of personal work samples and artifacts contained in the individual students learning portfolio. These artifacts illustrate both learning and progress over time. Teachers will work with students to allow them to participate in the discussion of their goals, next learning steps and action plans. Action plans will include a section outlining how parents can work with their child and help them to make progress in their learning. Kilbirnie School staff will collaborate with students in the development and presentation of oral and/or written reports on their progress and achievement. The school will consult with the community about their preferences for content, format, timing and supporting processes when deemed necessary. This review will be conducted strategically via the annual school survey and also spontaneously via conversation with parents and whanau of the school.

Overall teacher judgments (OTJs).

An overall teacher judgment involves drawing on and applying the evidence gathered up to a particular point in time in order to make an overall judgment about a student's progress and achievement. At Kilbirnie School we believe that no single source of information can accurately summarise a student's achievement or progress. A range of approaches is necessary in order to compile a comprehensive picture of the areas of progress, areas requiring attention, and what a student's unique progress looks like. Using a range of approaches also allows the student to participate throughout the assessment process, building their assessment capability. Because of this, to assess a student in relation to National Standards, Kilbirnie School teachers bring together a range of evidence in order to form an overall teacher judgment.

It is our belief that assessment processes should provide teachers with information about students' current level of achievement. This information should inform teachers as they make decisions about what students' need to do next to make progress in learning. Moreover, we believe assessment processes should allow the student to participate in self-assessment against known success criteria and to set personal next steps and goals. At Kilbirnie School we consider the development of the capacity for self-assessment to be a competency for success in learning and life. Our processes allow us to assess the achievement of individuals and groups of students using expectations from the NZC and from learning progressions outlined in the Literacy Learning Progressions (LLP) and Numeracy Project Assessment (NumPA) frameworks. These are used with the National Standards as reference points. We are able to work with students to identify what they know and what they need to learn and do. Staff are able to examine the impact of their teaching practices and their beliefs about effective teaching and learning on student outcomes, with a particular focus on students at risk of not meeting the Standards. This process is formalized in the Kilbirnie School Teaching as Inquiry (TAI) process.

Moderation of OTJs.

At Kilbirnie School we intend to make reliable, valid, evidence-based OTJ decisions using the National Standards. This allows us to utilise National Standards information to identify and act on student's strengths and learning needs. Moderation helps teachers to increase the dependability of the assessment information they gather. This improves the decisions they make about student learning. To accomplish this our school has established moderation processes within our assessment procedures.

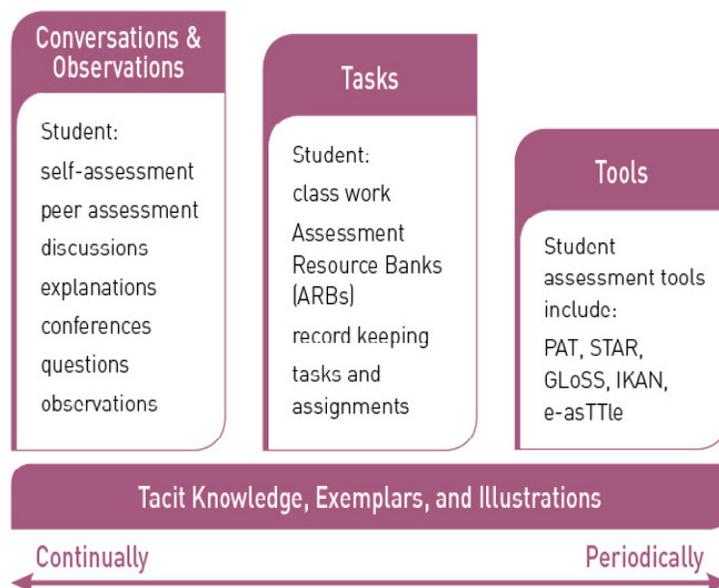
Moderation at Kilbirnie School involves professional discussions at staff and syndicate meetings. An example of this is the discussion-based procedure the school has developed to consistently mark and level writing samples using the e-asTTle assessment tool. The data from this process is used formatively to personalise teaching and learning in writing within classrooms and also acts an important determiner

for staff when making OTJs against the National Standards in writing. The e-AsTTle writing levels are aligned to National Standards levels as part of the Kilbirnie School OTJ mapping tool.

Kilbirnie School OTJ Moderation Mapping tool.

As part of our work to interpret assessment information from multiple sources and formulate OTJs consistently we have developed a mapping tool. This tool sets out the expected levels of achievement when measured using different assessment tools and classroom based information. This information is then compared with National Standards reference points. Valid and reliable assessment tools underpin the Kilbirnie School OTJ mapping tool. This tool has been carefully developed, trialed and reviewed over a number of years. The tool has been amended to accommodate valid and reliable data from new assessment tools once these have been used in the school. Moreover, teachers plan for teaching and learning in literacy using the LLP. Monitoring and tracking structures are built into planning documentation for literacy. Teachers use these as a basis to garner progress and achievement information. In this way day-to-day classroom monitoring information can be used as another source of information when making tenable and consistent OTJs in literacy. In numeracy, Kilbirnie School teachers use NumPA tracking sheets in knowledge and strategy domains for the same purpose. The mapping tool provides a basis that assists teachers when analyzing and interpreting assessment information. This information may illustrate trends and patterns in learning needs across the class and within cohorts of particular interest. It allows the achievement of priority learners to be scrutinized with the pace of progress as a focus for analysis, and with an understanding of the accelerated progress that some students will need to make in order to be able to access the New Zealand Curriculum in the future.

The following diagram depicts the Kilbirnie School approach to the collection of assessment information and the use of this information when making OTJs again the National Standards.



Data analyses and targeting setting.

At Kilbirnie School we intend to use our school wide National Standards data as a tool to review the performance of our school. As described above, our intention is to use a range of valid, reliable assessment information aligned to the National Standards to personalize teaching and learning programmes and enhance outcomes for our students. We are able to utilize National Standards information to identify and act on staff professional development strengths and learning needs. We use profiles of student achievement in relation to the Standards and evidence about the effectiveness of teaching practices to establish priorities for professional learning, including the development of teachers' pedagogical content knowledge and assessment knowledge. Moreover, at Kilbirnie School we use National Standards information to set high expectations and differentiated targets where appropriate with individuals and groups of students. We maintain a focus on MoE priority learners and on those at risk of not meeting the National Standards.

The school management team will report to the BoT detailing progress in the action plans linked to the annual student achievement targets. These targets will be based by and evaluated against the National Standards. A full National Standards data set is presented to the BoT prior to the end of the school year. This includes an analysis of variance discussing any discrepancy between the student achievement targets and end of year National Standards data. Analysis will also include the identified school strengths and areas for improvement, the basis for identifying areas for improvement and longitudinal information detailing how students across the school are progressing in relation to National Standards. The school management team will scrutinize the data before creating detailed plans for the forthcoming year. These action plans will be linked to new student achievement targets, the school wide professional learning and development plan for the school and teacher's personal goal setting as part of their performance management and appraisal cycle. Action plans and targets for the New Year are presented to the BoT in the first term and provided to the MoE in a timely manner as part of our charter and annual plan documentation.