

GLADSTONE PRIMARY SCHOOL

1. PLANNING, PREPARATION, IMPLEMENTATION, ASSESSMENT and EVALUATION

RATIONALE

To meet the requirements of the National Education Goals and the New Zealand Curriculum document, teachers need to regularly plan, prepare, implement, assess and evaluate the classroom programmes. (see diagram)

DEFINITION

Assessment is the process of gathering evidence of, and making judgements about students' needs, progress and achievement. Evaluation is the analysis of this information to make judgements about the effectiveness of teaching programmes, policies and procedures and to determine further ongoing teaching and learning needs. Programmes are then planned, prepared, implemented, formatively assessed and reflected on as part of the 'Teaching as Inquiry' process.

PURPOSES

1. To ensure that programmes are related to students' needs.
2. To ensure a sequential mastery of the eight learning areas and Key Competencies as set in the NZC.
3. To detail learning sequences and content and implement these through the learning programmes.
4. To maintain a record of work taught in classes.
5. To assess students' progress and achievement throughout the learning process.
6. To assess needs and levels to provide for future learning.
7. To evaluate the effectiveness of teaching programmes and procedures.

GUIDELINES

Planning and Assessment requirements are detailed in the Learning and Teaching Handbook.

Broadly they include the following guidelines.

1. Long and Short Term Plans will be written and reflected upon and changed according to needs.
2. Short Term Planning covers the day-to-day learning activities in the class. It provides the details for the Long Term Plan.
3. Short term planning is a working document therefore there will be anecdotal evidence of learning and teaching as part of the planning.
4. With Long Term Plans the objectives, learning outcomes, learning activities for the prescribed period are to be based on the Curriculum Framework and the Curriculum Statements and the learning needs of the students.

5. Planning will be completed at the beginning stage of the prescribed period. Learning Intentions and success criteria activities will be established as the programme is put into action. Time needs to be given to ongoing assessment using a variety of methods and tools.
6. Preparation involves organising resources and preparing learning experiences related to the classroom programme and intended learning.
7. During the process and at the end of a unit of work students' achievements and progress should be assessed using a variety of methods and tools (both formatively and summatively). This information will contribute to the current and future planning period, as it will show what has been achieved and identify the next learning steps.
8. Collaborative planning is used to utilise teacher strengths and allow greater quality programmes. Students should be involved where appropriate.
9. Students' records will be kept using:
 - Student Work
 - Computerised Records – The Edge
 - Teacher's Records - these will include anecdotal notes and/or Roll books and/or Assessment folder
 - Student Reports
 - Self and Peer Assessments
 - Student Profiles to store individual assessments

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(Principal) (Chairperson)

Learning is at its best when a planned, systematic approach is adopted, using a cyclical model of planning, implementation, assessment and evaluation.

Teaching as Inquiry

