

**MIDDLETON GRANGE SCHOOL**

**National  
Qualifications  
Framework**



**2020**

**Pupil and Parent  
Handbook of  
Policies and Procedures**

# Introduction

This booklet is provided for pupils entering for National Qualifications at Middleton Grange School in 2020 and their parents or guardians.

It is important that the enclosed policies and procedures are understood and followed completely where applicable.

Our school has the responsibility to administer “high stakes” National Qualifications, such as NCEA, in a professional and fair manner considering all our pupils at Middleton Grange School and pupils throughout New Zealand. We desire all our pupils to have success in gaining national qualifications but this must be within the requirements expected by NZQA.

The policies and procedures outlined in this booklet are to ensure all pupils have equal opportunities in gaining qualifications. Ignorance of procedures will not be an excuse if it results in circumstances where a pupil is unable to achieve a grade for a Unit or Achievement Standard.

Parents and pupils are welcome to seek clarification on any issues by contacting the school and asking for the Principal’s Nominee.

**Mrs J Dixon**  
**Principal’s Nominee**

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## Course Structure

NCEA Level	Requirements
<b>Level 1</b>	<p>80 credits are required at any level which must include 10 credits of literacy <b>and</b> 10 credits of numeracy.</p> <p>Literacy can be gained through:</p> <ul style="list-style-type: none"> <li>- Achievement standards - Specified achievement standards available through a range of subjects (minimum total of 10 credits),</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Unit standards - package of three literacy unit standards (total of 10 credits - <b>all</b> three required).</p> <p>Numeracy can be gained through:</p> <ul style="list-style-type: none"> <li>- Achievement standards - Specified achievement standards available through a range of subjects (minimum total of 10 credits),</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Unit standards - package of three numeracy unit standards (total of 10 credits - <b>all</b> three required).</p>
<b>Level 2</b>	<p>60 credits at level 2 or above            + 20 credits from any level            + <b>Have level 1 Numeracy and Literacy</b></p>
<b>Level 3</b>	<p>60 credits at level 3 or above            + 20 credits from level 2 or above            + <b>Have level 1 Numeracy and Literacy</b></p>
<b>University Entrance Literacy</b>	<p>10 credits (five in reading and five in writing) at Level 2 and above from specific standards.</p>
<b>University Entrance</b>	<ul style="list-style-type: none"> <li>• attain NCEA Level 3</li> <li>• achieve 14 credits at level three in <b>each of three subjects from the list of approved subjects.</b></li> <li>• achieve Level 1 numeracy (see above)</li> <li>• achieve UE literacy (see above)</li> </ul>

## Course Endorsement

Provides recognition for pupils who perform exceptionally well in individual courses. Pupils will be recognised with a course endorsement at merit or excellence. Note: A 'course' is a coherent programme of learning in a given year.

Criteria (with credits at the appropriate level or higher)

- 14 or more credits at merit or excellence
- At least 3 credits from externally assessed standards and 3 credits from internally assessed standards (3 + 3 rule)

- Physical Education, Religious Studies Level 3, Visual Arts will be exempted from the 3 + 3 rule
- Pupils must achieve the required number of credits in a subject in ONE school year

## Course Assessment Outline

At the **beginning** of each course each pupil will receive an assessment outline for the year.

It will include the following information.

- The level of the course.
- The Standards (Achievement and/or Unit) to be assessed.
- Details of which Standards are internally assessed and which are externally assessed and approximately when the assessments take place.
- Procedures for authenticity of internally assessed standards.
- Whether further assessment opportunities exist.

All pupils will complete each course fully and be expected to attempt all the Achievement Standards and/or Unit Standards in the different courses.

## Pupil Attendance

Pupils must attend all classes unless there is a valid reason, such as sickness, family crisis, school activity or approved leave given by the school.

Absences by pupils may require the pupil to make the time up after school or at lunchtime while under supervision and may put qualifications at risk as instruction in the required content will have been missed.

If you intend to take your child on a family holiday or go on a non-school related trip (eg conference, mission) and it includes term time, prior permission must be sought in writing from the Head of Senior College. This is counted as an 'unjustified absence' (see below for implications) even if permission is given.

## Missed Test Assessment

Pupils are expected to **complete** all assessments **on the date required**. The only reason a pupil is to be absent for an assessment is because of illness or a justified absence (e.g. family bereavement).

A pupil will be asked to bring either **a parental/guardian note or a medical certificate** to the Curriculum Leader or the Principal's Nominee. The Principal's Nominee will oversee the decision – whether an assessment opportunity is available or a 'not achieved grade' is applied.

For a genuine illness or similar, the school will provide an assessment opportunity as per its further assessment programme. Where this is not possible, a special opportunity may be provided. Teachers administering internal summative assessment **must** inform Principal's Nominee of absentees.

An 'unjustified absence' causing a pupil to miss a summative assessment for an Achievement Standard or Unit Standard will result in a "no achievement" grade. If the Standard has a further assessment opportunity the pupil may sit this otherwise the "no achievement" grade remains. Non urgent medical, dental, hair, driving and counselling

appointments are not justified reasons to miss assessments. Additionally, a holiday is an unjustified absence even if permission is given by the Head of Senior College.

The Principal's Nominee will be the adjudicator if the above procedures do not cover a situation.

## Late Assignment Assessment

The following procedures will be strictly adhered to

- **If a pupil is absent for any reason for all or part of the day an assignment assessment is due in, then arrangements must be made by the pupil for the school to receive the work by 9.00am, on the due day or the pupil will receive a "no achievement" grade.** The assessment can be sent in by electronic means, if needed, scanned copies, digital photographs of the pages etc. to the pupil's teacher before 9.00 am and the hard copy when the pupil returns to school. (Only the information that was provided in the electronic copy will be accepted for marking so make sure that everything is sent)
- If a pupil has a genuine, justifiable reason which will prevent the assignment work being completed by the due date, then the pupil must speak with the Curriculum Leader first and then to the Principal's Nominee **before the due date**. A parental/guardian note will be required to confirm the reason. Ordinarily **no extensions will be approved for assessments which have 3 or more weeks to complete** (eg projects, research assessments, writing folios).
- If a pupil has no genuine reason for handing in work after the due date and time the result will be a "no achievement" grade. The pupil will be able to use the further assessment opportunity if it exists.

## Derived Grade Process

There is **no** derived grade process for a missed **internal** Achievement Standard or Unit Standard unless there is other reliable evidence of the same Achievement Standard approved by the Principal's Nominee. Other completed Standards do not provide evidence for missed Standards.

For externally assessed Achievement Standards pupils will approach the school for a derived grade, which is based on pre-existing indicative grades for the standard, using the application form provided through the school from pupil services or downloaded from the NCEA website. The forms have to be submitted to Principal's Nominee via the school office before the deadline date determined by NZQA which a few days after the examination period finishes.

In the situation where a derived grade process applies all grades are possible.

## Further Assessment Opportunity

The issue of further assessment applies to **internally assessed** Achievement Standards or Unit Standards

There is no further assessment opportunity for externally assessed Achievement Standards, other than sitting the Achievement Standard in the following year's external examination.

Our School Policy is:

- There **may** be **one** further assessment opportunity where it is practicable. In a number of circumstances further assessment may not be practical. Pupil course assessment statements provided at the beginning of the year should state clearly if the further assessment opportunity exists.
- A pupil who has made no progress against the Standard may not be reassessed.
- The further assessment opportunity is for all pupils, regardless of what grade they gained on the first attempt. The highest grade gained from the first or second assessment will be recorded.

## **Recording of Results**

Staff have been instructed to be very careful in the recording and transcribing of pupil grades gained from assessments.

Pupils may be given a "pupil record sheet" in each course which should be kept up to date, and grades gained entered. Pupils will be asked to sign computer printouts to verify grades recorded before they are sent to NZQA.

## **Storage of Pupil Work**

All pupil work for internal standards after marking and checking will be filed at school in a secure place.

## **Appeals regarding marking of internal assessments**

After each assessment the teacher will go over the marking process with all pupils. Pupils will then be asked to sign a "cover sheet" which will be attached to the assessment, showing that they agree with the marking and the grade recorded. If a pupil does not agree after discussion with the teacher, then they sign appropriately to register an appeal against the grade awarded. The teacher then will follow a process with the Curriculum Leader of the course and if necessary the Principal's Nominee to clarify the issues and make a final judgement. See the following process which staff must follow.

1. Pupil who disagrees with the classroom teacher or the teacher who has marked the task must discuss with this person and endeavour to clarify disagreement.

If there is no resolution, then step 2 applies.

2. The "cover sheet" must be completed accordingly and signed by the pupil indicating an appeal has been lodged and the reason for the appeal.
3. The teacher must then meet with the Curriculum Leader/or Teacher in charge of the course within 2 school days of receiving the appeal to make a judgement.
4. The Curriculum Leader or Teacher in Charge informs the pupil of the outcome of the appeal. If the pupil accepts the outcome the "cover sheet" is appropriately changed and signed by the pupil. Otherwise the pupil and/or an advocate (e.g. parent) contacts Principal's Nominee within five school days.
5. Principal's Nominee, Curriculum Leader, pupil and advocate meet to discuss the appeal.

6. After the meeting where all parties have had the opportunity to speak, the Principal's Nominee and a suitable co-opted person will make the final judgement.
7. Families and pupil will be informed of the outcome.

## **Appeals regarding any other circumstance that may have affected the grade awarded for an internal assessment**

If a pupil feels that there was a circumstance during the assessment that might have affected their grade for the assessment, then they must inform their teacher of their concern in writing within the 2 days following the assessment date and before the marked grades are given to the pupils. This will be considered by the Teacher, Curriculum Leader and Principals Nominee, they will be guided in their decision by the standards used by NZQA for external examinations. If the concern is upheld a further assessment opportunity will be offered to the pupil. If a further assessment opportunity is offered, then any pupil affected by the same circumstance will also be offered the opportunity. An example of such a circumstance will be a major disruption such as very noisy building works.

## **Authenticity of Pupil Work/Misconduct**

It is very important that work submitted by a pupil which is contributing to the assessment of a Standard is the pupil's **own** work.

Each pupil will be required to **sign** a "cover sheet" attached to the assessment signifying the work is their own and original.

Where it is found the work submitted is non-authentic the pupil(s) involved will receive a "no achievement" grade. No further assessment opportunity will be allowed for the standard. The Principal's Nominee will keep a record of the misconduct while the pupil remains at the school.

Examples of non-authentic work or misconduct are:

- Copied work from another pupil
- Providing plagiarised work (see below for what is plagiarism)
- Shared answers
- Worked together with another pupil (when not required)
- Written information taken into a test.

All the above are considered to be **misconduct** and will not be tolerated.

## **References and Acknowledgement**

Pupils will include a reference/bibliography at the end of an assignment. The format for this should be as follows in alphabetical order of author's name:

For books:                   (1) Author or Editor (2) Date (3) Title and (4) Publication Information

For Periodicals: (1) Author/s (2) Date (3) Title of article (4) Title of Periodical  
(5) Volume no. and issue (6) Page Numbers

For websites: (1) Full URL (web address) (2) Date down loaded (3) Title and (4)  
Author or Editor

## Plagiarism

Pupils need to note the following:

- If there is a need to quote from another source, then include the quotation in quotation marks and reference the quotation. Quotations should not exceed 10% of the assignment.
- Pupil's work will be deemed to be plagiarised if it includes excessive use of someone else's work (another pupil, from the internet etc.). Excessive could mean just 2 or 3 sentences for example.
- Copying and pasting from internet sources and changing a few words is also considered plagiarism.

## Special Assessment Conditions

Where pupils require special assessment conditions, the necessary information needs to be provided to the teacher in charge of the Learning Centre the **previous July of the year before any assessment takes place**. The school will make application to the NZQA for the necessary provision required by the pupil in assessments. The details of the special assessment conditions granted will be notified to the pupil by the teacher in charge of the Learning Centre. The pupil is responsible for making sure that he/she understands the conditions granted.

Pupils who qualify for special assessment conditions must have these applied in **all** assessments undertaken during the year, for both internally and externally assessed Standards.

**When extra time is awarded then it only applies to time constrained assessments. This is when all 3 standards are being attempted in external examinations and for most internal assessments.**