



Fairfield College

5 May 2020

Kia ora e te whaanau

The purpose of this communication is to outline the school's approach to managing assessment remotely for the National Certificate of Educational Achievement Level 2, Level 3 and also University Entrance. Initially, we deliberately avoided any assessment because our focus was on organising a distance learning programme that teachers could develop greater confidence in delivering and that students could have greater confidence to engage in. We also felt that the anxiety and stress that such assessment may cause could be managed more effectively if we delayed any assessment activities until we were in a more confident and informed position to manage such assessment.

We now feel that we are in a position to focus on how such assessment could take place and I want to communicate the key steps that we are taking to ensure that the qualifications pathways of our senior students are not compromised because of the distance learning that they are engaging in. The success of the qualification pathways will to a large extent be determined by each student's ability to apply themselves to completing the work that is assigned to them. Please encourage them to be the best that they can be in their application to their assigned work.

We are in the fortunate position of being able to learn from the experiences of the learning and assessment programmes that were implemented as a result of the 2011 Christchurch Earthquakes. The insights of noted educational researcher, John Hattie, about the NCEA achievement levels of Christchurch students provides us with confidence in the learning and assessment programme that we are implementing to support our students to meet the entry requirements of their 2021 post-secondary school pathways. [Hattie article](#).

The approach that we are taking is informed by the advice that we receive from the New Zealand Qualifications Authority (NZQA) and the knowledge and expertise of our school leaders.

[NZQA covid-19 assessment](#)

- Teachers of senior subjects are working with their Heads of Faculty to review their teaching programme and are making changes that are more suited to distance learning. Some topics have been changed or are taught in a different order from what was originally published. The number of standards may also be reduced in the subject.
- Teachers are looking at different ways to gather evidence for assessment against standards that contribute to NCEA. Some of this could be done in our current distance learning and some will wait until students return to school. Teachers will keep communicating with their students about what and how they will do this.
- We will be taking a close look at all of our Y13 students and help them navigate their pathway through the rest of the year. This will include supporting students to achieve the qualification that they require to gain entry into their 2021 pathway. We will be interviewing all of our Year 13 students to help them with this



Be respectful
Be responsible
Be the best you can be

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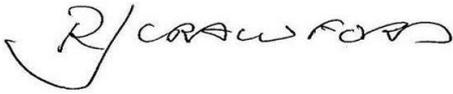
I acknowledge that because of distance learning there may be a level of anxiety for some students regarding their learning and assessment for NCEA Level 2, Level 3, and meeting the entry requirements for their 2021 pathway. Please be aware that our Deans and other members of our Pastoral Care Team are available for academic guidance and student wellbeing support.

The classroom teacher is your first point of contact for any queries that you may have about learning and assessment for a particular subject. If you are unable to gain sufficient clarity about the query please feel free to contact the respective Head of Faculty.

<https://www.faircol.school.nz/staff>

Thank you for your support in this matter and please do not hesitate to contact me if you have any queries about this communication.

Kia haumaru - Be safe
Naaku noa, naa

A handwritten signature in black ink, appearing to read 'R. Crawford', with a large, sweeping flourish at the end.

Richard Crawford
PRINCIPAL