

The Model Primary School

Assessment Policy

November 2015



MODEL PRIMARY SCHOOL

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The purpose of this policy is to make explicit how teachers assess children's progress, mark children's work and provide feedback. Summative assessment procedures should be adhered to using teacher guidelines provided and be consistently administered across all year groups. Formative assessment should at all times remain constructive, focus on the successes and provide opportunities for children to further improve and progress. An assessment policy provides opportunities to promote consistent standards of marking and common methods from one teacher to another. This should help children become reflective learners and to close the gap between current and desired performance.

Assessment

Assessment in the Model forms an integral part in the planning, teaching and learning process. It is an essential element of all teaching. It is the process through which we obtain and interpret information relating to the knowledge, understanding, abilities and attitudes of our pupils. Teachers will use suitable forms of assessment, based on expectations, which are clear, realistic and understood by pupils.

Pupils' written work will be regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents. Teachers' responses will provide guidance and encouragement for the pupils and information for the parents.

The level and nature of the pupils' attainments will influence the selection and use of teaching methods and subject content. Pupils' strengths will be consolidated and their weaknesses addressed.

The purpose of homework will be clearly explained. Work will be set appropriate to the needs of the pupils. It will reinforce and extend their knowledge and understanding. It will consolidate work that has been undertaken in class. It will provide parents with evidence of their progress.

Our assessment procedures will ensure high quality teaching and learning. i.e., that we teach a balanced range of subjects, set clear objectives and monitor each pupils' progress.

In addition to appropriate assessment and evaluation procedures we will maintain a comprehensive, clear and concise record of our pupils' progress.

Purposes of information derived from assessment

- **Formative:** so that the positive achievements of a pupil will be recognised and appropriate next steps planned.
- **Diagnostic:** through which learning difficulties will be scrutinised and classified so that appropriate remedial help and guidance can be provided.
- **Summative:** for the recording of the overall achievement of the pupil in a systematic way and at a particular time, e.g., reporting to parents annually, end of each key stage reports and summative records of achievement.
- **Evaluative:** by means of which aspects of work of the school will be assessed and reported on and used to make curriculum planning and resource decisions.

Key principles of assessment

To provide effective support in the classroom, assessment should:

- be integral to the processes of curriculum planning, teaching and learning;
- take account of previous levels of pupil performance and be capable of detecting any significant changes;
- indicate learning successes and identify weaknesses;
- focus upon learning processes as well as learning outcomes;
- be based upon criteria which are clear and precise;
- be objective and consistent;
- actively involve pupils in the process of self-assessment, encouraging them to review, reflect, record and evaluate their performances;
- support and reinforce the implementation of each area of study within the Northern Ireland Curriculum;
- be an important professional responsibility of each teacher;
- ensure that the demands on teachers be kept to a minimum, compatible with the effective monitoring of pupils' progress.

Uses of assessment

Assessment will be used:

- to evaluate the effectiveness of our teaching of the curriculum;
- to ensure that there is continuity and progression between year groups and that standards are maintained within year groups;
- to identify pupils' learning difficulties or problems and to determine specific action which needs to be taken;
- to encourage pupils to learn;
- to provide feedback about how well they are doing and their strengths;
- to assist pupils, staff, parents, the Board of Governors and outside agencies such as DENI and CCEA, to make judgements on learning and teaching within our school.

Pupils

The work of pupils will be closely monitored and pupils will be directly involved in the assessment of their own work and behaviour at school. Th

Aims for pupils:

- to know what progress they are making;
- to ascertain their strengths, weaknesses and special abilities;
- to know where to concentrate their efforts;
- to set appropriate learning targets;
- to find ways of improving their performance.

Assessment Procedures

The following strategies will be used to monitor the Model pupils:

Teacher observation; Standardised Tests; Weekly Spelling and Tables Tests (P3 to P7); **Statutory assessment in Year 4 and Year 7**; Daily marking of children's work; Teacher feedback through 2 Stars and a Wish; Use of self and peer assessment opportunities where appropriate; teacher meetings with subject co-ordinators to discuss any areas of concern and view a selection of pupils' books; and other general strategies/methods employed by the teacher to assist planning and lesson making.

The class teacher and the Special Needs Co-ordinator will identify/assess pupils with Special educational needs and make the necessary provisions. This may take place as early as Year 1.

Teachers

Assessment is the responsibility of each member of staff. Teachers use it to identify what children can do, to identify different needs and to identify those children with learning difficulties so that their learning needs can be met.

Aims of teacher assessment:

- to identify individual pupil needs;
- to plan lessons appropriately;
- to identify areas of the curriculum are developing effectively and those which need to be improved;
- to plan teaching;
- to pass information about children's progress to parents;
- to pass information about children's progress to the next teacher.

At the Model teachers assess each pupil throughout the year to assist him or her in planning and catering for the needs of children. Lessons are created and taught so that we may cater for the differing needs of pupils. Differentiation is an important element of the teaching.

There will be continuous monitoring of pupil progress. This will involve teachers in providing regular opportunities for the assessment of pupils in a variety of contexts, complementing teaching and learning activities.

From this assessment information, teachers will be able to determine the progress made by each pupil in relation to every subject on a daily basis.

Pupils' books are viewed by co-ordinators at least once a year to ensure that continuity and progress is maintained; and that the standards of presentation and handwriting are upheld.

Other staff

Other staff members may be required to assist teachers in assessing the pupils in their care. Learning Support Assistants may be asked to help individual pupils and this may entail guiding the pupil through tests. In such cases the LSA will be provided with a way to record what the pupil has done and map progress made. Such assistance will follow the usual guidelines and procedures. All staff are required to heed the rules of confidentiality in all cases.

Record keeping and recording

In accordance with statutory requirements this school will:

- keep a records of each pupils' academic achievements and their educational progress (a 'formative record of progress and achievement');
- update that record once a year;
- disclose the contents, on request, to the pupil or his/her parents (as appropriate);
- transfer a summary of the information to a secondary school by 30th June when a pupil transfers at the end of KS2;
- if requested to do so, transfer the whole record to the receiving school; when a child transfers to another school at any other time, the formal record of progress and achievement must be transferred to the receiving school.

Recording

An important part of our assessment process will be the recording the achievement and progress of our children for the following purposes:

- to give teachers information about children's academic achievement;
- to give teachers information about children's progress in school;
- to provide a baseline to compare future achievements;
- to give parents access to information about their children's academic achievements and progress in school.

Assessment for Learning

In classrooms where assessment for learning is in place, students are encouraged to be more active in their learning and associated assessment. The ultimate purpose of assessment for learning is to create self-regulated learners who can leave school able and confident to continue learning throughout their lives. Assessment for learning can provide several opportunities to develop these skills.

Aims:

- to give pupils clear strategies on how they can improve their learning;
- to encourage dialogue between children and adults regarding progress, success and areas for improvement;
- to give pupils recognition and appropriate praise for the successes in their work;
- to develop pupils self-esteem and value of their learning;
- to have consistency across all year groups, making feedback accessible to pupils;
- to help the teacher to evaluate teaching and inform future planning.

Purposes of feedback

For pupils:

- to raise attainment and help each individual reach their full potential;
- to provide a personal response;
- to acknowledge achievements
- to encourage pupils to reflect on their own learning and strive to improve
- to allow pupils to interact with adults giving feedback;
- to teach pupils that feedback is a positive step in learning new skills and is an opportunity for them to correct / improve their learning.

For teachers:

- to demonstrate pupil's knowledge and attainments;
- to indicate where revision or repetition is needed;
- to indicate the next step for learning;
- to reflect the outcomes based on the learning intention;
- to help determine the groups for learning;
- to provide a sense of achievement for the pupils;
- to inform future planning.

For parents/ guardians:

Pupil's books will be sent home for parents to see on a termly basis. Parents/ guardians are able then to see how their child is performing in class and are asked to record responses on a given sheet.

- to demonstrate the Model Primary School's expectations;
- to demonstrate individual development and progress;
- to demonstrate what the school values in pupil's work;
- to demonstrate how the teacher has worked with and acknowledged the efforts of their child.

Assessment for Learning in the Classroom

Teachers follow the Assessment for Learning procedures outlined below:

- Use of *Walt board / Learning Intentions*
 - use the Walt board for introducing new learning which specifically outlines what is going to be learnt. Not every lesson needs a 'Walt'.
 - Try to include TS & PC within learning intentions:
 - e.g. **Walt:** predict what might happen at the end of the story by writing an ending.
 - Walt:** organise information about the planets into different categories using a mind map.
 - Walt:** work within a group to make an information poster on dinosaurs.
 - Provide **Success Criteria / Remember to** points which should be written beside the Walt board.
 - Where appropriate provide opportunities for children to come up with Success Criteria.

Formative Feedback

○ **Self- Assessment**

1) Traffic Light Reflection

Pupils are given the opportunity to reflect on learning at the end of each lesson using a coloured pencil.

- ❖ **Green:** **I got it!**
- ❖ **Orange:** **I'm not sure.**
- ❖ **Red:** **I didn't understand.**

Teachers are free to devise their own system of self-assessment but this should take place on a daily basis to allow children to reflect on their own learning.

2) 2 Stars and a Wish – Pupil led

One piece of writing or other suitable work should be Self-Assessed each half term. This should be recorded using the Self-Assessment sheet or similar recording.

Children should be aware of the Success Criteria for the lesson (where appropriate) and encouraged to think about what went well and what could be improved.

3) Peer Assessment (P4 – P7)

- a. Collaborative activities – group assessments based on Success Criteria.

E.g. Walt: work together in a small group to create an information poster on a chosen insect.

Success Criteria:

- ❖ Use bullet points to organise information
- ❖ Include a diagram with labels
- ❖ Only include facts about the insect chosen
- ❖ Everyone in the group must take on a 'role'

- b. Individual Peer Assessment – 'Thinking Buddies'

Teacher to select appropriate activity and pupils made aware of Success Criteria. Pupils to 'assess' work and record on Thinking Buddies sheet.

It is suggested that pupils complete one group or individual peer assessment per term.

○ **Teacher Assessment for Learning: Daily marking**

- Teachers to mark to Learning Intentions / Success Criteria where appropriate.
- Pupils should be given a few minutes at the beginning of the next lesson to read comments made and initial to say they have read and understood the comments.
- Teachers to use green pen to mark work. This will provide continuity throughout all year groups so children find it easier to locate feedback on their work.

○ **Teacher Assessment for Learning: 2 Stars and a Wish**

- One piece of work per half term selected by teacher.
- Highlight two successes based on Success Criteria
- Identify one area for development / improvement
- These can be in the following format:
 - *Reminder* – remind pupil of Success Criteria
 - *Scaffolding* – ask a question
 - *Example* – provide alternative to show what pupil could have done.
- Pupils should be given time to read and respond if necessary.
- Teachers to highlight successes in green and development in red. This will make it easier for children to read and understand how they can then develop their learning.

- ★ You used bullet points to organise your information
- ★ You included some interesting facts on the insect
- ★ Remember to include labels in your diagram to show what each part is

At the time of writing, INCAs are no longer being used and NILAs and NINAs were found to be unfit for purpose.

The Model will meet all Statutory Requirements when it is clear what they are to be..... (October 2013)

Reporting

In accordance with statutory requirements, this school will send a written report to parents/ guardians by 30th June in every school year. This report will include information about:

- pupil's progress in every subject and activity which forms part of his/her curriculum;
- areas for development for the pupil to focus on in the following school year.

Parents/ guardians will be given an opportunity to respond about their child's progress that year.

Teachers will meet parents in October to discuss the year ahead and how the pupil is settling; and on the child's progress to date. Another date will be offered in term 3 if the parent/ guardian wish to meet again.

The Model adopts an open door policy and parents are always welcome to make an appointment with their child's teacher at any time to discuss any worries or concerns relating to their child's education.

A written report will be sent to parents before the end of each academic year and parents may arrange to discuss the report with the teacher if they wish.

Records of Achievement

Each pupil at the end of KS2 will be provided with a summative Record of Achievement. This will include:

- the results of any public examinations taken by the pupil;
- any award or certificate he/she has obtained;
- information about his/her involvement in extra curriculum activities in school.

The Record of Achievement is compiled under the guidance of the teacher from the beginning of P7. Pupils will gather together evidence of any achievements gained by the pupil whilst at the Model. As well as the items mentioned above pupils could include other successes or achievements as listed below:

Music grades, successes in competitions, Student of the Week certificates, Writer of the Month certificates, Sports Day achievements, membership of clubs and teams, swimming levels/badges and any other such items which tell more about the pupil's talents, skills and other interests.

Overview of assessment procedures

Practical arrangements of assessment and record keeping at the Model are summarised below.

- Reports from Nursery schools are sent to the P1 teachers.
- October: Teacher and Special Needs co-ordinator identify pupils with special educational needs and the first of two Individual Education Plans are drawn up.
- Teachers meet parents in October.
- Weekly Spellings and Tables Tests (P3 to P7).
- January: IEPs are reviewed and new ones drawn up
- January to May: Statutory assessment in Communication and Mathematics in Year 4 and Year 7.
- Monitoring pupils' work-pupils' books monitored by co-ordinators.
- September to June: P7 pupils build up their Records of Achievement.
- May: Review of second IEPs.
- May: Standardised tests in English, Spelling, Maths and Mental Maths are administered.
- May: Teachers complete written reports on each child which are sent out to parents before the end of June.

Tests: Year 1 to Year 7

Assessment	Numeracy	Literacy	Other
<u>Primary 1</u> 4 - 5 years	School tests in number, number recognition and addition	School tests in keywords, letter sounds, names and formation	BVPS
<u>Primary 2</u> 5 - 6 years	Progress in Maths 6 Mental Maths 6	MIST School tests in keywords, letter sounds, names and formation	
<u>Primary 3</u> 6 – 7 years	Progress in Maths 7 Mental Maths 7	Progress in English 7 Spelling Parallel	NRIT Quest
<u>Primary 4</u> 7 - 8 years	Progress in Maths 8 Mental Maths 8 End of key stage assessment	Progress in English 8 Spelling Parallel End of key stage assessment	
<u>Primary 5</u> 8 – 9 years	Progress in Maths 9 Mental Maths 9	Progress in English 9 Spelling Parallel	NRIT
<u>Primary 6</u> 9 – 10 years	Progress in Maths 10 Mental Maths 10	Progress in English 10 Spelling Parallel	
<u>Primary 7</u> 10 -11 years	Progress in Maths 11 Mental Maths 11 End of key stage assessment	Progress in English 11 Spelling Parallel End of key stage assessment	CCEA ICT Accreditation

ICT – assessments??