

Strandtown Primary School



Assessment Policy

September 2018

Principles of Assessment

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Planning for Assessment

Long-Term Planning

Whole school Yearly Overviews plan a coherent programme of learning, teaching and assessment for each yeargroup. Within this opportunities for Cross-Curricular Skills are be planned for, although some opportunities will also arise naturally. Both planned and unplanned assessment opportunities can be used throughout the school year. Yearly Overviews for Mathematics and Language and Literacy as planned within the Levels of Progression framework.

Medium-Term Planning

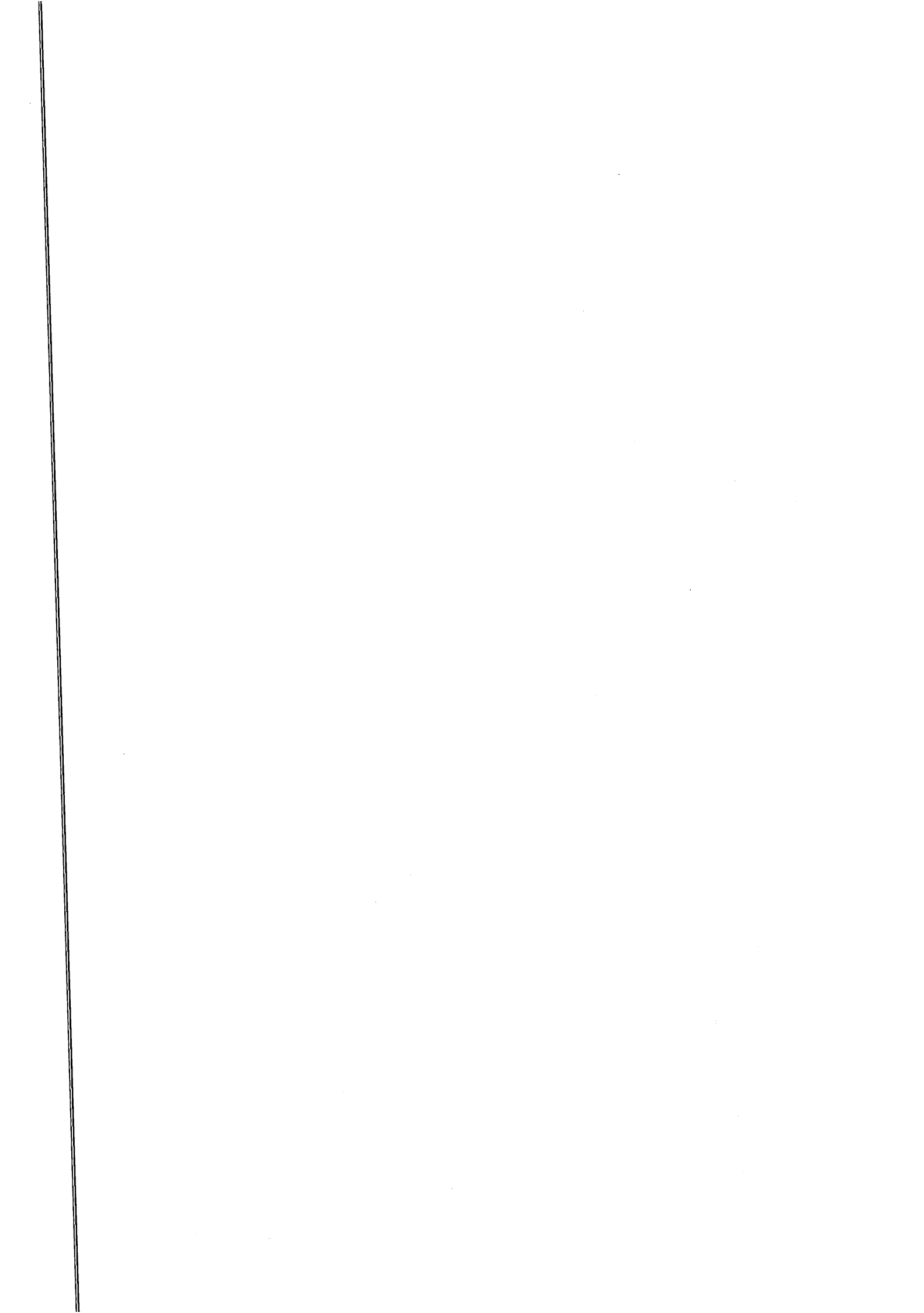
Assessment activities are built in at the medium-term planning stage, ensuring cross-curricularity is central. These provide opportunities for teachers to make meaningful judgements about the progress and achievement of pupils and hence build up a picture over time. Teacher and yeargroup evaluations are central in using these assessment opportunities to plan the next steps for teaching and learning.

Short-Term Planning

Our short term planning breaks MTPs into meaningful chunks with reference to the levels of progression. Formative assessment at this stage is central and is reflected in the adaptive, differentiated and progressive nature of the short-term planning.

ASSESSMENT CALENDAR

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Year 4-7	Cross Curricular Skills Assessment				
Year 4	PTM and PTE CAT 4-A Parallel Spelling 1 Running Records Parental Interviews		Parental Interviews Parallel Spelling 2	PTM and PTE 8	Annual Report to Parents including report of the levels of skills progression
Year 5	Parallel Spelling 1 Running Records Parental Interviews		Parental Interviews Parallel Spelling 2	PTM and PTE 9	Annual report to parents
Year 6	CAT 4 -B Parallel Spelling 1 Running Records Parental Interviews		Parental Interviews Parallel Spelling 2	PTM and PTE 10	Annual report to parents
Year 7	Parallel Spelling 1 Running Records Parental Interviews		Parental Interviews Parallel Spelling 2	PTM and PTE 11	Annual report to parents including report of the levels of skills progression



Learning, teaching and assessment are based upon four purposes: Formative, Summative, Diagnostic and Evaluative.

FOMATIVE ASSESSMENT

To use assessment information to make specific improvements in learning.

At Strandtown Primary School we believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment for Learning is based on the principles of making the learning objective clear by using WALT (objective), the How? (context) and remembering to use success criteria. Peer/self-evaluation, Pupil feedback and Effective questioning are also pivotal to our effective AfL.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we may write a comment on the children's work during marking. We give written comments to children of all ages. When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future. See our Marking Guidance for a full description of this process.

SUMMATIVE ASSESSMENT / RECORDING

To acknowledge, record and report pupils' overall achievement at a point in time.

Summative assessment ensures that the overall achievements of pupils are recorded in a systematic way and at specific times in the school calendar. Summative Records of Achievement integrate assessment, recording and reporting of outcomes. These include:

- Annual reports issued to parents at the end of each school year. These reports are based on the variety of formative records and aim to provide in a positive way, a concise yet comprehensive picture of the pupils academic ability, talents, skills and interests.
- Parents are invited to attend interviews in October and March
- In Y4 and Y7 Key Stage I and Key Stage II pupils are assessed in accordance with CCEA statutory assessment arrangement. The annual Y4 and Y7 reports contain additional information specified in the Regulations i.e. Levels are awarded to pupils in the Cross- Curricular Skills: Communication, Using Mathematics and Using ICT.
- Y7 pupils will receive a Summative Record of Achievement recognising achievement and accomplishments both curricular and extra-curricular during their primary school career. This record is a positive document which should be of value to the pupils, their parents and their teachers in post-primary schools.
- Pupils complete Progress in English and Progress in Maths assessments in the final term. This gives a summative record of the level of their attainment reached at the end of the year and is vital for measuring year on year progress.
- Teachers use summative records to pass information on the pupil's next teacher. This is essential in ensuring continuity and progression in the teaching and learning cycle.

DIAGNOSTIC ASSESSMENT

To identify strengths and areas for improvement and to inform next steps.

This will be accomplished by examining the performances of pupils in:

- Daily or monthly assessments
- Cognitive Abilities Test: examination of strengths in the subtests
- Progress Tests in Mathematics and English (PTE and PTM): examination of process and progress categories
- Those tests deemed necessary by the Special Needs Co-ordinator

Teachers are encouraged to break down pupil scores and examine performance on the different subtests of the standardised tests. This allows for the identification of strengths and areas for improvement. Teacher's analysis of CAT- 4 scores and PTE and PTM is also important for ensuring *'that every learner fulfils his or her full potential at each stage of her or his development'* (Department of Education for Northern Ireland).

Teachers use this assessment information to identify potential barriers to learning and set targets to address this - See Underachievement Map in Appendix 1 for a descriptor of this in action.

EVALUATIVE ASSESSMENT

To inform curriculum planning and to provide information for monitoring and accountability.

We make use of evaluative data at a whole-school and co-ordinator/ Head of Year level to evaluate achievement and aims, feeding into school development and action planning. Teachers also use classroom level data to identify targets for improving specific pupil outcomes. This is reflected within their evaluations of pupils learning on their Short term and medium term planning and on their class and pupil analysis completed from PTE and PTM results - see Appendix 2.

Target-setting

We use class, yeargroup and whole school data sets to agree performance and curriculum targets in Mathematics, English and ICT each year. We discuss individual targets where necessary, and communicate these to parents. We review the progress of each child at the end of the academic year, and set revised targets.

STATUTORY ASSESSMENT

The statutory summative assessment arrangements focus on pupil progression in the literacy, numeracy and ICT skills needed for life and the world of work. These skills are described in the *Levels of Progression for the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT*.

Assessing and Reporting on the Areas of Learning and the Thinking Skills and Personal Capabilities

All areas of learning and the five strands of thinking skills and personal capabilities are assessed and reported each year. The assessments are embedded in learning and teaching activities during the year.

CROSS-CURRICULAR SKILLS: What Teachers do In Years 5 and 6.

- Assess and report on each cross-Curricular Skill with reference to the Levels of Progression. Assess and report on each area of Learning (Language and Literacy to be included within Communication; Mathematics and Numeracy to be included within Using Mathematics).
- Assess and report on the other Skills (Thinking Skills and Personal Capabilities and Using ICT).
- Report on the 'Focus for Development' and 'Interests and Strengths'.

CROSS-CURRICULAR SKILLS: What Teachers do In Years 4 and 7.

At the end of each Key Stage teachers are required to make a summative judgement about the level each pupil has achieved in each Cross-Curricular Skill. These summative judgements will be reported to parents/guardians in pupil reports at the end of Years 4 and 7 and to DE.

- Assess and report the **level** each pupil has achieved in each Cross-Curricular Skill, with reference to the Levels of Progression.
- Assess and report on each Area of Learning (Language and Literacy to be included within Communication; Mathematics and Numeracy to be included within Using Mathematics).
- Assess and report on the Other Skills (Thinking Skills and Personal Capabilities).
- Report on the 'Focus for Development' and 'Interests and Strengths'

A Formative Record/Portfolio is compiled relating to a pupil's academic achievements, skills and educational progress.

Quality Assurance: Internal Standardisation

Internal standardisation takes place within school. We endeavour to ensure that assessment standards, as presented by CCEA, have been applied consistently and accurately. In this way, samples required for external moderation should be an accurate reflection of assessment judgements and standards within the school.

ASSESSMENT FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS.

In addition to the assessments undertaken by all the pupils in the Year Group, the following Assessments may also be taken by some SN pupils:

- WRIT - This test is used to screen pupils who are being considered for referral to the Educational Psychologist due to concerns about Specific Learning Difficulties.
- Hodder Diagnostic Reading Analysis/ York Assessment of Reading Comprehension (YARC) - This test is used to select pupils for support from the Harberton Outreach teachers. These pupils are retested in February - if the Harberton/SN teachers feel sufficient progress has been made - or in May to assess the progress made and to decide which pupils should continue with support.
- MALT and Progress in Numeracy Tests - These tests may be used as a back-up or when new pupils come to the school without PTM score.
- Single Word Reading Test and Group Reading Test - may be used as a back-up or when new pupils come to the school without PTE score or when additional information is being sought for a psychology referral.

A full review of SN Provision is carried out in January and February:

- Parallel Spelling results will be used to decide which pupils should continue with Spelling support and identify new pupils for support.
- MALT test may be used to decide which pupils require ongoing Maths support or identify new pupils for support.
- Additional SEN measures are used, including percentage accuracy on high frequency word reading and spelling and nonword reading.
- Support for Literacy and Numeracy can take the form of small group withdrawal or team teaching.

It is important to note that all the assessment information is set in the context of teacher observation and pupil's daily classwork and performance. Meetings between the learning support team and class teachers are informed by assessment outcomes as well as a range of other evidence.

Target Setting for IEPs

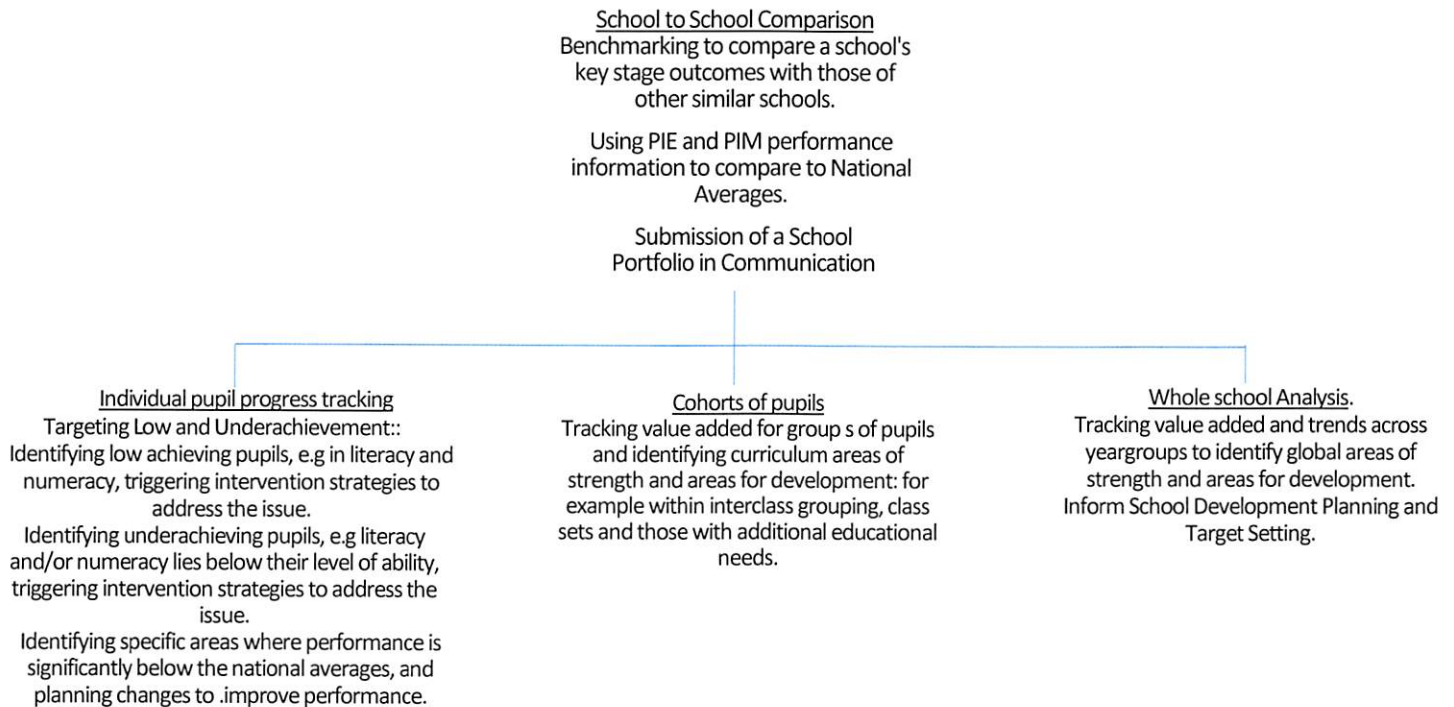
The class teacher meets with the SN teacher to write the targets for the IEPs in October and in February. In February they review these targets and write new targets or amend the old ones. The targets set in February are reviewed in June but continue with the pupil as they transition into the next yeargroup. The assessment measures indicated above are used to inform a Learning Support Review which informs decisions on progress and appropriateness of provision.

- In Literacy and Numeracy, these targets will be linked to the Mid-Term Planners. Consideration will also be given to targets set by the Peripatetic Support Service and Harberton Outreach Service.
- Where a pupil has an external report, the recommendations will be used to inform Target Setting. (Eg Educational Psychology Report, Statement of Special Educational Needs, Autism Advisory and Intervention Service Report)

Through the 'Pupil and Parent' sheet and 'Learning Support Log Book' pupils will be encouraged to identify their strengths, recognise their progress towards meeting the target and consider areas to target in future

USE OF ASSESSMENT DATA

In Strandtown assessment data is used in four domains:



Home Learning

Homeworks (Monday-Thursday), are set for each child. These homeworks reinforce classroom teaching and learning and give the pupils the opportunity to demonstrate their achievements. This creates an opportunity for parents and teachers to assess children's strengths, weaknesses, interest, knowledge, competence and attitudes. Teachers assess homeworks using a positive or suitable comment.

MARKING

Marking is part of the assessment process - formative / summative / evaluative / diagnostic. It is vital that children have a positive feedback and that the marking gives the child a focus to work towards in further tasks. Within the process of marking opportunities for self and peer assessment are actively used and promoted.

Marking assists the teacher to encourage the children to self-assess their progress and to understand what is expected of them as active learners.

RESPONSIBILITIES

Governors: Know what assessment is, and how this is carried out within the school. See evidence of this from time to time.

Principal: Oversees the assessment policy and ensure that it has a prominent place in the school development plan: responsibility for whole school pupil performance assessment.

Heads of Year: Review the implementation of the assessment policy within their yeargroup with an understanding of how this related to continuity, progress and standards.

Areas of learning Leaders: Develop schemes of work which show clear learning objectives. Have responsibility for continuity and progression and use assessment outcomes to evaluate the effectiveness of learning in their area.

Teachers: Make classroom assessments against the learning objectives. Keep records of attainment. Focus on the learning profiles and needs of individual pupils and use assessment to ensure progression within their class.

UNDERACHIEVEMENT MAP: September 2018

(Please note pupils with an IEP will have their underachievement targeted through the action planning and provision of Learning Support Team in consultation with the Class Teacher)

Underachievement identified at individual pupil level in September

Consideration of CAT outcomes September 2018. Placed in context of teacher observation, additional assessments and previous teacher knowledge.

Pupil Groupings in class and Learning Support established based upon ability profiles and expectations. Reading/Maths Gp Record completed for each class.

Class Teacher completes Class Teacher Action Planning to target groups/individuals with a Literacy/Numeracy or pedagogical strategy Discussed and agreed with Principal/Vice Principal or Head of Year September/October.

Based on prioritisation and pupil need Action Planning for under-achievement completed start of October. Aim to target 3/4 pupil in Literacy and Numeracy. Nature of support/provision takes account of reasons for underachievement.

Head of Year receives in September a list of pupils who continue to present as underachieving after one year of Action Planning. This becomes a target group of pupils with priority focus.

Teachers include Action Planning strategies in Short Term Planning in 'Additional Needs' Box when appropriate.

Targets shared with pupils and discussed with parents at October consultation.

Literacy and Numeracy co-ordinators to review provision and appropriateness of strategies to target underachievement. Audit of distribution and approach - November.

Copies of all Action Plans to Literacy and Numeracy co-ordinators to review provision.

Appendix 1

Heads of Year maintain list of pupils underachieving and liaise with class teachers re progress and provision via Class Teacher Action Planning.

Literacy/Numeracy co-ordinators track trends in underachievement - persistent pupils, groups, analysis of breakdown by SEN, Stanine, FSM band and Year Group

After completion of PTE/PTM, pupils presenting as underachievers are evaluated in May and designated as no longer underachiever or as a persistent underachiever.

Head of Year construct a list of pupils with persisting underachievement for Literacy/Numeracy coordinators and Vice Principal.

Whole school and Year Group Analysis of Underachievement. Review decreasing trends and evaluate year's provision.

Head of Year and Literacy/Numeracy coordinators contribute to an analysis of pupil performance June.

SLT analysis of whole - school trends and provision. Outcomes of data and target setting shared with staff in August.

Each class teacher completes Analysis Performa - copy to Head of Year and Vice - Principal and receiving teacher.

Appendix 2

**Individual Pupil Year on Year Analysis:
Progress in Maths**

Class:

Date:

Look at the **Progress Chart**.

Have any pupils made higher than expected progress?

What strategies, that you feel have been successful with these pupils, would you be able to share with their next class teacher?

Have any pupils made lower than expected progress?

Does this have any implications for your teaching and learning approach next year- consider range and appropriateness of teaching strategies and grouping?

Consider each pupil's **Non-Verbal Reasoning Score**.

Look at the pupils who were identified as underachieving in September (a negative discrepancy of more than 10 standardised points). Comment on their progress.

List any pupils who would still be considered as underachieving and can you suggest some strategies that should be adopted for next year.

**Individual Pupil Year on Year Analysis:
Progress in English**

Class:

Date:

Look at the **Progress Chart**.

Have any pupils made higher than expected progress?

What strategies, that you feel have been successful with these pupils, would you be able to share with their next class teacher?

Have any pupils made lower than expected progress?

List these pupils and suggest active steps which should be taken to address progress?

Consider each pupil's **Non-Verbal Reasoning Score**.

Look at the pupils who were identified as underachieving in September (a negative discrepancy of more than 10 standardised points). Comment on their progress.

List any pupils who would still be considered as underachieving and can you suggest some strategies that should be adopted for next year.

Class Analysis: Progress in Maths

Class:

Date:

Look at the **Group and National Comparison** distribution.

Look at the table below the graph. By comparing your pupils to the national percentage, within which Stanine/s is the greatest percentage difference – that is a **higher** percentage than the national? Is this expected?

By comparing your pupils to the national percentage, within which score bands is the greatest percentage difference – that is a **lower** percentage than the national? Is this expected?

Is there a notable difference in the performance of girls and boys?

Briefly indicate your Action points from your Class Teacher Action Planning in September:

Does your class performance on Progress in Maths indicate these action points have been achieved for this class?

What would you recommend for the teaching and learning of these pupils in September 2015? (exclude Year 7 pupils)

From your analysis what would you consider for your teaching and learning approach next year- consider range and appropriateness of teaching strategies and grouping?

Look at **Questions sorted by Group – National Percentage Difference**.

List the content of questions when the group national difference exceeds – 10.

Focus on Teaching and Learning for first three weeks in June:

Class Analysis: Progress in English

Class:

Date:

Look at the **Group and National Comparison** distribution.

Look at the table below the graph. By comparing your pupils to the national percentage, within which Stanine/s is the greatest percentage difference – that is a **higher** percentage than the national? Is this expected?

By comparing your pupils to the national percentage, within which score bands is the greatest percentage difference – that is a **lower** percentage than the national? Is this expected?

Is there a notable difference in the performance of girls and boys?

Briefly indicate your Action points from your Class Teacher Action Planning in September:

Does your class performance on Progress in English indicate these action points have been achieved for this class?

What would you recommend for the teaching and learning of these pupils in September 2015? (exclude Year 7 pupils)

From your analysis what would you consider for your teaching and learning approach next year- consider range and appropriateness of teaching strategies and grouping?

Look at **Questions sorted by Group – National Percentage Difference**.

List the content of questions when the group national difference exceeds – 10.

Focus on Teaching and Learning for first three weeks in June: