



Dromintee Primary School

Assessment Policy



In Dromintee Primary School assessment is synonymous with the teaching and learning process. Our commitment to the Assessment process endorses the overall aim of the Northern Ireland Curriculum to *'empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.'* Our pupils participate in a progression of learning experiences that are carefully planned, structured, monitored and evaluated to suit their needs.

Assessment is an integral part of this process. It provides information with which to evaluate pupil strengths and weaknesses and the effectiveness of teaching and learning. We, at Dromintee Primary School, strive to maintain high standards of teaching and learning by infusing Cross-curricular skills (including Thinking skills and Personal Capabilities) across seven areas of learning, incorporating both Assessment for Learning and Assessment of Learning.

At Dromintee Primary we aim to:

- support both Assessment of Learning (AfL) and Assessment of Learning (AoL) to enhance the pupils teaching and learning experiences from Foundation Stage to Key Stage 2.
- identify a range of assessment methods used to gather information about pupil progress and achievement;
- generate data with which to track pupil progress over time.
- evaluate levels of children's learning and attainment against previous performance, personal ability and achievement by their peers.
- record and provide consistent information about individual pupil's learning progress and disseminate this information with parents, teachers and other professionals.
- fulfill statutory requirements relating to assessment.

The 'Every School a Good School – a policy for school improvement' sets out the vision for excellence in schools and is based on the belief that schools themselves, through honest and open engagement in self-evaluation supported by effective analysis of data, are best placed to bring about their own improvement.

The development of this policy has been guided by legislative requirements enshrined in:

- *The Northern Ireland Curriculum Primary, CCEA (2007)*
- *Assessment Arrangements In relation to pupils in the final years of Key Stages 1 and 2 for COMMUNICATION and USING MATHEMATICS, 2012 – 2013 (Revised)*
- *CCEA Guide to Assessment: Supporting Schools in Meeting Statutory Requirements for Assessment and Reporting, Foundation Stage to Key Stage 3 (2012)*
- *Supplementary Guidance on the Assessment Arrangements In relation to pupils in the final years of Key Stages 1 and 2 For Communication and Using Mathematics, 2012–2013*
- *Guide to Assessment: Supporting Schools in Meeting Statutory Requirements for Assessment and Reporting, Foundation Stage to Key Stage 3*
- *Thinking Skills and Personal Capabilities (CCEA, 20*
- *CCEA's online guidance, task and exemplification library (2012)*
- *Education and Training Inspectorate Together Towards Improvement: A Process for Self-Evaluation (ETI, 2010)*
- *SELB Assessment for Learning – Self Review Framework*
- *Big Picture of Assessing and Reporting (CCEA, 2012)*

This policy is outlined under the following headings:

a) Purposes of assessment

b) Assessment methods

c) Range of evidence ~ record keeping

d) Assessment data ~ (i) Interpreting and Analysing

(ii) Reporting of assessment information

a) The purpose of Assessment.

Good assessment practice in our school will:

- help pupils to progress through attainment levels to achieve their potential.
- inform planning for, and development of, all areas of the curriculum.
- gather and interpret data at class/whole school level and in relation to national norms.
- identify the particular learning needs of pupils/groups of pupils including the exceptionally able and those requiring additional support..
- monitor pupil progress and attainment in an effective manner, drawing upon as wide a range of evidence using assessment activities.
- compile records of individual pupils' progress and attainment, class trends and share this data with teachers as each year group progresses through the school.
- track pupil performance and in particular identify pupils at risk of underachievement.
- enable teachers to modify their plans in order to ensure that the particular learning needs of individual pupils/groups are being addressed.
- facilitate communication between parents and teachers about pupils' development, progress and individual learning needs. In addition to this provide information to relevant peripatetic support teachers, co-ordinators, SENCO and principal as required.
- encourage pupils to be involved in the assessment and evaluation process of their own work and the work of their peers.
- promote a caring, supportive ethos to help raise pupil self-esteem and instill positive learning attitudes.
- celebrate all aspects of learning in order to raise standards.



b) Assessment Methods

The big picture of ‘Assessment and Reporting’ recognises four distinct purposes of Assessment: diagnostic, formative, summative (AoL) and formative (AfL).

In Dromintee we implement each of the four above methods of Assessment. The two main methods include:

Assessment for learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils’ strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

The Assessment Reform Group (2002) has defined assessment for learning as:

“the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there.”

Assessment of learning (AoL)

Assessment of Learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and levels past learning.

The statutory summative assessment arrangements outlined in the Northern Ireland Curriculum 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*. We are currently supporting arrangements for the assessment of the cross-curricular skills of Communication and Using Mathematics and participate in ICT accreditation.

All assessment activities are considered mutually exclusive in practice. They are essential in raising standards and are used in all classes within our school.

ASSESSMENT FOR LEARNING

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by encouraging pupils to achieve their capabilities

This focus relies heavily on interactions between teacher-pupil, C/A - pupil, pupil-pupil. AfL elements are currently being embedded throughout our school.

Assessment Methods	Teaching Methods	Evidenced by
Observation	Reflections on both the teaching and learning involved in lessons.	Daily planner~ opportunities for reflection, evaluation and time for editing/ improving. Independent learning and exploration.
Discussion about work in progress:	Sharing of learning intentions	WALT board Pupils are aware of the difference between the activity and the learning intention. Inclusion of L.I on worksheets/ topic books. Pupil initiated learning displayed in KWL grids.
Marking of children's work	Clear success criteria Should be meaningful, informative and positive.	Clearly evident in short term planners. WILF board Verbal explanations to the whole class/ small group/ individual.
Questioning to prompt new thinking	Using effective questioning	A range of higher level (open) questions will be used during discussion work. Stimulating questions will be illustrated in guided reading planners. 'No hands up' may be substituted at times for Think time, think-pair-share or popsicle stick time.
Feedback to: Specify attainment Identify areas for improvement/ consolidation Celebrate achievement Construct a shared target Identify curricular targets (see marking section)	Feedback and marking Self-assessment and evaluation Target setting Plenary session	As immediate, as possible. Oral feedback, self-marking, peer assessment are established in the class. Pupils' language/ interactions. Two stars and a wish/ traffic lights/ thumbs up approach. Class marking codes. Next steps advice/ guidance. Routines for pupil self-evaluation. Weekly reflection journals. Time devoted to plenary sessions. Exemplification of standards to target set.

ASSESSMENT OF LEARNING

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time
- Establish benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Identify gaps in pupils' knowledge and understanding
- Inform the target setting process through analysis of performance to guide future planning
- Promote subsequent intervention(s) either for underachieving pupils or talented/ gifted pupils

Assessment Methods	Teaching Methods	Evidenced by
Testing~ regular weekly test Termly End of year Statutory computer-based assessments (NILA, NINA) Marking to: Express attainment using standardised scores Time limited tasks Closed tasks Formulated tasks Moderation	Preparation and check-ups Questioning Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Tiered task/tests Quantitative recording	Finished product/ test results both statutory and non-statutory, eg. NFER and Non-Verbal Reasoning, PIM, PIE and MIST. Incas Pupil tracking grids Data presented using Assessment Manager in SIMS. Benchmarking in Literacy and Numeracy. Pupil's own work, including samples for Reading, Writing Talking and listening, Mathematics and Numeracy. (annotated and levelled) Evidence to support IEP's Pupil assessment folder Class information Teacher File Internal and external moderation (CCEA) Annual reporting to Parents (orally in Term 1, written form in Term 3)

	Mathematics (2013/14) IEP (4) and upload to SIMS Book scoops End of KS1 and KS2 levels	P1-P7 P4-P7 P4 and P7	
May/ June	Phonic tracking B.P.V.S Running records IEP (4) review GL Progress in English and Maths assessments and marking Single Word Spelling Annual Pupil Profiles Update pupil tracking Recording of GL scores on Assessment Manager Analysis of GL group record data New intake of P1 pupils and parent visits Transition information KS2 to KS3 Internal transfer of assessment information (Handover meeting)	P1-P4 P1 P1-P4 P1-P7 P3-P7 P3-P7 P1-P7 P3-P7 P1-P7 P3-P7 P3-P7 P1 P7 P1-P7	 Assessment for Learning
	End of Term 3		

c) Range of evidence ~ record keeping.

Record Keeping:

The use of record keeping to support effective use of assessment.

Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It

should support the teacher to:

1. identify learning needs
2. support summative judgements

In Dromintee School we use the following methods of record keeping:

Foundation Stage	Key Stage 1	Key Stage 2
Foundation Stage Observation Profiles	Daily Observations	Daily Observations
Linguistic phonic assessment record	Linguistic phonic assessment records	Linguistic phonic assessment records
Samples of running records	Samples of running records	Samples of work (Reading, Writing, Numeracy, ICT)
Samples of work (Reading, Writing, Numeracy, ICT)	Samples of work (Reading, Writing, Numeracy, ICT)	Talking and Listening record grid
Talking and Listening record grid	Talking and Listening record grid	Record of end-of-year results
Record of MIST and Maths Catch-up results	Record of end-of-year results	Test results, statutory and non-statutory
Moderation samples of work	Test results, statutory and non-statutory	Pupil Tracking spreadsheets
Assessment manger on SIMS	Pupil Tracking spreadsheets	Moderation samples of work
	Moderation samples of work	Assessment manger on SIMS
	P4 CCEA levels of attainment	P7 CCEA levels of attainment
	Assessment manger on SIMS	P7 Record of Achievement

In addition to the above information each class teacher compiles a Class file with specific information regarding their new intake of pupils, including attendance records, medical records, SEN information and IEP's, results and tracking grids. There are many types of work that may not have written evidence, eg. Drama, PE, The Arts, The World Around Us and PDMU, therefore we use digital photographs and media to record these Cross-Curricular areas. Each class teacher has a record of classroom displays and how they enhance the pupils learning experiences.

d) Assessment Data ~ Interpreting and Analysing

The use of ICT is encouraged in Dromintee School as an effective and efficient means of supporting assessment and sharing information within the school. We utilize Assessment Manager on SIMS to store data, access results, track pupil performances and identify trends.

Analysis of data and how best to employ it is a useful indicator of pupil attainment and is also a powerful tool for our whole school improvement. By doing so we can:

- identify gaps
- pinpoint pupils at risk of underperforming
- challenge those whose progress needs to accelerate

Therefore we adapt a whole school approach to analysing data.

At classroom level results from end-of-year assessments (Middle Infant Screening Test, Progress in English, Progress in Maths, Single word spelling tests and Non-reading Intelligence Test (P6, P3 in Term 2) are transferred onto the computer and stored in Assessment Manager on SIMS. Following assessment in P2, support is offered to parents of children who scores merit greatest concern. All testing is completed by the end of May and each class teacher liaises with the SENCO to identify underachieving pupils who may be eligible for additional withdrawn support (P3-P7) in the next academic year and whether individual pupils should be included on the Additional Needs Register or Special Needs Register.

At whole school level the Literacy and Numeracy co-ordinators analyse end-of-year results and complete a Performance Data grid. Both co-ordinators compile Benchmarking Data to identify the number of children attaining various levels. (Key Stage 1: Levels 1-3; Key Stage 2: Levels 1-5) The percentages are then compared to the Northern Ireland averages and viewed against data from the previous three years.

In August this data is presented to the entire staff so they have a heightened awareness of each year group, where their strengths and weaknesses lie, if there is an overriding area that needs immediate attention and inclusion on our school development plan. Whole-staff analysis of results informs teaching and learning practices in the school as each class teacher (a) examines individual pupil performance for their new class, comparing NFER scores in relation to NRIT (b) identifies any pupils that may be underperforming or may already be on the COP, (c) any discrepancies between Literacy and Numeracy. The final stage of analysis relates to working out the difference between the class percentage correct and the standardizing sample percentage correct for each of the content categories:

- Number: Number; Shape, Space and Measure; Data Handling.
- Processes: Facts and Procedures; Using Concepts; Routine Problems; Reasoning.
- Reading: Retrieval; Simple Inference; Complex Inference; Authorial Technique.
- Writing: Spelling; Grammar- Punctuation; Grammar- consistency.

In doing so we are reflecting on the strengths of the class in an array of different areas and more importantly recognising the areas for improvement to influence class targets and ultimately raise standards.

Moderation:

In order to provide quality assurance and quantity control all teachers are involved in collaborative discussions about standards and progression within the school. A file of samples evidencing internal standardisation is maintained and extended upon each year with additional samples for a range of Cross-Curricular Skills. Samples of work from P4 and P7 are available for CCEA moderation.

d) Assessment Data ~ Reporting of assessment information

Reporting to Parents:

As influenced by guidelines illustrated in the CCEA Guide to Assessment: Supporting Schools in Meeting Statutory Requirements for Assessment and Reporting, Foundation Stage to Key Stage 3 (2012) and legislation required by the Education (Pupil Reporting) Regulations (NI), 2009 we in Dromintee Primary School:

Report, in writing, the outcomes from the statutory, computer-based assessments and offer to meet parents to discuss these outcomes by the end of the autumn term. (Parent-teacher meetings in November)

Accommodate parental requests to discuss their child's progress~ open-door ethos.

Provide an Annual Pupil Profile Report to parents by 30 June.

State the Level of Progression achieved by each pupil in Communication, Using Mathematics and Using ICT in the Annual Report. *(The Annual Report for pupils in Years 4, 7 and 10, must also include a statement of the percentage of pupils in Years 4 and Year 7 in the school who have: attained each level in that Cross-Curricular Skill; attained the expected level and above in that Cross-Curricular Skill; worked towards the expected level for a pupil at the end of Years 4 and 7, but have not yet attained that level in the Cross-Curricular Skill; and been exempted from assessment of that Cross-Curricular Skill).*

Provide Parents with up-to-date advice and support from CCEA regarding Assessment. (ie. http://www.nicurriculum.org.uk/docs/assessment/ks1_2/ks1_2_english_april13.pdf)

Policy last reviewed June 2016

Policy to be reviewed every two years or earlier as appropriate.

