



# **St Bride's PS**

# **Assessment**

# **Policy**

## **ASSESSMENT**

### ***1.0 Policy Statement***

The Assessment, Recording and Reporting arrangements in use in Saint Bride's Primary school meet the statutory requirements as prescribed by the Department of Education for Northern Ireland. They are designed to support and reinforce the implementation of the programmes of study for subjects within each of the areas of study in the Northern Ireland Curriculum. We believe that assessment should be integral to the processes of planning, teaching and learning. Each individual pupil will be assessed throughout their primary school career and the information gathered will inform teachers, parents and children of their acquisition of knowledge, understanding and skills.

### ***2.0 Purposes Of Assessment***

The information gathered from the various assessment procedures in St Bride's serves several general purposes. Assessment may;

- 2.1 be a formative process where the positive achievements of pupils are recognised and discussed and the appropriate next steps planned;
- 2.2 be a diagnostic tool enabling teachers to identify the strengths and weaknesses of pupils and to take the appropriate next steps;
- 2.3 be a summative process where the overall achievements of pupils are recorded in a systematic way and reported to parents;
- 2.4 enable teachers to evaluate the information gained about pupils' achievements and consequently to make decisions about curriculum planning and resourcing.

### ***3.0 Principles of Assessment***

The process of assessment in Saint Bride's supports and reinforces the implementation of the programmes of study within each of the areas in the Northern Ireland Curriculum.

It is designed to provide effective support in the classroom by:

- 3.1 Being integral to the processes of planning, teaching and learning;
- 3.2 Taking account of previous levels of pupil performance and being capable of detecting any significant changes;
- 3.3 Indicating learning successes and identifying areas of concern;
- 3.4 Focussing upon learning processes as well as learning outcomes;
- 3.5 Being objective and consistent;
- 3.6 Being based on learning goals and success criteria which are clear and precise;
- 3.7 Actively involving pupils in the process of self-assessment, encouraging them to review, reflect and evaluate their performances.

## **4.0 Assessment For Learning**

Teachers assess pupils' work in a sensitive and constructive way, fostering motivation and promoting understanding of goals and criteria. To involve pupils fully in their learning, teachers use Assessment for Learning strategies. We believe Assessment for Learning is one of the most important tools to inform teachers' practice. It involves the on-going use of assessment in the classroom to raise pupils' achievement. We believe that pupils will improve most if they understand the aim of their learning, know where they are in relation to this aim and how they can best achieve the aim (or close the gap in their knowledge).

Assessment for Learning is central to classroom practice and involves the following principles.

### ***The teacher:***

- 4.1 Shares learning goals with pupils
- 4.2 Helps pupils know and recognise the standards to aim for
- 4.3 Provides feedback that helps pupils to identify how to improve
- 4.4 Believes that every pupil can improve in comparison with previous achievements

### ***Pupils:***

- 4.5 Learn self-assessment techniques to discover areas where they need to improve

### ***Both the teacher and pupils:***

- 4.6 Review and reflect on pupils' performance and progress
- 4.7 Recognise that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

### ***Key characteristics of Assessment for Learning include:***

- 4.8 Using effective questioning techniques
- 4.9 Using marking and feedback strategies (see Marking Policy)
- 4.10 Sharing learning goals
- 4.11 Peer and self-assessment

## **5.0 Statutory Assessment Arrangements**

The assessment arrangements in St. Bride's support the Northern Ireland Curriculum. We assess and report pupils' progress in the cross-curricular skills (Communication, Using Mathematics and Using ICT). At the end of Key Stage 1 and 2 teachers assess and report with reference to the Levels of Progression for Communication, Using Mathematics and Using ICT. In these areas we report numerical outcomes to parents and to CCEA in P4 and P7.

School based **assessment tasks** have been designed for Communication and Using Mathematics from P1-P7 and CCEA designed ICT tasks are used in years 3 – 7.

These tasks are used to support teachers' judgements about the level at which a child is working. The tasks are completed throughout the year.

## **6.0 Assessment Arrangements**

The assessment of pupils' progress will be made using a variety of methods, which may include:

- 6.1 Continuous monitoring by the teacher through their daily observations and marking, incorporating Assessment For Learning strategies
- 6.2 End of topic assessments;
- 6.3 Standardised reading, spelling and mathematics tests;
- 6.4 Standardised intelligence tests;
- 6.5 End of Key Stage Assessment in Year 4 and Year 7;
- 6.6 Baseline assessment in Year 1, including aspects of COMET

<b>Year Group</b>	<b>Tests administered</b>	<b>Time of Testing</b>
<b>One</b>	<b>Baseline Assessments Aspects of Comet</b>	<b>September -November</b>
<b>Two</b>	<b>Additional Learning Support Screening Assessments</b>	<b>September- October</b>
<b>Three</b>	<b>NNRIT, Young Reading Test, SWST PTE 7, PTM7, SWST, CAT 4 for young learners</b>	<b>November May</b>
<b>Four</b>	<b>End of Key Stage Assessments PTE 8, PTM 8, SWST</b>	<b>CCEA timetable May</b>
<b>Five</b>	<b>PTE 9, PTM 9, SWST, CAT 4</b>	<b>May</b>
<b>Six</b>	<b>PTE 10, PTM 10, SWST</b>	<b>May</b>
<b>Seven</b>	<b>End of Key Stage Assessments PTE 11, PTM 11, SWST</b>	<b>CCEA timetable May</b>

In addition to the above tests, each year group carries out regular non-standardised assessments throughout the year.

### ***7.0 Additional Learning support***

At the beginning of each academic year, teachers in Year 2 consult the SENCO if they have any concerns about children in their class. A number of assessments are carried out by teachers in the Learning Support team. These assessments include assessment of;

- Phonetic Knowledge
- Letter name, letter sound
- Recognition of cvc and ccvc words
- Letter formation
- Sight vocabulary
- High frequency words (read & spell)
- Independent Writing

The children who receive support are further assessed in February and May/June to track progress.

The above tests are also administered to Newcomer children throughout the school about whom the teachers have raised concerns to the Newcomer teacher. These assessments form a baseline to inform future planning and teaching if Newcomer pupils.

All Newcomer pupils are assessed by the class teacher in conjunction with the Newcomer Coordinator using the Common European Framework of Reference, (CFER). The targets on the CEFR are reviewed in February and May/june.

In November, children in Year 3 are screened for possible difficulties in Literacy, using NNRIT and Young Reading Test. The outcomes are reviewed with consideration given to possible referrals for a Psychological Assessment.

### ***8.0 Use of Diagnostic Tests for children we have concerns of a specific nature.***

Where there are growing concerns about a child the SENCO may administer some of the following tests:

- Non-Reading Intelligence Test
- Hodder Assessment - Diagnostic Reading Analysis
- Hodder Assessment – Basic Number Diagnostic Test
- Sandwell Early Numeracy Test
- YARC Early Reading
- Dyslexia Portfolio
- British Picture Vocabulary Scale
- Wide Range Intelligence Test
- Coloured Progressive Matrices/Crichton Vocabulary Scale

### ***9.0 Target Setting***

*‘The setting of targets is most effective when individual teachers are fully involved in devising these targets and take responsibility for their achievement, and the pupils are fully aware of what is expected of them. This can only come about when the school has an on-going commitment to self-review and evaluation and is prepared to debate honestly and openly where and how it can improve on its previous best.’ (Tim Brighouse)*

In Saint Bride’s we firmly believe that the setting and monitoring of targets is an integral part of planning for improvement.

At the beginning of each academic year, teachers in Years 4 - 7 analyse the most recent standardised scores and identify children who are underachieving and/or underperforming. Targets are set and “Barriers to learning Sheets” are completed for these children. In early October the class teacher discusses possible barriers to learning and the targets set with the child and the parents. These targets are reviewed in term 2 and term 3.

### ***10.0 Reporting***

Reports of progress and achievement form an integral part of the assessment policy and practice within Saint Bride’s. The main purpose of the reporting process is to support and enhance pupils’ learning. The progress of each child is carefully monitored by the class teacher and both verbal and written reports are given to parents each year which fosters an effective partnership between school and home.

In Term 1 teacher/parent interviews are held for all year groups. Results of standardised tests completed in Term 3 of the previous year are discussed with

parents. In June parents receive a written report of their child's achievements and a copy of the results of their most recent standardised tests. Teacher/parent interviews can be arranged on request if, or when, the need arises at any time during the year.

### ***11.0 Pupil Involvement***

Children are involved on a regular basis in assessing their own progress through informal discussion, correction of their work and self & peer assessment. They are also encouraged to set personal success criteria for selected lessons. At the end of the academic year pupils in each primary level will review their own personal and academic development by completing a 'Record of Achievement'. These records are passed on to the next teacher and will form part of the end of Key Stage Two Summative Record of Achievement.

### ***12.0 Moderation and Evaluation***

It is important that teachers are aware of, and agree with, the levels of the Northern Ireland Curriculum at which their pupils are working. Year 4 & 7 teachers predict levels in Communication & Using Mathematics at the beginning of the year. Moderation of Communication, Using Mathematics and Using ICT is carried out at the end of both Key Stages by teachers to ensure a standardised approach and an agreement of levels. The school participates in CCEA Quality Assurance Moderation by submitting a portfolio of work every three years in mathematics and English at Levels 2, 4 and 5. To maintain and improve standards throughout the school, children's work is regularly evaluated by senior management in consultation with subject co-ordinators. (*See Monitoring and Evaluating Policy*)