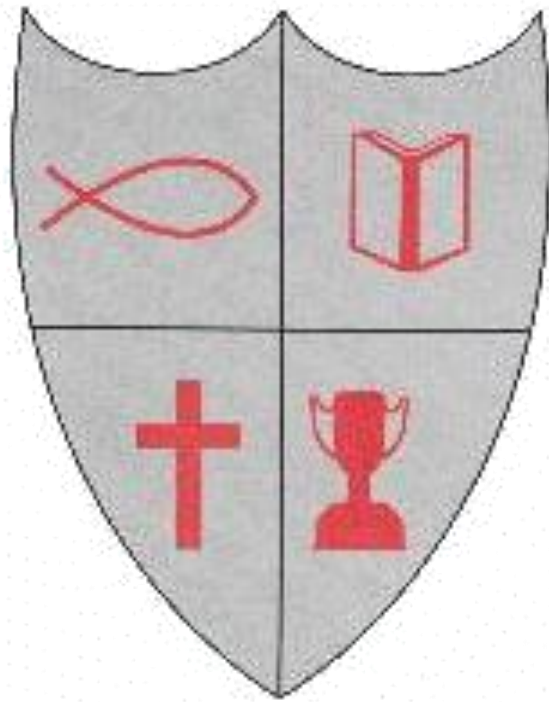


Aughnacloy Primary School



Assessment Policy

Rationale:

The Northern Ireland Revised Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives. Assessment for Learning is a key aspect of the Revised Curriculum and is incorporated into all 7 Areas of learning.

Purpose:

At Aughnacloy Primary School the key purpose of assessment for learning is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:

- Parents to show progress/concerns, and involve them in the teaching process
- Other teachers help them to plan and gain informed views
- Outside agencies to provide hard evidence of attainment
- Special Needs Co-ordinator to provide hard evidence of attainment.

General Principles:

The principles and philosophy that underpin our work with children are those set out in the 'U.N. Convention on the rights of the child' (UK Agreement, 1991) and enshrined in the Children (NI) Order, 1995 (effective from November 1996).

UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD

Article 28 (right to education)

Every child has the right to an education.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

STRATEGIES

Formative Assessment	Types	Purpose
	<ul style="list-style-type: none"> • Teacher observation. • Self assessment. • Peer assessment. • Self evaluation • Sharing Learning Intentions (WILF / WALT) • Sharing and negotiating success criteria • Feedback and Marking. • Effective questioning 	<ul style="list-style-type: none"> • At Aughnacloy Primary School, Assessment for Learning (AFL), is an integral part of the curriculum. All teachers assess children in their class, through formal and informal observation, so as they can plan the next stage in each child's learning. • Children also work on self -assessment, and peer assessment, deciding if they have achieved their lesson targets. This helps teachers monitor progress, provides motivation for the children, and helps inform planning. • All teachers agree learning intentions for each lesson with pupils, giving pupils a deeper understanding of their own learning process, increasing motivation, and increasing the desire to stay on task. • Clear success criteria, created by pupils or in conjunction with the teacher, aid self- assessment and help identify the steps needed to complete a task. • All teachers and classroom assistant agree on how to provide written and verbal feedback. This is essential for effective learning and teaching, and can help plan the next steps in learning • Teachers aim to use more open ended questions, give more thinking time and use pair share to help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
Diagnostic Assessment	<ul style="list-style-type: none"> • Annual screening 	<ul style="list-style-type: none"> • Annual screening of Pupils end of year test results is completed in May each year. Screening is completed at individual pupil level and class level. Action plans are then drafted. During screening concerns are highlighted, and specific needs are then addressed through consultation with our Educational Psychologist. Curriculum strengths and weaknesses are also identified within each

	<ul style="list-style-type: none"> • BPVS • Specific SEN diagnostic tests 	<p>year group.</p> <ul style="list-style-type: none"> • BPVS is completed with any pupils showing areas of concern in their literacy/communication skills • Cracker Maths
<p>Summative Assessment</p>	<p>Summative assessments are also used to help us decide what a child can do at a particular time.</p>	<ul style="list-style-type: none"> - Assessments for specific tasks - e.g. at the end of a topic or after teaching a specific skill or concept. - Annual testing <ul style="list-style-type: none"> ○ P1 <ul style="list-style-type: none"> ○ Letter sound I.D. ○ Running Records ○ Numeracy Core competences ○ Early Literacy Test ○ P2 <ul style="list-style-type: none"> ○ Early Literacy Test ○ Star Reading Test/Accelerated Reader ○ Numeracy Core competences ○ P3 <ul style="list-style-type: none"> ○ PRE CAT A ○ PTE 7 ○ PTM 7 ○ NGRT ○ Accelerated Reader/Star Reader ○ Numeracy Core competences ○ Parallel Spelling ○ Drumcondra Spelling ○ SWST

- **P4**
- CAT 4A
- PTM 8
- PTE 8
- NGRT
- Accelerated Reader/Star Reader
- SWST
- Drumcondra Spelling
- End of KS1 Assessment
- Numeracy Core competences

- **P5**
- PTM 9
- PTE 9
- NGRT
- SWST
- Accelerated Reader/Star Reader
- Parallel Spelling
- Drumcondra Spelling
- Numeracy Core competences

- **P6**
- CAT 4B
- PTM 10
- PTE 10
- NGRT
- SWST
- Accelerated Reader/Star Reader
- Parallel Spelling
- Drumcondra Spelling
- Numeracy Core competences

- **P7**
- PTM 11
- PTE 11
- NGRT
- SWST
- Accelerated Reader/Star Reader
- Parallel Spelling
- Drumcondra Spelling
- Numeracy Core competences
- End of KS2 Assessment.

<p>Specific programme testing.</p>	<p>Specific programmes have been targeted into specific year groups. These are base-lined at the beginning and summatively assessed at the end</p>	<p>Annual Reports</p> <ul style="list-style-type: none"> - Reading Partnership programme (Salford Reading Test)
<p>Specific SEN Tracking</p>	<p>Pupils will be identified as indicated end of year screening.</p>	<p>Leanne - Dyslexia Screener, Pen Portrait, Alpha to Omega Placement Test</p>

Jane Clarke (Assessment Co-ordinator)
February 2019