St. Joseph's Primary School, Lisburn
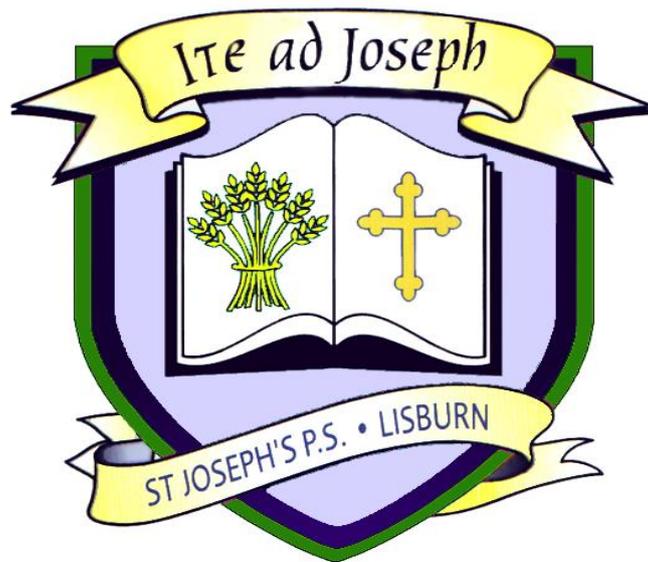
Assessment *for* Learning Policy

Reviewed: October 2017
Ratified by Governors: January 2018
To be reviewed: October 2019

St. Joseph's Primary School Mission Statement

* **S**urround ourselves with a happy and secure learning environment for all.

* **J**oin together the home, the school and the wider community.

* **P**romote academic and cultural excellence amongst our pupils.

* **S**upport and provide for every pupil's individuality.

In St. Joseph's Primary School, assessment is viewed as an integral part of effective learning and teaching. This assessment policy relates directly to our school mission statement and aims to support teachers, pupils and parents in the delivery of assessment procedures so that each and every pupil in our school can achieve his/her full potential.

Aims

- To gather information about the performance and progress of individual pupils as well as groups of pupils so that it can be used to inform target setting at a range of levels.

- To gather information to inform teachers in their planning for learning and teaching within the curriculum.

- To track the individual progress of each pupil in the school.

- To reveal each pupil's strengths and weaknesses and adapt learning and teaching plans accordingly.

- To communicate accurate information about the pupil to a range of audiences – teachers, parents, other schools as well as EA educational psychologists and other outside agencies.

- To enable pupils to assess their own learning and to recognise their own responsibility in their learning

- To enable pupils, in a positive and healthy way, to identify their strengths and weaknesses and to set realistic and achievable targets to improve

- To record the individual potential of pupils (as measured by CAT4) and analyse performance (as measured in PTM and PTE) against potential.

- To identify pupils who are "under" or "over" achieving in line with their potential and to set targets accordingly.

Types of Assessment

In St. Joseph's Primary School, the following types of assessment will be used:

Assessment *of* Learning - Summative – This type of assessment happens at defined times of the year –
- Weekly spelling and mental maths tests in P3 – P7;
- 8 weekly assessments in Literacy and Numeracy in P3- P7;
- Progress Test English (PTE) in P3 – P7;
- Progress Test Maths (PTM) in P3 – P7; and
- End of Key Stage Assessment at Key Stage One and Two.
- Foundation Stage baseline assessments and subsequent observations
- Foundation Stage termly assessments
- MIST in Term 2 of P2
- CAT4 in P4 (Term 2) and P6 (Term 1)

The results of such assessments are recorded in teachers' record books as well as individual pupil profiles. Areas for future planning are highlighted in teachers' literacy and numeracy medium term planning.

Teachers are responsible for carrying out summative assessment within their class. They are responsible for maintaining records of results for each pupil within pupil profiles.

Assessment *for* Learning - Formative – This is the ongoing assessment carried out by teachers both formally and informally during a unit of work.

The results of any formative assessment influence the ongoing teaching and learning within the classroom.

Results and observations are kept in the teachers' own record books/planners or in the pupils' books. Within formative assessment teachers make use of Assessment for Learning strategies.

Assessment *for* Learning focuses on the process of learning for the pupil.

In St. Joseph's Primary School, we use assessment for learning strategies to improve the learning for all of the pupils in our school.

All year groups use Assessment *for* Learning strategies in class. Using assessment *for* learning strategies informs teachers as to how the learning is progressing in their classrooms.

There are five key elements to Assessment for Learning:

Sharing Learning Intentions

Agreed learning intentions gives pupils a deeper understanding and ownership of their own learning process. As well as giving them a reason for

learning. This brings increased motivation and the desire to stay on task for a longer period of time.

Sharing and Negotiating Success Criteria

Created by pupils or in conjunction with teachers, clear success criteria aid self-assessment and help identify the steps needed to complete a task.

Effective Feedback

This is essential for effective learning and teaching. Strategies such as '2 stars and a wish', comment-only marking or providing prompts for improvement, can help plan the next steps in learning.

Effective Questioning

Using more open-ended and higher order questions, giving more thinking time, using think, pair share and so can help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

How Pupils Reflect on their own Learning (Peer and Self-Assessment and Self-Evaluation)

Peer and self-assessment allows pupils to reflect on what they have learnt and how they have learnt it. Teachers use a number of strategies to promote self-evaluation:
Traffic lights, thumbs up, thinking prompts, me, buddy, boss, yellow-box marking

Assessment for diagnosing strengths and weaknesses - Diagnostic
– This type of assessment identifies pupils' strength and weaknesses in order to help children progress, identify pupils with special educational needs and provide information for outside agencies. Diagnostic tests are carried out by the SENCO/Assessment Co-ordinator and results are analysed by the Senior Leadership Team.

Strategies for Assessment

Teacher observation and assessment is a key strategy for assessment. St. Joseph's Primary School 'Marking for Improvement Policy' provides the aims, rationale and strategies for improving pupil performance through marking for improvement. (See Appendix 1 Marking *for* Improvement Policy)

Foundation Stage	Key Stage One	Key Stage Two
Observation of pupils on task by teacher and classroom assistant	Observation - Teachers observing pupils on task.	Observation - Teachers observing pupils on task.
Key Word Assessments P1& P3	Questioning/discussion with the pupils	Questioning/discussion with the pupils
Collection of samples of pupils' work within Pupil Profile folders levelled using Communication and Using Mathematics Continuum/ Levels of Progression.	Teacher evaluation and monitoring of learning as recorded on monthly planners of learning	Teacher evaluation and monitoring of learning as recorded on monthly planners of learning
	Marking pupils' written work, in line with the school's marking policy.	Marking pupils' written work, in line with the school's marking policy.
MIST (Middle Infant Screening Test) in 2nd term of Primary 2.	Teacher devised tests – Spelling, Mental Maths, 8 weekly assessments in Literacy and Numeracy	Teacher devised tests – Spelling, Mental Maths, 8 weekly assessments in Literacy and Numeracy
Photographs of pupils on task	Standardised Tests – GL Assessment Progress Test maths (PTM) and Progress Test English (PTE) in May in P3 – P7	Standardised Tests – GL Assessment Progress Test maths (PTM) and Progress Test English (PTE) in May in P3 – P7
GL Assessment: Baseline at end of Primary 1 and Primary 2	GL Assessment's CAT 4: P4 January	GL Assessment's CAT 4: P6 September
	Target Setting in Literacy and Numeracy	Target Setting in Literacy and Numeracy
	ICT Assessment tracker and analysis	ICT Assessment tracker and analysis
	PASS (GL Assessment)	PASS (GL Assessment)
	End of Key Stage One Statutory Assessment as dictated by CCEA Guidelines	End of Key Stage Two Statutory Assessment as dictated by CCEA Guidelines

Reporting to Parents

In St. Joseph's we provide verbal and written reports to parents on the progress of their child(ren). Reports promote and provide:

- Good home/school relationships

- Information for parents on what their child has achieved and on how they can help their child in the future.

- An opportunity for discussion with parents

- Information for outside agencies

In St. Joseph's Primary School we meet parents on a number of occasions throughout the year:

- Curriculum meetings are arranged for September. These give parents the chance to meet the teacher and to learn more about the year ahead for their child, the topics to be covered in the year as well as key events/dates etc.

- October Baselining Meetings/Verbal Reporting. P1 – P7 teachers provide a verbal report to parents at this time. P4-P7 discuss PTM and PTE targets set and areas of strength as well as areas for improvement identified through target setting

- March: Annual Verbal Report. Parents are invited to attend the school for an oral report in the spring term. This provides an opportunity for parents and teachers to share the strengths and weaknesses of their particular child and to report on the results of any summative tests which have taken place.

- June: Annual Reports issued to parents. In this report the teacher comments on the pupil's progress in each area of learning as well as each child's interests and strengths and a focus for development.

- 8 weekly assessments in Literacy and Numeracy are shared with parents of pupils in P3 – P7

Records and Record Keeping

Teachers use records to review pupil progress, set appropriate targets for the future and to form the basis of reports for parents, teachers and outside agencies.

Records are kept in many ways. These include:

- Teachers' medium term planning – Teachers plan for assessment within their medium term planning in Literacy and Numeracy

- Children's work with teacher marking in line with the school's marking policy.

- Teachers mark/record books, including records of weekly spelling tests, mental maths tests, 8 weekly assessments in Literacy and Numeracy

- GL Assessment Combination reports

- School based Data Sheet for PTE, PTM, PASS and CAT4 (A3 Spreadsheet)

- SIMS and PTM and PTE Tracking sheets

- Foundation Stage Observation Records

- Pupil Profiles – Levels of Progression folders containing levelled pieces of work – two pieces per year in Communication and Using mathematics.

- End of year Pupil Report

The Role of the School Assessment Co-ordinator

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The co-ordinator's responsibilities include:

- Leading school development in assessment, recording and reporting procedures
- Liaison with subject co-ordinators within the school
- Attending EA and GL Assessment training as appropriate and leading in service staff development and training in new assessment procedures and initiatives.
- Informing and updating Governors of progress within the school through presentation of first-hand evidence
- Contributing to the SDP through work with the SMT
- Ensuring resources are available for assessment within each year group: Setting up GL testing for each year group using GL Assessment's Complete Digital Solution
- Liaising with Literacy, Numeracy and Special Educational Needs Coordinators to target set appropriately for improvement
- End of Key Stage assessment at P4 and P7 with responsibility for updating staff on new procedures, ensuring deadlines are met and liaising with post-primary schools.

- Analysing whole school data in PTM, PTE, CAT 4and PASS through class, year group and key stage analysis as well as identifying whole school trends in Literacy and/or numeracy.
- Reporting analysis to Principal and Senior Leadership Team and Governors
- Tracking individual pupils over four years in order to monitor the progress across the whole school. Using SIMS and PTM and PTE tracking sheets to record scores
- Monitoring and evaluating the assessment procedures through out the school through key stage meetings, analysis of planners/record keeping and formal and informal discussions with teachers.

Special Educational Needs

Pupils identified as having special educational needs are referred to the school SENCO through a Record of Concern. The 'Rationale for accessing Learning support' is applied and if the pupil is placed on the special needs register, an Individual Education Plan (IEP) is drawn up by the class teacher and parents are informed. The school SENCO will contact EA for further screening. IEPs are reviewed on a termly basis by the class teacher, with records kept by the SENCO.

English as an Additional Language

Pupils joining St. Joseph's with English as an additional language will be assessed using the stages of language as set out in the school's English as an Additional Language Policy and the CEFR Assessment guidelines. A programme of support for each pupil will be drawn up by the class teacher, Newcomer Co-ordinator and classroom assistant and will be implemented as necessary.

Our unique Creative Voices programme will be available for newcomer children if required.

When reporting to the parents of pupils with English as an additional language, the school will endeavour to obtain a suitable interpreter.

Monitoring and Evaluation

Assessment, recording and reporting procedures are monitored annually by the assessment co-ordinator by means of

- Staff/Key Stage Meetings
- Staff Training workshops/updates
- Administration of GL Assessment PTM and PTE tests to Primary 3 – 7
- Administration of CAT4 tests to Primary 4 and Primary 6
- Collection and analysis of PTM and PTE results with literacy and Numeracy coordinator
- Target setting for whole class and underachievers
- Pupil Conferences (termly) with Literacy and Numeracy Coordinator and Principal

Resources

Resources are ordered, maintained and distributed by the assessment co-ordinator on an annual basis.

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