



ST KEVIN'S PRIMARY SCHOOL ASSESSMENT POLICY

MISSION STATEMENT

We, the Governors and staff of St Kevin's Primary School believe the school to be a vital part of St John's Parish Community. We are firmly committed to:

- **the aims of Catholic Education;**
- **providing appropriate and effective learning opportunities for all our children;**
- **developing positive pastoral care systems in our school;**
- **establishing close links with the home, parish and wider community; and**
- **developing all members of the school community to enable them to fulfil their role within the school.**

The school policy for assessment was developed by the assessment team, agreed by the whole staff and has the full agreement of St Kevin's Board of Governors. The policy was approved and ratified by the Board of Governors on April 5th 2011, and was updated in June 2014.

RATIONALE

Assessment in St Kevin's Primary School supports each pupil in the achievement of his or her full learning potential and fosters the development of self esteem and personal responsibility. It takes place in a self reflective context and encourages the involvement of all staff, pupils and parents.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

INDICATORS OF EFFECTIVE ASSESSMENT

"The teachers' assessment of the pupils' work can be considered effective when:

- Assessment is an integral part of planning, teaching and learning; the teachers use suitable forms of assessment, based on expectations which are clear, realistic and understood by the pupils;
- The pupils' written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and their parents;
- The level and nature of the pupils' prior attainments influence the selection and use of teaching methods and subject content; the pupils' strengths are consolidated and their weaknesses are addressed; and
- The purpose of homework is explained clearly; the work which is set is appropriate to the needs of the pupils, reinforces and extends their knowledge and understanding and provides the teachers with evidence of progress."

Evaluating Schools DENI

ASSESSMENT

These are the main forms of assessment used in St Kevin's:

- **Formative** assessment is on-going and informs the next steps to be taken, future learning, teaching and progression;
- **Summative** assessment acknowledges, records and reports childrens' overall achievement at a point in time;
- **Evaluative** assessment involves curriculum planning and provides information for monitoring and accountability; and
- **Diagnostic** assessment identifies strengths and areas for improvement and informs the next steps to be taken in planning and teaching our pupils.

ASSESSMENT FOR LEARNING IN ST. KEVIN'S

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get them there.'

Assessment for Learning: 10 Principles
The Assessment Reform Group, 2002

In St. Kevin's, Assessment for Learning is a part of our normal teaching routine. Assessment for Learning (AfL) places formative or continuous assessment at the heart of the learning and teaching cycle. The emphasis is on improvement, raising achievement in pupils' learning and celebrating success. AfL is conducted within day-to-day classroom practice in St. Kevin's and takes place *during* learning. It also gives pupils an active role in the assessment process.

Assessment for Learning involves the following key actions:

- sharing learning intentions;
- sharing and negotiating *success criteria*;
- giving *feedback* to pupils;
- effective *questioning*; and
- encouraging pupils to assess and evaluate their own and others' work.

In St. Kevin's, we recognise that peer and self-assessment and self-evaluation enables pupils to recognise success in their own and others' work and to focus on *how* they are learning as well as *what* they are learning.

AIMS OF SCHOOL ASSESSMENT POLICY

In St. Kevin's we aim to:

- keep staff, parents and stakeholders informed of current procedures and statutory requirements;
- encourage positive achievement and personalised learning for pupils;
- improve standards of attainment for all pupils;
- benchmark, track and evaluate pupil progress in order to inform planning and ensure continual improvement;
- monitor, evaluate and review teaching and learning on a regular basis; and
- continue to develop a consistent framework within which we can expand and enhance formative and summative assessment.

STATUTORY REQUIREMENTS

The current requirements state:

- NINA and NILA will be completed by all pupils in P4 – P7 during the first half-term and these results will be shared with the parents during the parent/teacher interview in November;
- A written report for each pupil (P1-P7) will be sent to their parent/guardian at least once per academic year (currently in third term); and
- Reports will include AT levels (in English & Maths) at the end of KS1 and KS2.

ADDITIONAL ASSESSMENTS

In St Kevin's we employ the following:

- Children in Primary 1 will be assessed against a Numeracy baseline assessment and the Comet Profile at the start of the school year to provide a clear, concise baseline assessment. Throughout P1& 2 the children will be assessed through on-going assessments in literacy and numeracy and the **Comet Profile** and **Numeracy profile** (based on significant learning goals from 'Ready, Set Go' throughout the year);
- All children from P3-P7 will complete computerised **GL assessments** in English(PIE) and Maths (PIM) on an annual basis.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

In order to help our children reach their full potential, we will ensure that all pupils with special educational needs are identified, appropriate provision made in accordance with the Code of Practice and the inclusive ethos of SENDO and that assessment is an integral part of their learning process. Screening for specific learning difficulties takes place in September for our Primary Four and Six pupils using the Young Group Reading Test and the Non Reading Intelligence Test.

In addition to the general tests carried out in the school, children on the Special Needs register who are receiving in class support are tested termly on the British Ability Scale (BAS) standardised test and their progress is recorded and monitored on SIMS Assessment Manager.

For those children who have extreme difficulty accessing the curriculum despite the efforts of Special Needs support within the school and from external agencies, full scale educational assessments will be carried out by the educational psychologist to inform future decisions about how best to meet the child's needs.

We recognise that there are many barriers to a child's learning including children with English as a foreign language (EFL), looked after children (LAC), Travellers and

children experiencing social & emotional difficulties. We appreciate that these barriers can be long term or short term and will be addressed accordingly.

(see special needs policy)

CONDITIONS OF LEARNING

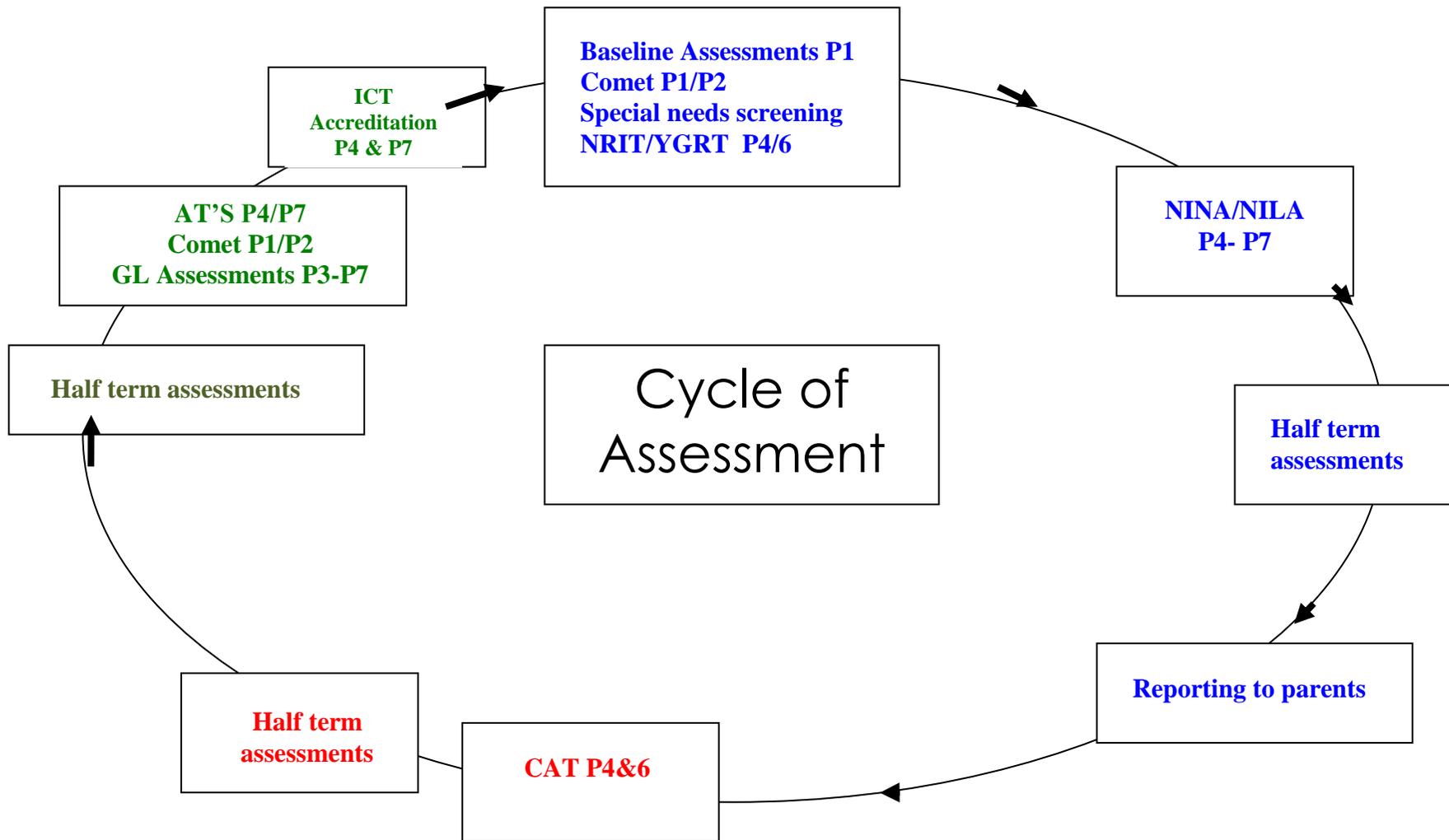
At St Kevin's we aim to create an ethos and environment in which pupils can enjoy learning, reflect, improve and grow in confidence which is fundamental to learning. The following conditions of learning promote assessment for learning in the classroom:

- A range of approaches are used ensuring all children are actively engaged in creating a culture of collaborative learning;
- Learning objectives are explicitly shared with children and they know what they need to do to improve, and what the teacher is looking for;
- Children talk as part of their learning and about their learning;
- Resources promote children's involvement and shared learning;
- Opportunities for reflection and discussion will happen throughout the day and when appropriate, in the plenary of a lesson:
- Displays reflect the learning process as well as the content and the product of children's learning; and
- Children will be supported in peer and self assessment.

INVOLVING PARENTS

In St Kevin's, we feel it is important to see parents as co-educators and encourage a two way flow of information between home and school in which parents' contributions are valued. Information will be shared through:

- curriculum meetings and parent workshops;
- parent and teacher interviews;
- the regular self assessment practice of children's work at home (i.e. parents work with child to self assess tests and on occasion exercise books as part of homework);
- guidance and advice to parents on how to regularly engage in positive discussions about learning with their children; and
- guidance on how to support children's learning at home, including:
 1. weekly homework sheets with advice and helpful revision tips;
 2. recommended websites to promote interactive learning and development of ICT skills;
 3. mental agility help sheets; and
 4. advice sheets to help guide parents when reading with their children.



USE OF DATA

All children will be assessed at the end of the academic school year as outlined in the **Cycle of Assessment**. The results will be used to:

- identify current achievement levels in children;
- identify areas for improvement;
- set achievable targets for whole school, key stages, year groups, classes, individual pupils (where appropriate) and specific target groups to effect overall improvement in the school;
- track individual pupils;
- inform teachers of how successful they have been in specific teaching methods and organisation in the delivery of the curriculum;
- inform teaching and learning;
- implement changes that can bring about better outcomes for pupils;
- ensure continuity within year groups and between year groups; and
- identify where additional support or assistance may be needed.

TRANSFER OF INFORMATION

Individual profiles are kept on all pupils as a measure of their work and achievement throughout the year. Profiles should be passed on each year as a means to inform planning and teaching and to ensure progression and continuity.

When the children leave St. Kevin's at the end of Primary Seven, the school to which they are transferring will receive a copy of their Key Stage Two results in Literacy and Numeracy and any additional information deemed to be relevant.

PROFESSIONAL DEVELOPMENT OF STAFF

In St Kevin's Primary School we are committed to ensuring that all staff members are informed and kept up to date with any current educational developments within assessment.

POLICY REVIEW

As part of the school's monitoring and evaluation process, we continually strive to adapt and improve our practice to meet our pupils' needs. Therefore the assessment co-ordinator should ensure that the policy reflects the on-going practice within the school.

This policy will be reviewed by the AfL team in 2017.