

## **Knocknagoney Primary Assessment Policy**

### **1 Introduction**

**1.1** We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. We regard assessment as a general term covering all methods used to appraise the performance of a pupil or group of pupils. Information derived from assessment should be :

- 1.2** Formative - Building upon the child's current level of achievement
- 1.3** Diagnostic - Identifying strengths and weaknesses
- 1.4** Summative - recording achievements of each pupil in a systematic way.

### **2 Aims and objectives**

- 2.1** The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
  - to help our children understand what they need to do next to improve their work;
  - to allow teachers to plan work that accurately reflects the needs of each child;
  - to provide regular information for parents that enables them to support their child's learning;
  - to provide the Principal and Governors with information that allows them to make judgements about the effectiveness of the school.

### **3 Planning for assessment**

- 3.1** We use our school's curriculum plans to guide our teaching. In these plans we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plans we also identify opportunities for assessment within each broad unit of work.
- 3.2** We use the national schemes of work produced by CCEA to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.3** We plan our lessons with clear learning intentions. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

## **4 Target setting**

- 4.1** We set targets in mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child in Key stage 1 and Key Stage 2 by use of standardised assessments at the end of the academic year and set revised targets.
- 4.2** We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits and the teacher and child review these on a regular basis.

## **5 Recording**

- 5.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.
- 5.2** Record keeping will be in compliance with the regulations requiring schools to keep a formative record of each pupil's progress and update it every year. Children will have a folder which follows them from class to class throughout their school career. Each folder will contain Standardised test results, assessment tasks showing evidence of the level each child is working at.
- 5.3** We take the Learning Intentions for our planning from the Northern Ireland Primary Curriculum. Our teachers record the progress of each child against the Levels of Attainment enabling them to make a judgement about the work and level of each child. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.
- 5.4** Standardised tests will be carried out annually and the results recorded on each child's individual folder. GL mathematics and English tests (PTE and PTM ) will be used to assess children at the end of each school year from P3 to P7 in order to provide data which will be useful when setting the targets on a class and individual pupil level in the new school year and planning the School Development Plan. Mist tests and Language profiles alongside Number profiles will be administered in the Foundation Stage. In addition reading tests will be administered in relation to the Accelerated Reading Scheme several times a year and the SENCO will administer any tests necessary to establish childrens' needs. Assessment Units will be used to assist teachers assessment and confirm the levels of the children at the end of Keystages as required by DENI.

## **6 Reporting to parents**

- 6.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** We offer parents the opportunity to meet their child's teacher twice a year. At the first meeting of the school year, held in the Autumn term, we review the targets that we have identified for their child. We provide Parents with the feedback from the GL tests. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress as measured against the targets.

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**6.3** During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum.

**6.4** At the end of the school year we also report the Key Stage results for P4 and P7 pupils in Communication and Using Mathematics along with the NI percentage of pupils achieving each level and the percentage of pupils in Knocknagoney achieving each level.

### **7 Feedback to pupils**

**7.1** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

**7.2** We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and teachers.

**7.3** When we give written feedback to a child, we relate this to the learning intention for the lesson. By so doing we make clear whether the learning intention has been met and we produce evidence to support the judgement. If we consider that it has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

**7.4** We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

**7.5** We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

### **8 Monitoring and review**

**8.1** Our assessment co-ordinator is responsible for monitoring the implementation of this policy.

**Signed:**

**Date: September 2020**