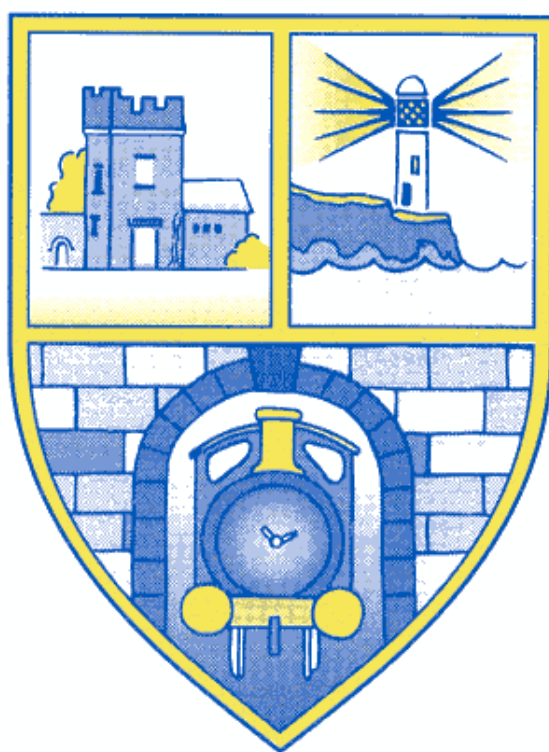


Whitehead Primary School & Nursery Unit

Valued, Inspired, Prepared



Assessment and Effective Use of Data

Last Review	G Baird	November 2025
Next Review		November 2028

Ethos, Vision & Mission

Ethos

A nurturing, inclusive environment, where everyone is valued, inspired and prepared; in order to thrive and contribute to the world.

Vision

Empowering everyone to SHINE

Mission Statements

Share

We will foster a culture of collaboration where everyone is encouraged to share ideas, time, resources and successes to build a strong, connected community.

Help

To show kindness and empathy while supporting one another, offering help when it's needed and knowing that asking for help is a strength, not a weakness.

Include

To welcome and respect everyone and, through our daily interactions, promote a sense of belonging, ensuring that every voice is heard and everyone is valued.

Nurture

To provide a happy, safe and supportive environment, where every child is nurtured emotionally, socially and academically so that they can grow into confident, resilient learners.

Excel

Through engaging high quality, meaningful learning opportunities and by setting high expectations, challenging each pupil at their level and providing constructive feedback, we will inspire every child to reach their full potential.

Rationale

We regard assessment as a general term covering all methods used to appraise the performance of a pupil or group of pupils. As such, it is seen by all staff as part of the normal routine and a responsibility of each teacher.

Assessment should be geared to providing a continuous picture of each child's development.

Whitehead Primary School & Nursery Unit is a data rich environment in which much information is regularly collected and analysed. We wish to ensure that this is being done in an effective and systematic way which is valuable to the staff, governors, pupils and parents in making decisions about how best to improve the learning & teaching in our school.

Aims

In developing an agreed system for gathering and analysing data we hope to:

- offer all children an opportunity to show what they know, understand and can do
- provide feedback to pupils, helping them to understand their next steps in learning
- help identify how children are achieving relative to their cognitive ability
- enable teachers to plan more effectively to meet the needs of all children in their class
- ensure that underachieving groups and individuals receive appropriate support within the resources available
- inform pupil tracking and target setting
- provide clear information which parents can understand about their child's progress, outlining strengths and areas for improvement
- allocate resources where need is identified
- support transfer and transition
- share good practice and support one another
- identify staff training needs
- fulfil the statutory requirements of the Northern Ireland Curriculum

Planning

In Whitehead Primary School we acknowledge that effective planning is an integral part of effective assessment, recording and reporting. Our planning comes in different levels.

Long Term Planning:

- This involves the whole staff and reflects the school's targets as identified in the School Development Plan which is reviewed annually
- It ensures a broad and balanced curriculum matched to the needs of all the children
- It allows mapping of progression throughout the school

Medium Term Planning:

- Teachers produce detailed bimonthly planners which include clear learning objectives for each curriculum area
- Recognises the range of needs and abilities within the class
- These learning objectives are used to assess and evaluate the level at which a child or group of children are working

Types of Assessment Procedures

It is important to have a combination of Formative, Diagnostic and Summative Assessments to help raise attainments using a whole school approach.

Formative (Assessment for Learning)

Formative assessment is an integral part of learning and teaching. It does not contribute to a final mark or grade; instead, it contributes to learning through providing feedback by monitoring and evaluating lessons. It is part of everyday learning and teaching, with evidence gathered by observing, listening, questioning, discussing and reviewing the pupils' work. Effective formative feedback will help determine what the student and the teacher do next.

Diagnostic

Identifying the strengths and weaknesses of the pupils and finding out what barriers might be preventing pupils from making the expected progress. Appropriate support and guidance can then be provided.

Summative (Assessment of Learning)

The systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. It assesses what children know and is essentially the assessment of learning that has occurred. It takes place after the learning and tells us what has been achieved. This is an essential tool for identifying progress over time. Summative tests help teachers in making end of key stage assessments and are also of use in determining the overall subject level for pupil records.

Observations

As part of the daily routine in Foundation Stage classes, observations of individual children are undertaken, and records are kept detailing the progress they are making. Assessment sheets are completed on a bimonthly basis. Records of observations (Year 1 and Year 2) are passed on at the end of the academic year to the children's new teacher.

Tests Administered in Whitehead Primary School (depending on need)

Year One

- Whole Class Observation and Assessment

Year Two

- Whole Class Observation and Assessment

- Reading Test (to identify children for the Reading Together Programme in Y3)

Year Three

- Whole Class Observation and Assessment
- Progress Test English
- Progress Test Maths
- NGRT & NGST
- CAT4
- PASS Test

Year Four

- Whole Class Observation and Assessment
- Progress Test English
- Progress Test Maths
- CAT4
- PASS Test

Year Five

- Progress Test English
- Progress Test Maths
- CAT4
- PASS Test

Year Six

- Progress Test English
- Progress Test Maths
- CAT4
- PASS Test
- STAR Reading Tests

Year Seven

- Progress Test English
- Progress Test Maths
- CAT4
- PASS Tests
- STAR Reading Tests

N.B. Single Word Spelling Test, New Group Reading Test and the GL Dyslexia are also available if a teacher is concerned about a child.

Information on Tests

Progress Test English (PTE)

Progress Test in English, a standardised assessment of pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. This is designed for use year on year to support teachers in benchmarking student's English knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.

Progress Test Maths (PTM)

Progress Test in Maths (PTM), a standardised assessment of pupils' mathematical skills and knowledge including number, shape, data handling and algebra. This is designed for use year on year to support teachers in benchmarking student's Maths knowledge and measure their progress over time. This can help in identifying those in need of extra help, as well as those who are particularly able.

CAT 4

CAT4 is a standardised assessment of developed abilities in four areas known to make a difference to learning and achievement.

Verbal Reasoning: the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

Non-verbal Reasoning: problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.

Spatial Reasoning: the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

Quantitative Reasoning: the ability to use numerical skills to solve problems, applicable well beyond mathematics.

The CAT4 test provides a rounded profile of student ability so you can target support, provide the right level of challenge, and make informed decisions about their progress.

Single Word Spelling Test (SWST)

Pupils from Year 3 to Year 5 who are identified for support by class teachers and SENCo will complete this test to identify progression or areas for development.

New Group Reading Test (NGRT)

Pupils from Year 3 to Year 5 who are identified for support by class teachers and SENCo will complete this test to identify progression or areas for development.

Assessment Timetable

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
September					SWST	STAR TEST	STAR TEST
October	Observation 1	Observation 1	Observation 1	Observation 1	SWRT		
November	Observation 2	Observation 2	Observation 2	Observation 2		STAR TEST	STAR TEST
December				PASS TEST	PASS TEST	PASS TEST	PASS TEST
January	Observation 3	Observation 3	Observation 3	Observation 3		STAR TEST	STAR TEST
February							
March	Observation 4	Observation 4	Observation 4	Observation 4	PTE PTM	PTE PTM	PTE PTM
April			CAT 4 PTE PTM	CAT 4 PTE PTM	CAT 4	CAT 4 STAR TEST	CAT 4 STAR TEST
May	Observation 5	Observation 5	Observation 5	Observation 5			
June		Reading Test (For Reading Together Programme)					

- Results collated and analysed by staff through data meetings to identify strengths, areas for development and to highlight trends throughout a pupil's journey in school, individually, in a class or as a year group.
- Teachers will assess pupils informally throughout the year using a range of methods such as marking classwork, homework, tests and observations. This remains an intrinsic element of assessment.

Recording of Data

Pupil details are retained regarding all relevant observations, class examination scores, PTE and PTM scores, reports and end of Key Stage results. Assessment files containing all the above information are passed through the school as the classes move to new teachers. Teachers analyse the information contained in these files in order to identify, target and track children. Folders containing evidence of work in numeracy, literacy and ICT are passed from teacher to teacher as the children progress through school.

Analysing Data

- Staff are analysing data daily, and they readjust their planning and delivery almost automatically. Evidence of this can be seen in planning.
- CAT4, PTE & PTM scores are formally analysed by teaching staff. Each teacher will complete a proforma and meet to discuss class results with the Principal, Senior Teacher, SENCO, Literacy CL, Numeracy CL. The information directs teachers to areas for development for individuals, groups and the whole class. This information can be passed on to the next teacher.
- Staff track pupil progress against previous performance and against CAT4 scores. This provides a clear picture for teachers, coordinators and SLT.
- Based on pupil progress and findings from teachers and curriculum leaders, areas for development within the school are set as targets for the School Development Plan. These action plans are monitored and evaluated by the coordinators and SLT. Any training and resourcing issues are addressed through PRSD, Baker Days, School Development Days etc.

Pupils identified for additional support

During (or after) 'Data Meetings' in May, the Principal, VP, Senior Teacher, SENCO, Literacy CL and Numeracy CL will meet along with the teachers of each year group. They will use the detailed analysis of CAT4, PTE & PTM scores along with teacher judgement to identify pupils who may need additional support the following year.

The additional support available is as follows:

- Reading Together (Y3)
- Catch Up Numeracy (Y4)
- Catch Up Literacy (Y4)
- Numeracy Boost (Y4-Y6)
- Literacy Boost (Y4-Y6)

Reading Partner Programme will be implemented if/when resources and personnel are available.

Data/Evidence currently being gathered

- Attendance
- Pupil Profiles

- Weekly tests and homework
- Observations in Foundation Stage & Key Stage 1
- Target setting P3-7 based on new levels of assessment
- Baseline assessment Y1 (based on parental interview)
- Regular levelling of work based on new levels of assessment
- Benchmarking
- Pupil Target setting (PIP based on CAT4 and PTE/PTM)
- Book Looks – Literacy, Numeracy etc
- Ongoing SEN testing as required

Reporting Timetable

Parent Interviews

Formal parent-teacher interviews are held twice a year. These interviews will take place in October and February in order to discuss pupil progress. PLP interviews will take place in October, February and May. In addition, parents can arrange interviews with the class teacher at any time to discuss their child's progress.

Reporting to Parents

Parents will receive a formal written report in the summer term summarising their children's attainment over the academic year. Reports are sent home to parents a minimum of three days before the end of the summer term. This will allow parents time to arrange interviews with members of staff to discuss the report if they so wish.

Procedures for Gathering Evidence in School

Staff keep class records which are updated regularly and shared with Curriculum Leaders and SLT as required.

Staff

- Attendance
- Pupil Profiles
- Using Benchmarking data and target setting
- Play Observations FS/KS1
- Daily/ Weekly testing/ homework
- CAT4 / PTE / PTM results
- Pass reports
- STAR Reading Tests (Y6 and Y7)
- Pupil Own Target setting
- Planning – short/medium/long term
- PLPs

Curriculum Leaders

- Reading benchmarking and target setting – all classes
- CAT4 / PTE / PTM results
- Book Looks
- Planning – medium/long term – all classes, subject dependent
- PLPs

SLT

- Attendance
- Target setting
- CAT4 / PTE / PTM results
- Planning – medium/long term