Assessment Policy

Reviewed	Review Date
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In St. MacNissi's P.S., Assessment 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 a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child. When planning assessment, teachers should ensure that it is purposeful and fits in well with the work they are assessing.

Assessment is a key professional competency [GTCNI, 2011] that requires teachers to:

- Use a range of assessment strategies to assist pupils' learning;
- Appreciate its uses and limitations;
- Make evidence-based assessment against relevant criteria;
- Involve pupils in assessing their learning and performance;
- Assess pupil performance against relevant benchmarking data;
- Understand the relationship among assessment, setting pupil targets and progression;
- Use assessment information to make teaching more effective; and
- Collaborate with others to make assessment more effective at the classroom and whole-school level.

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

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 pupils;

- The pupil's written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by pupils and 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

Aims for Assessment

- To assess the effectiveness of teaching and learning
- To ensure that each pupil has an opportunity to demonstrate what they know and understand – to identify pupil strengths
- To assist pupils in understanding what they need to develop – to positively identify pupil weaknesses and abilities
- To identify whole school/year areas for development/improvement
- To identify overachievement / underachievement and target intervention correctly
- To improve both the content and delivery of the curriculum
- To ensure agreed policies are implemented
- To check whether systems are operating and how efficiently
- To celebrate and share good practice
- To plan and provide relevant support and development through Continued Professional Development, to raise staff confidence and expertise
- To provide information on development and school improvement to:
  - Government
  - Inspectorate
  - Governors
  - Parents
  - Pupils
  - Staff
- Provide evidence that will inform the School Development Plan
- To provide a baseline for teaching
- To help identify learning needs, strengths and weaknesses. To enable the school to have quality information which will effectively inform evaluation and standard setting within the school

- To ensure continuity across the curriculum and classes enabling us to build on previous work and progress
- To give children and parents regular, detailed and comprehensive information on pupil achievement and progress
- To ensure that the contribution of each member of staff is valued
- To ensure that formal and informal assessment of pupils' work is undertaken as part of normal teaching
- Information gained from assessment will be used to influence teaching and learning strategies

<u>Principles of Assessment are:-</u>

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To be objective and consistent
- To identify children for intervention and support
- To be fit for purpose and manageable
- To support teachers' professional judgements
- To support accountability
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

<u>**Key Purpose of Assessment**</u>

Information derived from assessment should be:

Diagnostic

So that the strengths and weaknesses of the pupils may be identified and scrutinised and appropriate next steps taken.

Formative [AFL]

So that positive achievements and gaps in learning of pupils may be recognised and discussed through feedback and the appropriate steps planned.

Ten guiding principles underpin AFL. It should:

- Be part of effective planning

- Focus on how pupils learn

- Be central to classroom practice

- Be a key professional skill

- Be sensitive and constructive

- Foster motivation

- Promote understanding of goals and criteria

- Help learners know how to improve

- Develop the capacity for self-assessment

- Recognise all educational achievement
  [ARG 2002]

Five key AFL strategies support these ten principles in classroom practice:

- **Focus on learning** by sharing learning intentions and success criteria with pupils

- **Effective questioning** encourages pupils to think about their learning

- **Quality formative feedback** allows teachers to identify pupils' achievements, any gaps in their learning and areas for further work [what learners have done well and what they should do to perform better].

- **Scaffolding reflection** gives pupils time to reflect on their learning, allowing them to think about what and how they are learning and to adapt their approaches, if necessary, to achieve their goals.
- **Teacher reflection** on effectiveness of teaching and learning allows teachers to verify what their pupils have learned. This helps them to decide what they may need to teach again in a different way or how to focus future teaching plans.

Summative

So that the overall achievements of pupils may be recorded in a systematic way and at a particular time i.e. end of topic; Internal Standardisation activities; reporting to parents; end of Key Stage.
It provides information about a pupil's progress in subject knowledge, understanding, Thinking Skills and Personal Capabilities [TSPC]

Summative assessment should:
- Take account of all the objectives or outcomes of the programme of study/topic
- Make use of in class assessments and/or end of year testing
- Take account of formative assessments throughout the year/during last term
- Be formative in its own right
- Provide feedback on what learners did or did not do well
- Provide teachers with insights into what pupils have and have not learned in order to adjust and refine their teaching

Evaluative

So that the information gained about pupil achievements may be used by the school to inform curriculum planning, provide information for monitoring and accountability and make resource decisions.

For evaluative purposes, the Department of Education requires information on end of Key Stage 1 and 2 assessment outcomes for the Cross-Curricular Skills. We at St. MacNissi's P.S. also use this data for school development and action planning. Teachers also use this data to set class groupings and targets and to improve specific pupil outcomes.

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at St. MacNissi's Primary School, we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process

- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Use Assessment for learning strategies such as:
  - Working walls
  - Targets
  - Shared Learning intentions
  - Success criteria
  - Self and peer evaluation
  - Discussion and talk
  - Conditions for learning – display
  - Two Stars & a Wish (or class alternative)

- Employ the agreed structure for the introduction of AFL Strategies in a progressive manner.

Year Group	Assessment for Learning Strategies
P1	Oral feedback
	Observation
	Modeling
	Sharing the Learning Intention orally
	KWL
	Thumbs Up
P2	Oral feedback
	Observation

	Modeling
	Sharing the Learning Intention orally
	KWL
	Thumbs Up
	Lollypop sticks
P3	Oral feedback
	Observation
	Modeling
	Sharing Learning Intentions and Success Criteria (steps to success)
	Two Stars and a Wish (verbal)
	Peer and Self - Assessment – verbal
	KWL (Topic Based)
	Thumbs Up
P4	Oral feedback
	Observation
	Modeling
	Sharing Learning Intentions and Success Criteria (steps to success)
	Two Stars and a Wish
	Peer and Self - Assessment – verbal
	KWL
	Traffic Lights
P5	Oral feedback
	Target Setting
	Sharing Learning Intentions and begin to negotiate Success Criteria
	Two Stars and a Wish
	Peer and Self - Assessment
	Improvement Prompts
	Traffic Lights
	KWL

	Planning Board 3, 2, 1
<u>P6</u>	Oral feedback Target Setting Sharing Learning Intentions and negotiating Success Criteria Peer and Self - Assessment using Two Stars and a Wish Success Criteria achieved Improvement Prompts Scaffolding Traffic Lights KWL Planning Board 3, 2, 1
<u>P7</u>	Oral feedback Target Setting Sharing Learning Intentions and negotiating Success Criteria Peer and Self - Assessment using Two Stars and a Wish Success Criteria achieved Improvement Prompts Scaffolding Traffic Lights Learning Trails KWL Planning Board

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at St. MacNissi's Primary School will include data from:

- Statutory tests – End of Key Stage Assessments (including PTM/PTE, Young's Spelling and Suffolk Reading tests)
- End of Key Stage ICT Accreditation Programme (postponed)
- Standardised Tests in KS1 and KS2 during Term 3
- Internal Standardisation Activities in Communication (postponed)
- Internal Standardisation Activities in Numeracy through skills in Using Mathematics (postponed)
- Internal Standardisation Activities in ICT(postponed)
- Winter Tests
- Baseline assessments and Next Steps to inform teacher planning and target setting
- For Foundation Stage, running records for Reading and evidence-based teacher assessments in both Literacy and Numeracy
- For Foundation Stage, use of SeeSaw to monitor and track progress

The regular reviewing of data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and

realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning by the teacher.

To achieve this at St. MacNissi's Primary School we will:-

- Follow the Assessment cycle.
- Use information to identify percentages of children working at each level at the end of Key Stage 1 and Key Stage 2
- Analyse the data and review targets and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- Set cohort targets for numeracy and literacy and share information with the head teacher, assessment coordinator, SENCO, subject leaders and Governors

It is the specific responsibility of the class teacher to:

- Set and assess, in accordance with Levels of Progression, activities used for purposes of Internal Standardisation
- Participate with colleagues in the moderation of Internal Standardisation Activities
- Analyse data at the end of academic year to track 'value added' progress made
- Input appropriate assessment data into SIMS by agreed deadline
- Ensure all Standardised Test papers are returned to Office for filing.

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.

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 Second or Other Language [ESOL], looked after children [LAC], Travellers and children experiencing social and emotional difficulties. We appreciate that these barriers can be long term or short term and will be addressed accordingly.

It is the responsibility of the class teacher to ensure that the appropriate staff members are informed of concerns or problems identified in a timely manner and to follow up on recommendations made.

Conditions of Learning

We strive 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 intentions 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
- Children will be supported in peer and self-assessment

Involving Parents

St MacNissi's PS recognises that our parents are equal partners in the education process and, as such, we ensure that information on assessment is always shared with them and, with the children, we encourage a two-way flow of information between home and school, in which parents' contributions are valued. Information will be shared through:

- Annual reports
- Parent/teacher meetings
- Online learning platforms (Google Classroom /Seesaw)
- Guidance and advice to parents on how to regularly engage in positive discussions about learning with their children
- Guidance on how to support children's learning at home

Assessment of Planning

We have created a very positive school culture and ethos which is built on collaboration, joint participation and collegiality. Every member of staff is given the opportunity to work as part of a team which involves co-operation, participation, consultation and sharing of ideas, expertise and resources. Regular review of planners ensures continuity and progression in the classroom.

Classroom Observation

Raising standards and improving the quality of teaching and learning is the primary focus for our school. As high standards will only be achieved when there is effective teaching, it is therefore essential that staff development is placed at the centre of school improvement. The Principal has ensured that structures and systems are in place to

review and develop every member of staff. Staff appraisal, in the form of classroom observation, is an integral part of the assessment, monitoring and evaluation cycle in our school.

Principal Monitoring and Assessment

The Principal, in their role of monitoring and evaluating, has a clear timetable when class books are monitored throughout the year. Literacy and Numeracy coordinator provide constructive feedback with staff.

Continuous Monitoring of Pupils

Continuous monitoring is based on existing good practice. From assessment material gathered over a period of time, teachers will be able to determine the progress made by each pupil in relation to the level descriptors. It also supports the summative aspects of assessment since it provides information which can be used at particular times eg: end of Key Stage

Teachers will assess pupils work through:
- Homework
- Marking of class work
- Effective questioning
- Observations
- Talking with children
- Peer observation
- WALT / WILF
- KWL boards
- Learning Intentions / Success Criteria

Reporting

Reporting to parents / guardians provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At St. MacNissi's Primary School, we will:-

- Comply with the legal requirements for assessment as decreed by the relevant Statutory Bodies.
- Provide opportunities for annual parent consultation during Term 1 so that parents can discuss how well their child has settled and be aware of targets set and have a final end of year report.
- Provide end of year written report which include results of statutory tests and/or standardised assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.
- Keep Principal informed of discussions with parents.
- Keep written record of discussions with parents.

The assessment co-ordinator will:

- Formulate the school's Assessment Policy in consultation with the principal, staff and governors
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the 'tracking files' and consult with all staff about the targets set

- Highlight pupils who have made limited progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils.
- Report to Governors regarding the policy, statutory test results and cohort targets

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgments made.

At St. MacNissi's Primary School, we will:

- Moderate work through planning and book scoops, feeding findings back to members of staff
- Collate evidence to back up teacher assessments
- Participate in moderation schemes as required (CCEA)

Mrs Irene Culleton
Chairperson of the Board of Governors

Mrs J Baxter
Principal