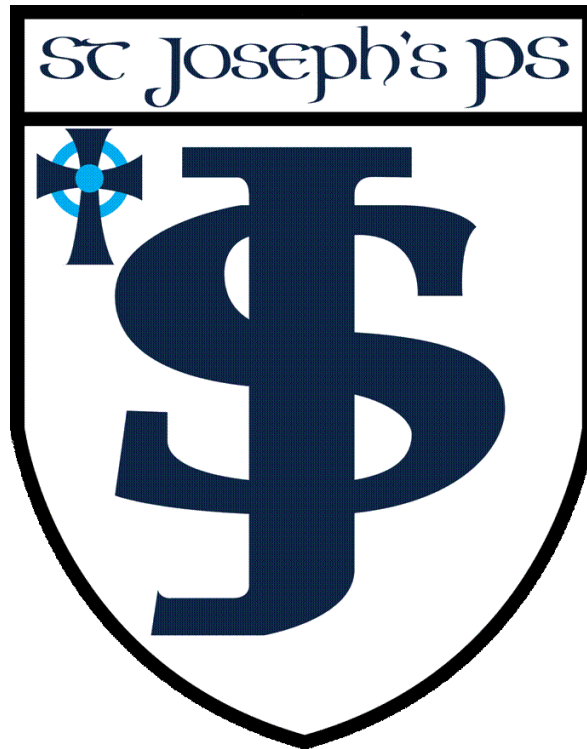


St Joseph's Primary School (Madden)



Assessment Policy

Policy Review

Date Agreed: March 2017

Next Review Date: March 2020

Signed by Chair of Governors:

Date:

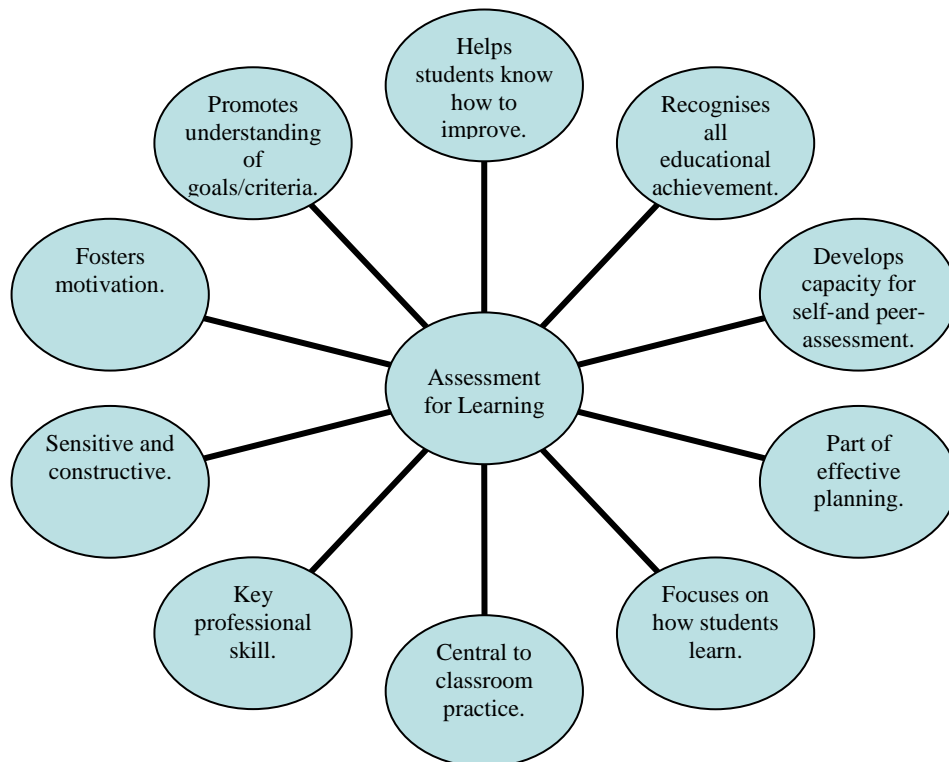
Assessment Policy

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AFL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.



Aims and Objectives

The aims and objectives of this policy are:

- To improve the quality of learning and teaching throughout the school.
- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children and cohorts.

- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against Northern Ireland and national standards.

Types of assessment:

At St. Joseph's Primary School Madden, we use a combination of formative and summative assessment as outlined below:

Formative assessment (Assessment for Learning- AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Enable appropriate strategies to be employed.
- Facilitate the setting of appropriate targets for the class, group and individual.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

Summative Assessment- Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments:

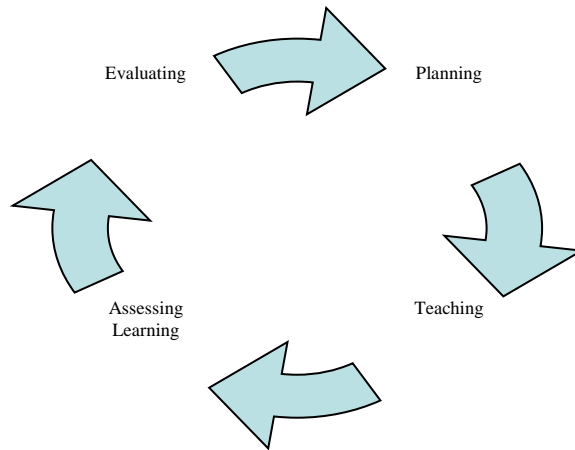
- Identify attainment through one-off standardised tests at any given point in time.
- Record performance in a specific area on a specific date.
- Provide age standardised information.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met.
- Provide information about cohort areas of strength and weakness to build from in the future.

On-going Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives (WALTs- We are learning today) and success criteria (WILFs- What I am looking for).
- Questioning throughout the lesson in order to judge pupil understanding.
- Observations- often by Teaching Assistants - especially in EYFS, either focused or interactive.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within the lessons over longer periods of time.
- Planned assessment against learning objectives in medium/short term planning.
- Displays and assemblies which celebrate achievement and progress e.g. Young Writer
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focused marking using learning objectives and success criteria.

- Sampling pupils' work - e.g. Red writing folders
- Using assessments and feedback from marking to inform the next stages of learning and planning.



For Summative and Formative Assessment arrangements in our school see Appendix 1.

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

What do we use?

Recording/Data Analysis:

- A variety of recording systems are used which are manageable and purposeful e.g. Accelerated Reading results
- Target setting in Literacy and Numeracy at the beginning of each year in KS2.

Assessment Moderation

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and the level criteria.

Monitoring and Evaluation

- The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers and lesson observations.
- Literacy, numeracy and WAU co-ordinators will carry out monitoring, assessment moderation and book scrutinies as part of this process.

Reporting to Parents

Reports to parents are given verbally at parents' evenings along with written information on the children's attainment. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

- How their child is performing.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

THE ROLE OF THE ASSESSMENT COORDINATOR

- To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements.
- To provide or arrange training on matters relating to assessment.
- To coordinate the production and review of school policy and guidelines on assessment.
- Advise on the statutory tests and assessment procedures.
- Coordinate electronic transfer of data - Assessment results and other relevant data/information will be recorded in each Pupil Profile which gives an overall picture of the child's progress.
- Monitor assessment procedures and practices.
- Produce annually an action plan for the SDP and ensure its implementation.
- Monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievement.
- Coordinate the collation and analysis of attainment data and advise on its use for pupil, class and school level target setting.
- Evaluate the quality and appropriateness of existing assessment resources.
- Manage the purchase and deployment of assessment resources.
- Keep up to date with local and national developments on assessment.
- Attend appropriate INSET and disseminate information to colleagues.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.