



# Assessment Policy

## Schedule for Developing, Monitoring and Review Policy

<b>Approval by the Board of Governors:</b>	March 2018
<b>The implementation of this</b>	SLT
<b>Policy will be monitored by:</b>	Assessment Team
<b>Monitoring and Reviewing:</b>	Triennially, and as required following any change to provision.

In Glengormley Integrated Primary School we understand that assessment lies at the heart of the learning and teaching process. As a school we recognise that teaching and assessment needs to be planned as complementary aspects of one activity. Assessment is used to inform the planning process, not just in measuring standards, but to enhance achievement and improve our children's learning. Assessment makes a vital contribution to improving educational outcomes for all children. The Department of Education's 'Every School a Good School' and the Education and Training Inspectorate's 'Inspection and Self-Evaluation Framework' both point to the importance of using assessment effectively to inform and improve learning and teaching.

**Definition:**

Assessment is the process of obtaining, analysing and interpreting evidence for use by both children 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.

**Purpose:**

- To promote children's self-esteem, self-confidence and understanding of themselves;
- To develop children's responsibility and appreciation of their own learning;
- To enable the school to provide regular and detailed information to parents/guardians about their child's progress and development;
- To monitor and evaluate children's progress so that we can effectively improve future teaching and learning;
- To encourage professional dialogue among staff, thus promoting reflective practice;
- To enable more meaningful transition from year to year and school to school;
- To monitor each child's progress through the Northern Ireland Curriculum.

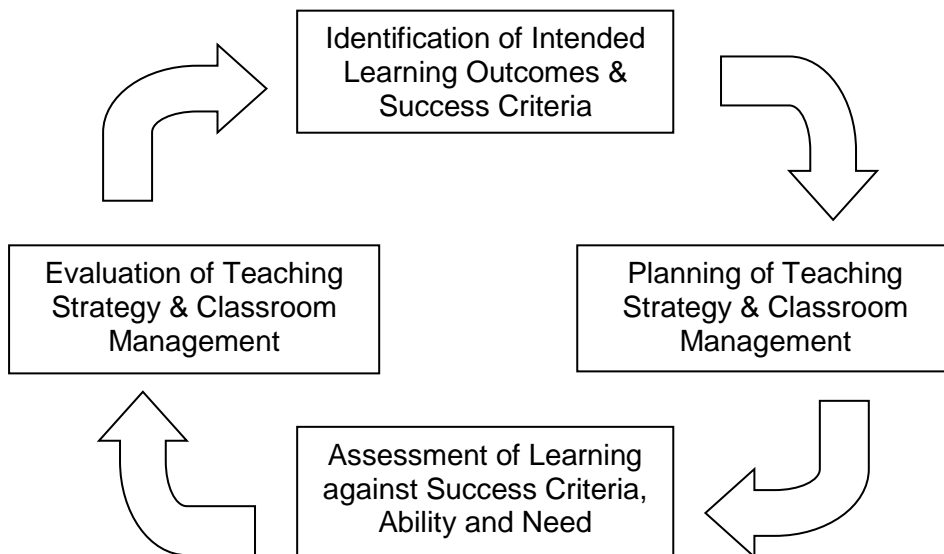
**Assessment should be:**

- Formative: so that the achievements of children may be recognised and discussed in order for the appropriate next steps to be planned.
- Diagnostic: so that the strengths and areas for improvement may be identified and appropriate steps taken.

- Summative: so that overall achievements of children may be recorded in a clear and systematic way.
- Evaluative: so that the data gathered is used by the school in the making of decisions regarding resources and curriculum planning.

### **Assessment for Learning**

The assessment of children's progress is an integral part of the cycle of learning and teaching in every class. Assessment, both formal and informal, contributes to this ongoing cycle. Assessment for learning enables teachers to judge the quality of learning against success criteria and to evaluate the need for further support, reinforcement or extension.



### **Assessment Arrangements**

#### **Planning**

Appropriate assessment methods are reflected in teachers' medium and short term planning. Assessment tasks are varied in nature and reflect a wide range of abilities.

#### **Class Assessments**

Teachers may use methods such as observations, class tasks, diagnostic tests, standardised tests, peer or self-assessment, running records and a wide range

of differentiated written or oral tests. Class tests can be used as daily, weekly, half-termly or termly assessments.

### **Standardised Tests**

Standardised digital assessments are completed throughout the year. The use of standardised tests focuses the teachers' subsequent planning whilst also allowing a comparison with the national average. Through the use of 'Assessment Manager' teachers, subject leaders and the SMT can monitor pupil achievement, track progression and set realistic targets for the coming academic year on an individual, group, class or Key Stage basis.

### **Assessments specific to Key Stages**

Each Key Stage comprises of differing assessments in order to suit the need and ability of pupils. Apart from planned and spontaneous observations, general class testing (weekly/termly etc.), running records and a wide range of AFL strategies, the following formal assessments are used by each Key Stage.

#### **Foundation Stage:**

- Baseline Assessments

#### **Key Stage One:**

- Cognitive Ability Test (CAT4/P3 only)
- Progress Test Maths (PTM)
- Progress Test English (PTE)
- Single Word Spelling Test (SWST)
- New Group Reading Test (NGRT)
- Salford Reading Assessment
- Pupil Attitudes to Self and School (PASS/P4 only)
- Dyslexia Screeners (P4 only)
- End of Key Stage Tests, including CCEA tasks and teachers' own assessments (P4 only)

#### **Key Stage Two:**

- Cognitive Ability Test (CAT4/P5 only)
- Progress Test Maths (PTM)
- Progress Test English (PTE)
- Single Word Spelling Test (SWST)
- New Group Reading Test (NGRT)
- Salford Reading Assessments
- Pupil Attitudes to Self and School (PASS/P5 & P6)

- End of Key Stage Tests, including CCEA tasks and teachers' own assessments (P7 only)

### **Baseline Assessment**

On entry to the school, children will be informally assessed between September and October, as well as throughout the school year. Informal testing will include basic Literacy and Numeracy skills, as well as assessing children's behavioural, social and physical skills. This is continued throughout Primary Two, where more formal assessments will begin, including assessing children's reading ages, phonics, handwriting and a range of written assessments in Numeracy. These assessments throughout the Foundation Stage are used to inform planning, set targets and aid early identification of Special Educational Needs.

### **Target Setting and Benchmarking**

Targets are set based on our knowledge of the children's capabilities. They are informed and identified by analysis of children's work, discussions with children, teacher's assessment information and test performance. Assessment data will be used to identify individual, group, class and whole school priorities and areas for improvement. The following approaches occur on an annual basis:

- Teachers record and set targets in Literacy and Numeracy for individual, group and class needs based upon analysis of CAT4, PTE, PTM and NGRT data;
- Teachers record standardised scores from PTE, PTM and NGRT onto mark-sheets in 'Assessment Manager';
- Teachers use group filters from 'Assessment Manager' to analyse data from the following groups of pupils: SEN status, EAL, FSM and attendance;
- Teachers track individual, group and class progress through the previous year's data, as well as predicted scores and end of Key Stage Levels;
- Teachers compare PTE and PTM standardised scores against CAT4 scores;
- In accordance with EA requirements, children complete end of Key Stage assessments in Primary Four and Primary Seven.

### **Internal Standardisation**

We believe that teachers should have a common and agreed understanding of the performance and achievement of children working at particular levels. These levels are detailed within the Levels of Progression for both Using Mathematics, Communication and Using ICT. This common understanding is achieved largely through the process of internal standardisation.

The process of internal standardisation ensures that assessment judgements are consistent. A collaborative process is completed by which teachers consider work produced by children and reach a common agreement on standards as being typical of work at a particular level. It promotes:

- A common understanding of standards;
- A common understanding of approaches to assessment;
- A common application of standards when assessing pupil work;
- A common agreement and understanding of standards of work through the collective discussion of standards and progression across the school.

### **End of Key Stage Arrangements**

Children at the end of Key Stages One and Two are required to participate in statutory assessments of Literacy, Numeracy and Using ICT. The results of these end of Key Stage assessments are reported to parents at the end of the academic year within the Annual Report. Due to increased industrial action and union disengagement, at present end of Key Stage levels are not submitted to CCEA. However, ongoing internal standardisation of levelling of work is planned for through staff meetings and school development days.

### **Record Keeping**

Information about individual children and class attainment accompanies the class as it progresses through the school. This information may also be used by teachers when considering differentiation, class structures and other aspects of class planning. The following is contained with each teacher's (P3 - P7) monitoring and evaluating folder:

- Class records of PTE standardised scores
- Class records of PTM standardised scores
- Class records of NGRT standardised scores
- Class records of PASS data
- Class records of Dyslexia screeners
- Salford/Burt Reading Ages
- CAT4 Data (compared with PTE and PTM standardised scores)
- IEP's and SEN Information
- General Class Assessments
- Teacher's termly planners

School data is stored on SIMS 'Assessment Manager' and teachers receive training on using updated software, with additional training and support provided by C2K Staff when needed. Through such training and support,

teachers are confident to use *Assessment Manager* in order to interrogate data, set targets, predict scores and track individual, group and class progress.

### **Reporting to Parents**

Parent/teacher consultations are now held during the first term for children on the SEN register and children whose class teacher has a specific concern.

Parent/teacher consultations are held for all children during the second term. At these consultations, parents are informed of their child's progress in Literacy, Numeracy and any other non-academic matters.

In the Summer term, parents receive a written annual report which comprises of information on their child's progress on all aspects of the NI Curriculum, as well as interests and strengths and a focus for development for the following academic year. End of Key Stage levels in *Using Mathematics*, *Communication* and *Using ICT* are reported on in Primary Four and Seven. In addition, P7 parent(s)/guardian(s) are also invited for interview with the Principal in the second term to discuss post-primary arrangements.

### **Role of Assessment Team**

The assessment team prepares all digital assessments, downloads results and timetables the assessments throughout the year. The team ensures that members of staff are kept fully up-to-date with the legal requirements, developments and research in primary school assessment. In addition, they act in liaison with external agencies such as CCEA and C2k as necessary.