



Our Lady Queen of Peace Primary School

Assessment Policy

Amended March 2017.

Mr Adrian Kilpatrick

Our School is a Rights Respecting School and Articles 12, 28 and 29 of the United Nations Convention on the Rights of the Child (CRC) underlines our Assessment Policy:

“Every child has the right to a say in all matters affecting them” A12

“Every child has a right to an education” A28

“Education must develop every child’s personality, talents and abilities to the full” A29

Ratified at Board of Governors Meeting 15th March 2017

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Definition of Assessment

In Our Lady Queen of Peace Primary, Assessment is the term used to allow children to demonstrate their progress and achievement. Assessment incorporates a variety of methods to make judgements about children's personal needs and achievements and thus show progress in learning. It helps identify areas where children could develop their skills and understanding. These informed judgements are integrated into the teaching and learning process and used to plan future action. Assessment is always ongoing and can be formal or informal in nature.

Purposes of Assessment

- to identify current achievement levels in children
- to communicate this achievement to children
- to diagnose difficulties and strengths and specific learning needs
- to allow children to identify ways of self-improvement
- to inform teachers of how successful they have been in chosen teaching methods and organisation for the delivery of the Curriculum and aid in future planning
- to ensure continuity between year groups and key stages
- to provide reports and records to pass on to subsequent teachers
- to identify resource and curriculum need
- to foster high self-esteem and ensure progress
- to inform parent(s)/guardian(s) of their children's progress
- to allow the school to set achievable targets for the improvement of the school
- to comply with legislation

Assessment should be:

1. **Formative**: so that the positive achievements of pupils may be recognised and discussed and the appropriate steps planned.
2. **Diagnostic**: so that the strengths and weaknesses of pupils may be identified and appropriate steps taken.
3. **Summative**: so that overall achievements of pupils may be recorded in a clear and systematic way.
4. **Evaluative**: so that the information gathered about pupil achievement, is used by the school in the making of decisions regarding resources and curriculum planning.

Assessment Arrangements in Our Lady Queen of Peace Primary School

Schemes of Work:

Appropriate assessment methods are reflected in teacher planning and schemes of work. Assessment tasks are varied in nature and reflect all the ability ranges there may be within each class. These are constantly being reviewed as the Northern Ireland Curriculum matures.

Class Tests:

Class tests: may be daily, weekly, half-termly, termly or at the end of topic work. Teachers may use methods such as planned and recorded observation, class activities, diagnostic tests, pupil self-assessment, peer assessment, running records, spelling tests, dictations, differentiated written or oral tests.

Baseline:

Baseline assessment: is carried out in P1 in September. This consists of use of GL Online assessments using an Ipad and working with a child on a one to one basis. This is repeated in June to measure progress. Parent 'settling in interviews' take place in October to ascertain more information around the social profile of the child. Additional to this information is an assessment by teacher and classroom assistant on PSED Development, language and mathematical development.

MIST P2

Our pupils in P1 and P2 are involved in observation activities which are structured. Pupils in P2 will also take part in the middle infant screening test (MIST). The information gained from these activities, taken in conjunction with Baseline, will act as transition information into KS1. Standardised tests will only be used from P3 onwards.

Standardised Tests

PTE and PTM Progress in English and Progress in Maths: Pupils from P3 to P6 are tested every May by GL standardised tests in Numeracy and Literacy. Since 2015 these have been conducted online and they produce a wealth of information about the achievements of each class and pupils within each class. The information is broken down into component parts of both English and Maths to give the teacher an in-depth insight into the areas that are working well and areas which need developed within the class. P7 pupils will be tested in December as opposed to May.

The G.L Group Reading Test: is administered with Primary 3 to Primary 7 classes also and a standardised score is produced for each child. This is not given to every pupil but where it is felt to be necessary for additional information for specific children.

The Diagnostic Reading Assessment: is carried out by the SENCO with children who have been identified as underachieving when comparing their CAT4 to their literacy scores. This also helps to identify children who are in need of Outreach support by the current provider.

CAT4 A & B

The cognitive ability tests by GL are carried out in years P4 and P6. These are very useful and replace the old NRIT tests as they provide an all ability measure for numeracy and literacy. These tests are very useful as, they record key aspects of verbal, non verbal, spacial and quantitative abilities. The use of this resource allows us as a school to identify pupils who are over and under achieving beyond what is expected from them in terms of cognitive ability. The pupils will complete two sets of tests between P4 and P7. P4 will complete CAT4A and P6 will complete CAT4B.

End of Key Stage Arrangements:

Assessments in Communications and Using Mathematics: Children in P4 and P7 classes participate in statutory assessment of Communication and Using Mathematics. The results of these assessments are posted to parent(s)/guardian(s) with the pupil's end of year report.

Information on national averages will also be included. As part of the validation process the school submits samples of work each year to CCEA in Term 2. Ongoing monitoring of levelled work is included as part of the staff professional development programme.

Assessment in Using I.C.T: All children from Primary 3 to Primary 7 carry out CEA UICT tasks linked to their topic. Evidence of these is submitted on a termly basis. All

children from P1-P7 are taught a set of age related skills which are used for self-assessment by the pupils and are used to build up a portfolio of each child's ICT output.

Reporting to Parents

Parent/Teacher interviews are held in the first term each year. These interviews usually last 15 minutes. At this meeting parents will be informed of their child's progress over the past number years through use of the broadsheet from assessment manager.

Parents can also be given a written record of the child's performance in Computer Based Assessments.

Parents receive a written report in term 3 of each year. The reporting format includes information on their child's progress on all aspects of the NI Curriculum, attendance, behaviour, social skills and attitude.

P7 parent(s)/guardian(s) are invited for interview with the Principal in Term 2 to discuss new secondary school arrangements for pupils.

C2k Assessment Manager:

Use of C2k Assessment Manager on SIMS allows teachers and subject co-ordinators to monitor pupil achievement, track lines of progression and they are assisted in setting realistic targets for the coming year on an individual basis. As the module is integrated within the SIMS Software it has the ability to use additional SIMS data fields which provide further analysis such as breakdown of information for Special Educational Needs, Free School Meals, Looked After Children etc.

These informative records are kept centrally in the school and these are monitored by the Principal and Assessment Co-ordinator and shared with teachers who can use the information for planning and for deciding on focus groups for withdrawal in terms of either Special Educational Needs or a booster groups to reinforce and consolidate work. The information shows a value added aspect to performance. The assessment system itself produces informed targets for each child based on their age and their last performances in the tests. A score which is plus or minus 10 shows that the child is achieving within a range which is expected of them based on their level of progression. This information is shared when passing on class details. Similar material is shared with post primary schools at point of transfer.

The results from the Baseline used with P1 children and MIST in P2 children are also stored on Assessment Manager and the results are shown by way of a traffic light system. Green signifying that the child is achieving at a level which would be expected of a child at their age. Amber signifies that the child requires some assistance in achieving the aims and red signifies that the child requires significant help.

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SEN

Using information supplied by previous teacher(s) as well as on-going observation, the use of CAT4, PTE and PTM and Group reading tests, the class teacher will identify different ability groups within the class as well as pupils with special educational needs. Objective analysis of standardised scores and the Diagnostic Reading Assessment will also play the major role in identifying pupils for additional support both inside and out of the classroom. CAT4 may also direct some pupils towards a further reading assessment. New Group Reading Test and Dyslexia portfolio and/or screener can be employed to ascertain level of concern and where possible diagnostic conclusion in order to put measures in place.

Our Reading Recovery teacher also carries out a bank of assessments as a baseline and in an on-going manner in order to measure progress of pupils who receive additional support outside of the classroom.

IEP AND EP:

Such pupils with Special Educational Needs will have an Individual Education Plan co-written for them by the class teacher and special needs teacher three times a year. Each IEP will be reviewed and these children will be facilitated within the school's SEN timetable. Child friendly education plans are also developed to ensure that the pupil has a central and critical role in identifying targets which should be met. (Refer SEN policy)

Record Keeping

Assessment records should have a meaningful purpose indicating various achievements by the pupil as well as recognising legislative requirements.

Teachers are encouraged to keep clear and concise records of children's progress in a "Pupil Profile".

Pupil profiles are passed on to each subsequent teacher as well as any other assessment records, which inform the new teacher. It is important, especially for pupils who are receiving additional support that teachers keep up to date the records on Assessment Manager to ensure that lines of progression identified for each child is accurate.

Nursery Provision

Assessment in nursery, in line with the department guidance of good practice, is based on day-to-day observations of and interactions with the pupils in a range of situations. This is done over a prolonged period of time, not done on a single activity or on a single day. It is important that the children's achievements are celebrated and shared with them and these are recorded.

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It is impossible in during the course of a day to observe all that is going on. However there is a difference between observing in general and planned observations. Planned observations in the nursery are part of the planned work and i specific identified activities assess specific learning. These observations may include:

- (i) How children play
- (ii) How they communicate
- (iii) Ability to concentrate on a task
- (iv) How they respond to questions
- (v) Assessment of a specific skill such as climbing or balancing
- (vi) Interest in books

These observations will build a picture of a child's progress over time.

Transition is a most important aspect of the school. Making use of the observations and assessments mentioned above, two banks of transition information are collated on each child to be transferred to the receiving P1 teacher whether that be at Our Lady Queen of Peace PS or elsewhere.

- (i) Use of the CEA pre-school transition form which highlights competences in personal, social and emotional development, language development, physical development and movement, the arts, mathematical experiences, the world around us.
- (ii) Our own transition form developed within the school for capturing stages of development for key aspects of the child's development.

These two sets of data will provide a wealth of information on the overall ability of every child in the nursery in terms of skills, ability and social and emotional wellbeing.

Conclusion

It is very important to note that while the assimilation of data can be impressive in gaining a picture of a child's present progress, the true measure of effective assessment through data analysis is what is done with the information. Over the past 18 months a lot of time and effort has been put into the action plans for individual classes to identify strategies in order to improve pupil progress and learning outcomes.

The main responsibility for the overall development of the child's progress lies in the teaching and planned programme of work which is designed at a class level to improve on previous best and to ensure that pupils are not achieving below what is expected from them based on past performance. To this end a lot of feedback is given to teachers and the teaching staff as a whole in terms of what to plan for and how this can be measured.

Policy reviewed March 2017 and presented to Board of Governors on 15 March 2017.

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Annual Assessment Cycle

