

Kilmaine Primary School
Principal W Campbell

Assessment Policy 2016-2017



Everyone Counts

School Vision

We are committed to maintaining a caring community for everyone involved in Kilmaine. We strive to provide a safe and **stimulating environment, which offers a broad based education within which children will reach their full potential in a changing world.**

Provision of a stimulating environment requires accurate assessment of pupils' needs. Analysis of measures of performance is vital to inform planning of teaching and learning to support improvement towards achievement. Assessment information needs to be understood by all stakeholders if progress is to be made.

The purpose of this assessment policy is to support effective assessment which promotes learning.

Ref Together Towards Improvement Indicator -

The school's assessment policy should reflect statutory requirements and provide clear guidance about the purposes of assessment, the methods to be used, the range and types of evidence to be retained, and the uses to be made of assessment information.

Kilmaine Assessment Aims at Whole School, Year Group, Class and Individual Levels

- To provide an efficient programme of assessment **across the curriculum** that is accurate and useful.
- To build good practice of careful **analysis** and understanding of assessment information.
- To use the outcomes of assessment to set realistic **targets** and inform **planning**.
- To **communicate** assessment information accurately and clearly to governors, principal, teachers, parents, pupils and outside agencies.
- To maintain confidential, detailed and useful **records** on performance.

Rationale of Assessment

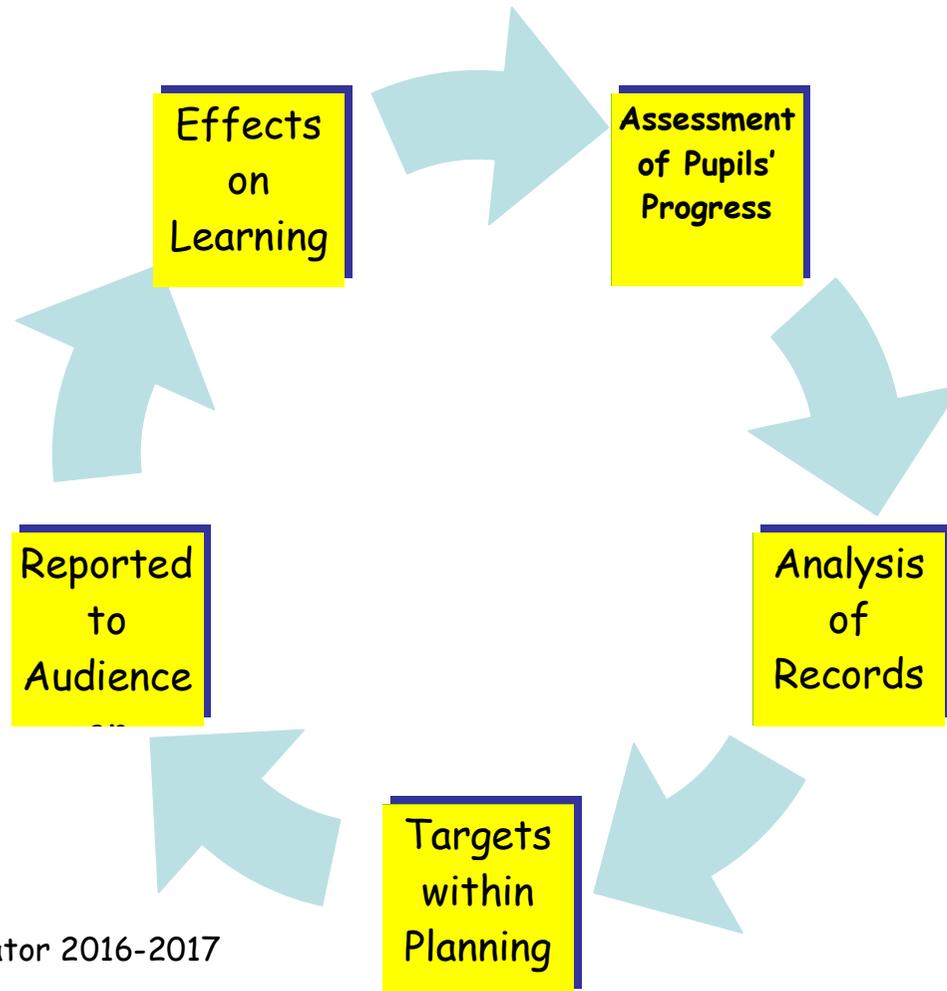
Assessment is a cyclical process the purpose of which is to improve learning.

This cycle takes place at different levels:- whole school, year group, class and individual pupil.

Every School a Good School 2009

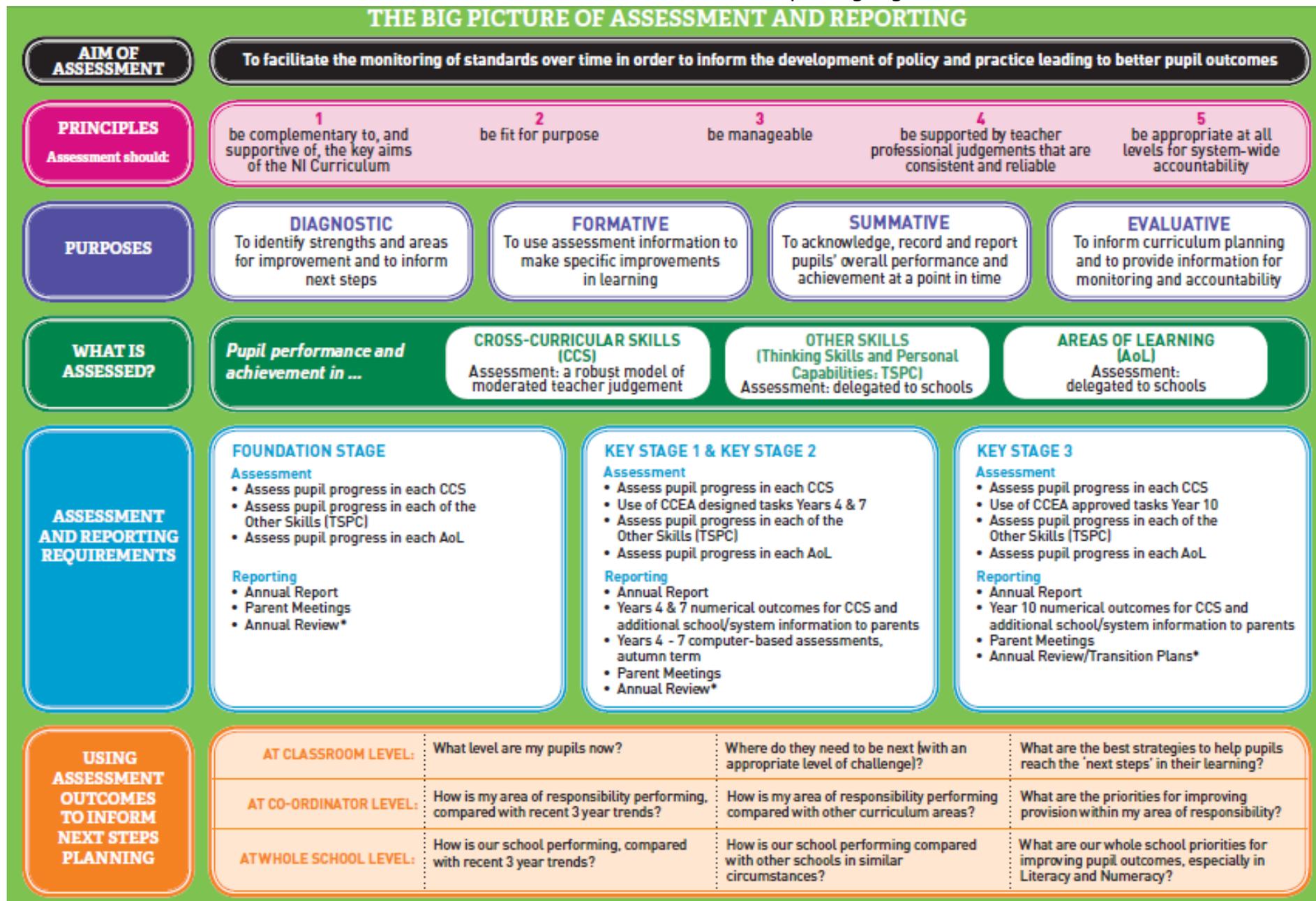
"Improvements in education outcomes will only be secured through the improvement in outcomes for individual children and young people with the help of individual teachers and school leaders."

Effective implementation is contributed to by Board of Governors, Principal, SMT, LSC, assessment coordinator, core cross curricular skill coordinators, subject coordinators, teachers, pupils, parents and outside support agencies.



Overview of Assessment

Assessment in Kilmaine is based on this Revised Curriculum Assessment and Reporting Big Picture.



Assessments are used;

Diagnostically - to identify strengths and areas for improvement;

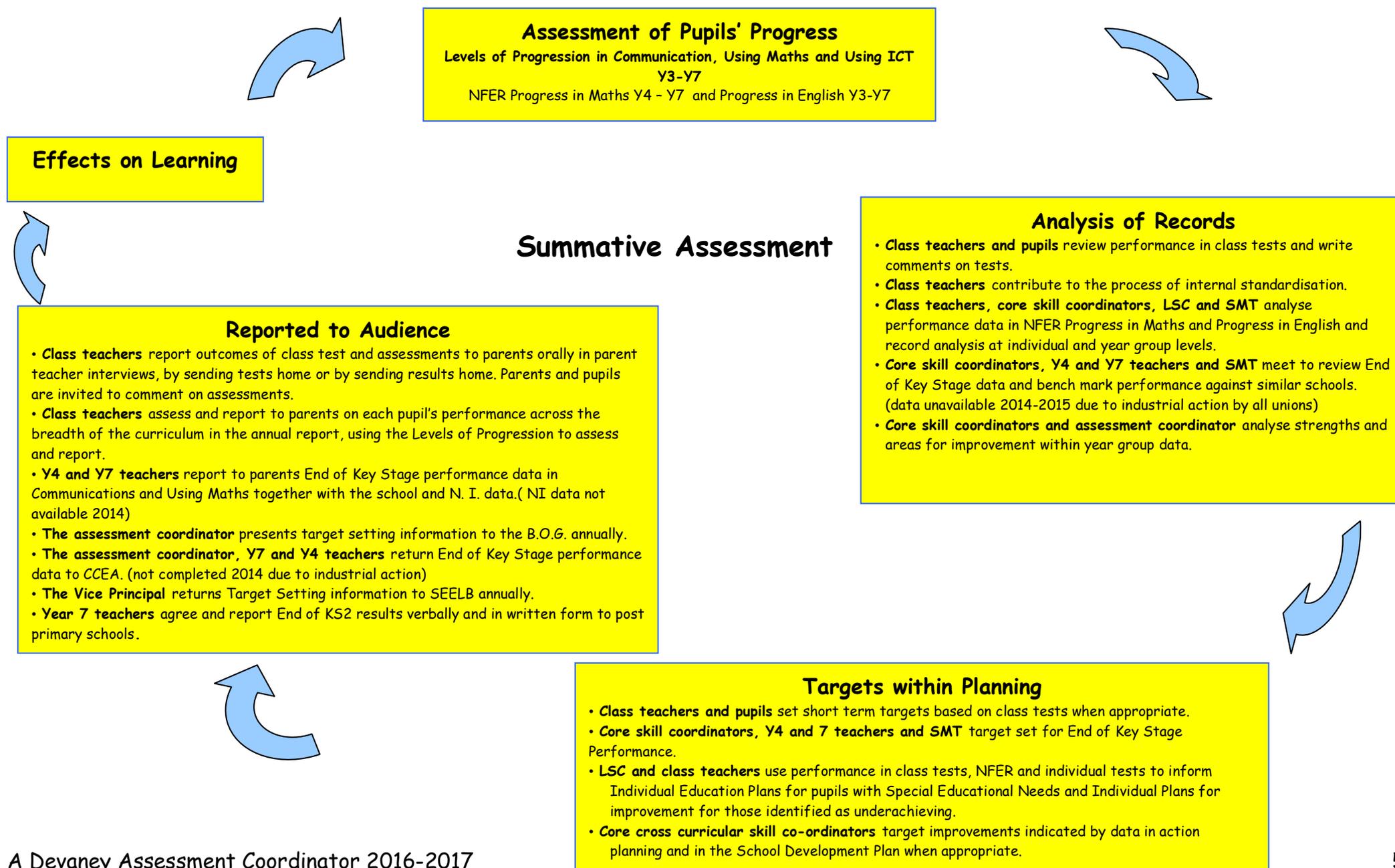
Formatively -to identify successes and progress and to target improvement;

Summatively - to measure performance at a point in time;

Evaluatively - to inform planning and support monitoring of progress and improvement.

Summative Assessment

Summative Assessments are those which are intended to be an assessment of learning. The evaluation of learning is indicated by a mark, level or grade and takes place after a period of learning.



Summative Assessments

Foundation assessments of skills across the six key areas.

Key Stage 1 and 2 assessment across all areas of learning with a focus on the core skills of Communication, Using Maths and Using ICT.

End of Key Stage Assessment of Core Skills is completed in Y4 and Y7 and incorporates the use of CCEA Assessment Tasks.

NFER PIM/PIE are designed to be diagnostic tests these results also provide an indication of performance at a point in time. Some elements of these tests are reviewed summatively.

Records on performance in NFER and End of Key Stage are collated annually by the assessment coordinator in consultation with key staff.

Reporting Annually

Annual reports for Y1-Y7 pupils are a statutory requirement.

The purpose of annual reports:-

- To acknowledge, record and report overall learning and achievement across the breadth of the curriculum at a point in time.
- To celebrate achievement.

Using Maths and Communication have qualitative comments based on performance in levels of progression. These are:-

- _____(child's name) is working towards the expected level for Yx
- _____(child's name) is working towards and at times within the expected level for Yx
- _____(child's name) is working within the expected level for Yx
- _____(child's name) is working within and beyond the expected level for Yx
- _____(child's name) is working within and often beyond the expected level for Yx

Formative Assessment

Formative assessment informs the learning process. Observations and Assessment for Learning are used to inform learning. Formative assessment is an integral process within lessons and involves teachers and pupils.

Observations at Foundation Stage

Assessment for Learning

The key strands of Assessment for Learning are :-

- Sharing of Learning Intentions
- Use of Success Criteria
- Effective Questioning
- Peer and Self Assessment
- Constructive Feedback

This powerful approach to teaching and learning will improve performance when embedded effectively in regular classroom practice. We are developing the use of assessment for learning throughout the school across the curriculum.

Formative assessment is used to inform short term planning, identifying next steps towards improvement at individual and class levels.

Formative Assessment

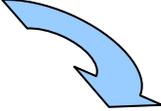


Assessment of Pupils' Progress

- **Teachers** provide comment only feedback reflecting upon the success criteria, emphasising strengths and one short term target for improvement.
- **Pupils** assess their own work against pre agreed success criteria.
- **Pupils** assess their peers' work against pre agreed success criteria.

Effects on Learning

- Learning is an active process for all **pupils**.
- **Pupils** are aware of learning intentions throughout activities.
- **Pupils** use thinking / talking partners and respond to open ended questions.
- **Pupils** have an opportunity to think before responding to questions.
- **Pupils** can identify their strengths and describe their work in terms of learning.
- **Teachers** place an emphasis on transferable learning and the acquisition of skills.



Analysis of Records

- **Pupils and teachers** use examples of work for modelling success.
- **Pupils and teachers use** examples of work are used for modelling assessment.
- **Pupils and teachers** reflect upon learning during lessons.

Formative Assessment



Reported to Audience

- **Pupils** report on their own learning.
- **Pupils** report to their peers and the teacher.
- **Class teachers** report to pupils and review progress being made.

Targets within Planning

- Short term achievable targets are set either by the **teacher** or by the **pupil** themselves.
- **Teachers** incorporate opportunities to address targets in weekly planning.

Diagnostic Assessment

Diagnostic tests support the process of identifying learners' needs or barriers to learning to inform future teaching and learning.

'Diagnostic assessment is an assessment which gives teachers and /or pupils information broken down into specific areas which contribute to performance in one area of the curriculum. '

*Dr C. Merrell and Prof P. Tymms (2006)
Curriculum, Evaluation and Management Centre, University of Durham*

Kilmaine's Aims through Using Diagnostic Testing

- To support learning and teaching.
- To provide evidence of strengths and weaknesses.
- To inform planning at individual, class, year group and whole school levels.
- To report to stakeholders on strengths and weaknesses.

Diagnostic Assessment

Assessment of Pupils' Progress (see table below)

Effects on Learning

Analysis of Records

- **LSC** analysis data to identify individual's areas of strengths and weakness.
- **SMT, core skill coordinators and class teachers** analyse NFER PIM and PIE and CBA
- **Assessment coordinator** collates a report on analysis of NFER and one on CBA

Diagnostic Assessment

Reporting to Audience

- **LSC and class teachers** report to parents
- **Assessment coordinator** reports to Board of Governors School performance in Nfer PIM and Pie.
- **LSC reports to parents** IEP Targets and review information to parents
- **LSC and class teachers** report to outside agencies individuals with areas for concern

Tests information is **Reported** to teachers, parents and outside agencies.

Targets within Planning

- **Class teachers and LSC** use NFER data to inform target setting for IEPs
- **Class teachers and LSC** use data to identify low achievement, under achievement and high achievement. Target setting and interventions are planned and resourced.
- **Class teachers** use data to inform monthly/ six weekly planning notes.
- **Core skill coordinators** use data to target developments in action plans within the School Development Plan.

Diagnostic Assessments of Pupils' Strengths and Areas for Improvement

Diagnostic Tests

KEY:- Administered by the LSC Administered by teachers

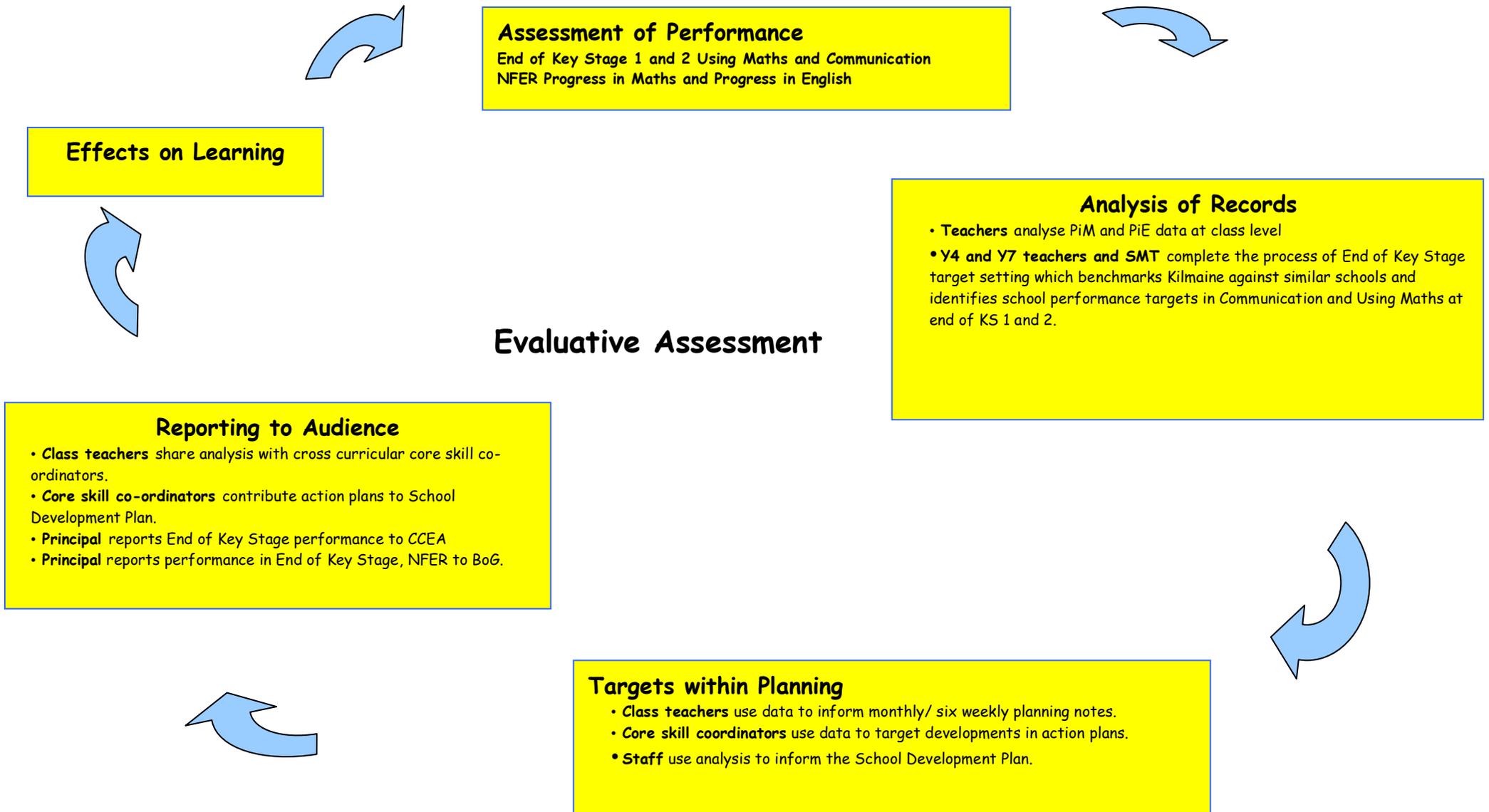
These are regularly administered in the months shown but are also used during the year when parents or class teachers raise concerns.

	Yr	Month	Target	Core Curricular Skill Using Maths (UM) Communications (C)	Use of Information
Bury Infant Check	1	March April	Individuals referred by class teacher.	UM, C	To identify areas of weakness for pupils who may require support in Y2.
Middle Infant Screening Test	2	Jan	All pupils.	C	To identify areas of weakness and pupils requiring extra support in literacy.
Gillham Diagnostic Maths Test	3	Sept	Individuals referred by class teacher.	UM	To identify pupils in need of extra support in maths.
Marino Reading Test	3	Sept	Individuals who received extra support in Y2 and those referred by class teacher.	C	To identify those most in need of extra support and targets for IEPs.
NFER PIM 7- 11	3-7	May	All pupils.	UM	To identify pupils scoring <85 S.A.S. and within Stanine Bands 1-4 to check support in place. Y3 and Y6 used to inform targets for End of Key Stage Performance. To identify >10% deviation from national scores and review of teaching notes to address these. To identify targets for IEPs.
NFER PIE 7-11	3-7	May	All pupils.	C	To identify pupils scoring <85 S.A.S. and within Stanine Bands 1-4 to check support in place. Y3 and Y6 used to inform targets for End of Key Stage Performance. To identify weaknesses and strengths in skill areas to inform whole school planning. To identify targets for IEPs
Young Group Maths Test (Group)	4	Sept	Pupils who scored <85 S.A.S in PIM 7 in May Y3 and/or those who received extra support in Y3.	UM	To identify pupils to receive extra support and inform targets for IEPs.
Young Group Reading Test	4	Sept	Pupils who scored <85 S.A.S in PIE 7 in May Y3 and/or those who received extra support in Y3.	C	To identify pupils to receive extra support and inform targets for IEPs.
NFER Non Verbal Reasoning Test	4	Dec	Pupils receiving literacy support and those pupils referred by class teacher.		To support further investigation to identify dyslexia. Required by Ed. Psyc when assessing eligibility for further support.
Neale Analysis Reading Accuracy Reading	4-7	Dec and May	Pupils receiving literacy support.	C	To identify areas of strengths and weaknesses for individuals. Required by Ed. Psyc when assessing eligibility for further support

Comprehension					
Staffordshire Maths Test (Group)	5	Sept	Pupils who scored <85 S.A.S in PIM 8 in May Y4 and/or those who received extra support in Y4.	UM	To identify pupils to receive extra support and inform targets for IEPs.
InCAS Developed Ability	5	Sept	All pupils. Calculations between PiE, PiM and InCAS Developed Ability are used to identify underachievement.	Potential Ability	To identify underachievement and support targeting improvement for those in stanine 4.
GL Group Reading Test IIA	5	Sept	Pupils who scored <85 S.A.S in PIE 8 in May Y4 and/or those who received extra support in Y4.	C	To identify pupils to receive extra support and inform targets for IEPs.
Gillham and Hesse Diagnostic Maths Test(Group)	6	Sept	Pupils who scored <85 S.A.S in PIM 9 in May Y5 and/or those who received extra support in Y5.	M	To identify pupils to receive extra support and inform targets for IEPs.
GL Group Reading Test IIB	6	Sept	Pupils who scored <85 S.A.S in PIE 9 in May Y5 and/or those who received extra support in Y5.	C	To identify pupils to receive extra support and inform targets for IEPs.

Evaluative Assessment

The purpose of evaluative assessment is to inform planning and provide information for monitoring and accountability.



Assessment- Responsibilities

Principal

ref Teachers' Terms and Conditions of Employment Regulations (NI) 1987

To ensure that the progress of the pupils of the school is monitored and recorded; to make arrangements for parents to be given regular information about the school curriculum, the progress of their children and other matters affecting the school.

Ref The Education (Assessment Arrangements) Foundation to KS3 Order (NI) 2007

To arrange the assessment of each pupil in each school year (Article 3) against the levels of progression specified by the department.

To send notification of assessments to CCEA (Article 5)

Assessment Coordinator

To hold and communicate a vision for assessment incorporating individuals, year groups and whole school across the breadth of the curriculum which supports improvement and raises standards.

To manage and support administration of all types assessment throughout the school.

To establish and maintain effective analysis of assessment by all stakeholders.

To promote good practice in the effective use of assessment information in target setting by all stakeholders.

To maintain and improve the quality and effectiveness of reporting to all stakeholders.

To ensure statutory assessment requirements are fulfilled.

To establish and maintain accurate and secure records of assessment.

Learning Support Coordinator (LSC) / SENCo

To use data from tests to identify and assess children with SEN.

To maintain records of test results for children on the SEN register.

To carry our diagnostic tests on individuals with areas of concern in order to ascertain strengths and areas for improvement.

To provide teachers with information on tests to inform targets setting for IEPs.

To provide parents with information on tests to monitor progress and advise on support.

To provide information to outside agencies on individuals with areas of concern.

To provide information to pupils on areas of strengths and areas for improvement.

To use data from tests to inform target setting for IEPs.

To provide teachers with data from tests to inform future teaching and learning.

Core Skill Coordinators and Subject Coordinators

To have an overview of assessments completed by year groups and ensure a collegiate approach to class tests and communications with parents.

To ensure staff can assess using levels of progression.

To use performance data to inform year group and school development.

To contribute to End of Key stage target setting process.

Head of Key Stage 2

To assist with target setting process.

To assist with co-ordination of End of Key Stage 2 Assessment - agreement of levels.

To compile End of Key Stage results to pass on to post primary schools.

To check completion of annual reports.

Teachers

To agree with the school vision and understand the relevance this has to assessment practice.

To administer appropriate assessments effectively, providing useful information on performance.

To employ AfL strategies in the classroom.

To maintain accurate records of results.

To analyse results to identify strengths and areas for improvement.

To use the information to inform teaching and set targets for learning at individual levels for low achievement, underachievement and high achievement in the core skills.

To use the information to inform teaching and set targets at whole class level.

To report positive information about performance with some indications of areas for improvement.

To provide suitable parental support.

To be informed of and meet statutory assessment requirements.

To maintain accurate assessment records.

Parents

To be aware of their child's performance and share views with the teacher.

To support their child's learning.

Pupils

To engage in assessing their own learning, identifying their strengths and considering ways to improve.

To assess the work of others.

Assessment - History of Development

2008

The current assessment coordinator appointed November 2008 as other responsibilities were progressively transferred to other staff by summer of 2009.

2009

In a time of change and development 2009 was a year for reviewing current practice, policies and familiarisation with the remit of an assessment coordinator and development of an overview of assessment in the primary school through research and discussions with the principal.

Throughout 2009 issues arising from the introduction of the Revised Curriculum at times determined where development had to be focussed. Under the principal's support and direction time was taken to establish good and effective practice in leading development and start to develop communication strategies with SMT, governors, core coordinators and teachers.

Strategic Planning for Assessment was included in work with the Vice-principal and Heads of Key Stage. The School Development Plan for Assessment 2008-2011 included Assessment. In a time of change and new initiatives this was experimental in nature and a more reliable and informed process of planning and developing assessment is being established.

2010-2011

- In 2010 new procedures and updates were more collegiate and working practices established for NFER and InCAS.
- A more inclusive, systematic approach to target setting was introduced to reflect DENI guidance and directly involve staff.
- A new policy is being written by the coordinator in conjunction with core skill coordinators, year teachers, and SMT and principal. PRSD focussed on AfL 2010-2011.
- Accreditation in ICT was developed in Y6 and Y7.
- With the introduction of comment banks which refer to level descriptors, each year group needs to clarify how teachers summatively assess pupils prior to completing end of year reports.
- AfL strategies of sharing Learning Intentions and using Success Criteria was introduced into writing lessons across the school.
- AfL was a focus for PRSD
- A collegiate approach to analysis of PiE and PiM data was further developed and evaluated.
- The School Development Plan for Assessment 2011-2014 includes Assessment. New guidance and requirements in the SDP process were introduced and evaluation of assessment against the quality indicators in TTI were considered by SMT and teaching staff.

2011-2012

- The use of level of progression to assess pupil performance in Using Maths and Communications is an area of development. Staff Training by CCEA took place in the Spring Term.
- CBA Assessments are to replace InCAS, Some staff and pupils took part in the trial run by CCEA during the spring term. Online training has taken place and will continue during Sept 2012
- S Gillespie led Foundation Stage development of classroom observations to effectively assess performance in early years.
- AfL development focused on formative feedback and peer / self assessment in writing.
- A whole school approach to the systematic analysis of data was built upon and effective use of analysis to target set low achievement and underachievement was developed.
- A school database and reports was established. Some reports were used to support record keeping and identify individual performance information.

2012-2013

- Statutory use of Levels of Progression in Using Maths and Communication was developed in Y3-Y7.
- A collegiate approach to internal standardisation was developed.
- Report comments are to be amended to take account of new Levels of Progression.
- Preparation for the introduction of ICT assessment requirements involved online training and INSET to familiarise all staff with the 5 Es.
- Establishment of the new CBA was unsuccessful as the tests were not fit for purpose.
- Foundation 'Lines of Development' guidance was considered.
- Use of observations in Foundation continued.

2013-2014

- Successful participation in moderation using levels of progression in Using Maths.- Begun but ceased due to industrial action Spring Term.
- Development of a greater breadth of teaching and learning of ICT skills to support opportunities for pupils and understanding of teachers of assessment of Using ICT. Requires further development.
- Amendments to report writing to support parent understanding and to reflect changes in assessment of Using ICT.
- Embedding of practices in using data to target set and record interventions for low, under and high achievement.
- Consideration of the tests available and best use for our pupils.- GL CAT reconsidered but expensive and we believe current practices make best use of data available. SENCo and Assessment Co-ordinator hoped to introduce InCAS Developed Ability to Y4 and Y6 - Acting Principal suggested retention of use only in Y5 due to finance.

- The absence of our school technician required database admin skills to be developed by the Assessment Co-ordinator.

2014-2015

- Curricular development foci will be through Core Skill Teams. Assessment development will be minor and throughout this work.
 AfL in Maths- success strategies;
 Learning intentions and Success Criteria in talking and listening to reflect LoP;
 Learning Intentions in ICT will reflect LoP and a breadth of Desirable Features.

A school inspection by eti in April 2015 reported -

“the children talk confidently about their learning and share willingly their views with their teachers and peers.”

“The teachers use a range of qualitative and quantitative data and in-class support by the special educational needs co-ordinator, (SENCO), to set targets, and celebrate the children's attainments.”

“The acting principal and acting vice-principal manage an effective leadership team with an appropriate focus on the development of key curriculum areas, and understanding and using data to improve the children's learning and attainments.”

- Assessment Co-ordinator and SENCO developed a template to record assessments and interventions annually for each child.

2015 – 2016

- Staff undertook training in Assessment Manager to promote accurate and uniform record keeping.
- Y4 – Y7 teachers contributed to a successful Using Maths portfolio
- Levels of progression were recorded in Communication and Using Maths for every child Y3- Y7