

KILLOWEN PRIMARY SCHOOL

ASSESSMENT POLICY

1. Rationale

At Killowen Primary School we believe that assessment provides the basis of informed teaching, helping pupils overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

2. Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual children and cohorts
- To enable the active involvement of pupils in their own learning
- To ensure consistency in assessing achievement and identifying achievable and challenging targets
- To enable teachers and other professionals to use assessment judgements to plan their work that accurately reflects the needs of individual pupils
- To provide regular information to 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 NI standards*

3. Types of assessment

At Killowen Primary School, we use a combination of formative and summative assessment as outlined below:

Formative Assessment – by using assessment *for* learning (AFL) in the form of formative assessment, we strive to create a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Formative Assessment is a powerful way of raising pupils' achievement, 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.

Killowen Primary School uses formative assessments 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 – by using assessment *of* learning in the form of summative assessment to gain important accurate information regarding a child's attainment and progress at certain times, in order to report individual achievement, summarize progress and inform whole school target setting.

Summative assessment 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.

Killowen Primary School uses summative assessment to:

- Identify attainment through one-off standardised tests at a given time
- Record performance in a specific area
- Provide age standardised information
- Ensure statutory assessments at the end of Key Stage 1 & 2*
- Provide end of stage test data against which the school will be judged*
- Provide information about cohort areas of strength and weakness to build from in the future

4. Planning for assessment

The Northern Ireland Curriculum is used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.

Killowen Primary School has used 'Every School A Good School' 'Numeracy Strategy' 'Count.Read. Succeed' Cross Curricular Skill of Communication and Using Maths' to inform and create our curriculum overview and schemes of work to be taught to each year group. We use the assessment guidance in these documents to help us identify each child's level of attainment.

Lessons are planned with clear learning intentions, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils and success criteria is discussed with the children.

Teachers evaluate lessons in relation to individual children and use this information when planning for future work. Year groups meet weekly and monthly to evaluate the effectiveness of the teaching and learning and to share good practice.

Teachers use focused marking to assess children's progress in relation to the planned learning intention and set the next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

5. Target setting

We review the progress of each year group in P4 and P7 through End of Key Stage Statutory Assessment* and set targets after discussions with class teachers.

Through Action Plans set by the Literacy, Numeracy and Raising Standards' Teams, reviews are made with particular focus on standardised test scores (PIM & PIE).

Participation in Using ICT tasks produced by CEA.

Other targets are formed as a result of the Action Plans for Pastoral Care and Enquiry Based Learning.

We encourage pupil involvement in their own learning and achievement by involving themselves in the planning stage of topics and by reviewing their targets.

6. Recording

- Teachers use assessment for learning (AFL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use Killowen Primary School's Pupil Assessment Tracking Grid along with SIMS Assessment Manager to record progress scores throughout a child's time at the school. *see Appendix 1
- A variety of tests may be used from time to time as part of the assessment process to identify progress and gaps in learning.
- Targets are set and assessments completed in P4 & P7 for the End of Key Stage Levelling.
- Assessment Data File contains a record of the progress each cohort makes at the end of each academic year.
- The SEN Register and Tracking Folder ensures that children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Learning Support Team devises a suitable timetable utilising all available support in the most appropriate manner.
- Under-achievers are identified and Step Up Plans created, acted upon and reviewed within a short time frame.
- High achievers are identified and suitable activities are created, acted upon and reviewed.
- MOD children are supported by a suitable programme after needs have been identified.

7. Reporting to parents

- Parent Information Sessions are delivered by each class teacher during the first week of September.

- Parent Information Leaflet supplied to each family to provide an overview for the year ahead.
- Parent Teacher Consultations in October and January. Primary 7 pupils will be in September and February.
- Regular marking and feedback through homework tasks and specific topic work.
- A comprehensive written report on each child's progress and achievement will be completed by the class teacher at the end of June.
- End of Key Stage Levels are provided to parents of children in P4 and P7.

8. Feedback to pupils

We give children verbal feedback on their work whenever possible, usually done during lessons as the children are working so that they can make suitable changes to their work. This can also be done during the plenary session and/or at the beginning of a follow on lesson.

When lesson time does not allow for verbal feedback, we write comments on the children's work in relation to the learning intention and identify the success criteria in evidence.

An agreed code for marking is used to ensure consistency across the year groups.

We encourage the children to become more confident in self assessing their own work and that of their peers whilst working within a tight framework. This may include older children being the first markers of some pieces of work.

9. Monitoring and review

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets for assessment will be evaluated as part of the assessment audit. The policy will be revised in line with the new action plan targets set.

In order to carry out this evaluation, the Assessment Coordinator will keep evidence of the changes and improvements brought about by the implementation of the Assessment Policy. Lesson observation reports, scrutiny of work and marking, monitoring of planning and assessment analysis will be kept centrally in a Whole School Assessment File.