

Kesh Primary School and Kesh Community Nursery



Assessment Policy

Reviewed in: June 2023

Ratified by the Board of Governors on: 20th June 2023

Next Review in: June 2026

Chair of Governors

Signed _____

Principal

Signed _____

Introduction

Kesh Primary School aims to provide a secure, caring environment which, in turn, will help each child reach their full potential as well as promote his/her own personal development. The school places equal importance on pastoral care and academic achievement.

Assessment is an integral part of the Northern Ireland Curriculum. It must reflect curriculum requirements to provide constructive, motivating and challenging learning experiences. This enables young people to gauge their own progress and potential and take informed action towards ongoing improvement. Teachers should use a variety of assessment techniques as part of an integrated approach to teaching, learning, planning and assessment.

In order to achieve our aim of maximising each child's potential, it is vital that assessment is taken seriously within the school and used, not only to show progress, but to further the teaching and learning experiences within the classroom. Through the breadth and balance of the Northern Ireland Curriculum, our pupils participate in a progression of learning experiences that are carefully structured to suit their needs. Analysis of measures of performance is vital to inform planning of future teaching and learning and, in turn, support improvement towards achievement. Assessment information needs to be understood by all stakeholders if progress is to be made.

Aims

Through a broad and balanced curriculum our pupils participate in a progression of learning experiences that are carefully structured to suit their needs. Assessment is an integral part of this teaching and learning process. Continuous monitoring of each child's progress gives a clear picture of each child's needs, achievements and abilities – enabling planning and delivery to be more effective, thereby raising attainment for every child.

The aim of this policy is to give a clear outline of assessment including all of the important dimensions within it of recording, target setting, pupil progress tracking and reporting techniques that are used in Kesh Primary School, and to ensure that assessment as a whole is used as a tool to inform planning, to track pupil progress and to raise standards of teaching and learning.

Kesh Primary School Assessment Aims at Whole School, 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 assessment information, generating data with which to track children's progress over time.
- 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.
- To **identify pupils** who are gifted and/or talented and identify pupils with special educational needs.

'Assessment can affect pupils' motivation to learn. It plays a crucial role in improving learning and raising standards.' Stiggins, 2008

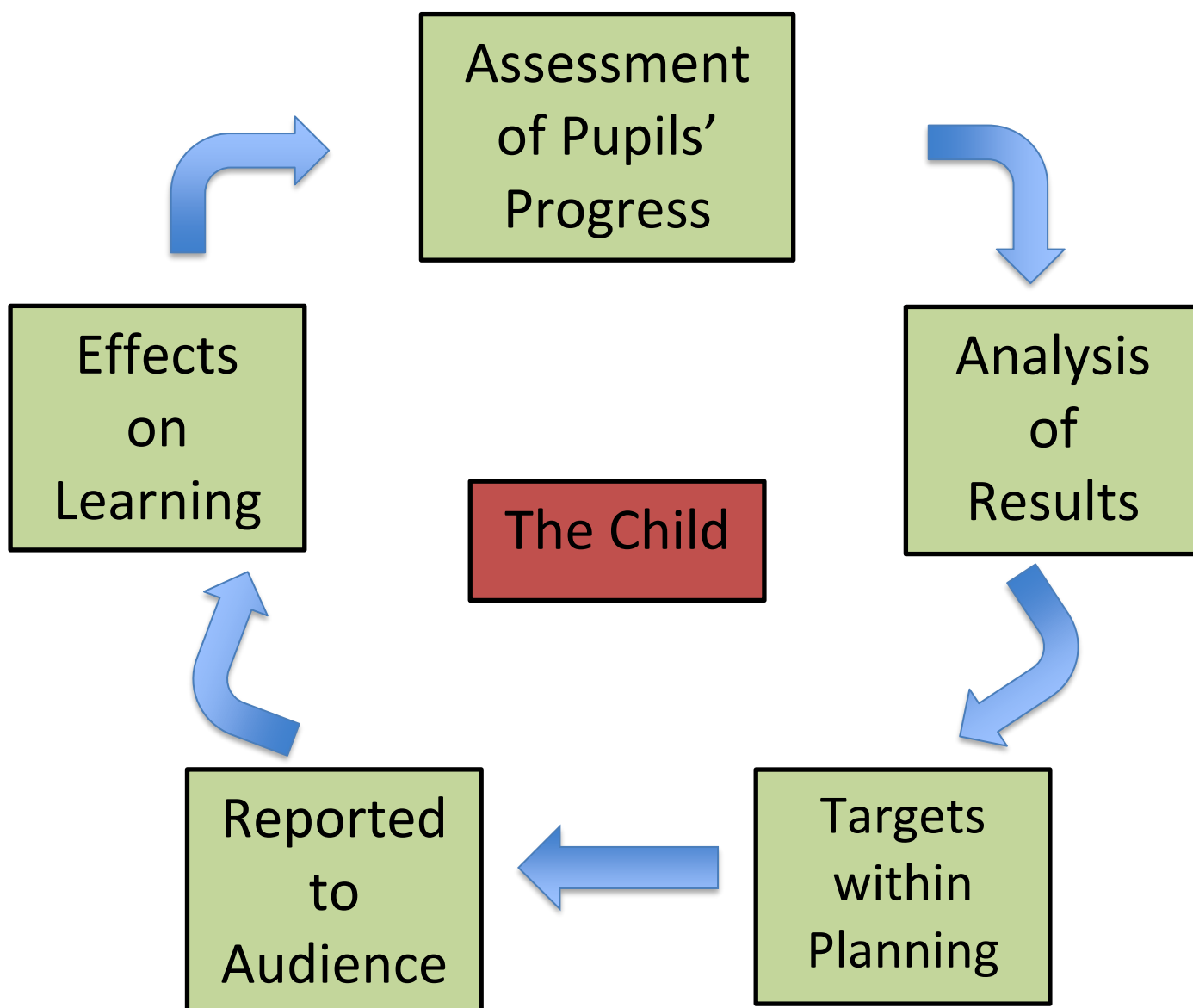
Rationale of Assessment

Every School a Good School 2009 quotes.

"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."

Assessment is a cyclical process, the purpose of which is to improve teaching and learning. This cycle takes place at different levels: whole school, year group and on an individual pupil basis.

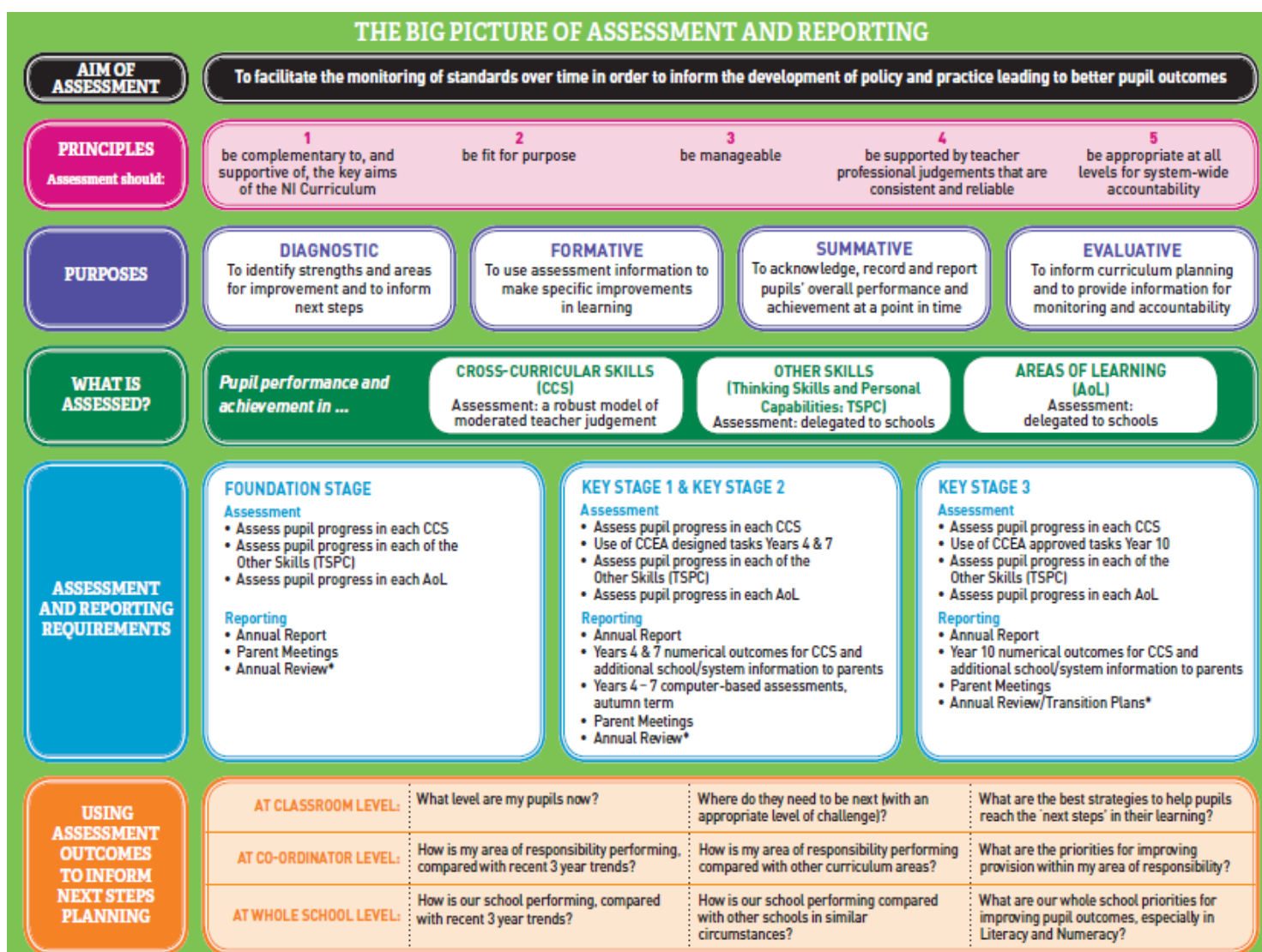
It is important that effective implementation of assessment is contributed to by the board of governors, principal, assessment coordinator, subject coordinators, teachers, parents and outside support agencies. With regular communication between these different stakeholders, each party is kept well informed and can work together to help each child achieve their full learning potential.



Overview of Assessment

According to The Big Picture of Assessment and Reporting laid out by the Northern Ireland Curriculum, there are 4 main purposes of assessment.

- **Diagnostic** – To identify strengths and areas for improvement and to inform next steps.
- **Formative** – To use assessment information to make specific improvements in learning.
- **Summative** – To acknowledge, record and report pupils' overall performance and achievement at a point of time.
- **Evaluative** – To inform curriculum planning and to provide information for monitoring and accountability.



Uses of Assessment

1. Diagnostic Assessment

Kesh Primary School aims to use diagnostic testing in order to:

- Support teaching and learning within the classroom.
- Provide evidence of strengths and areas in need of improvement.
- To Inform planning at individual, class and whole school levels.
- Report to stakeholders on strengths and weaknesses.

DIAGNOSTIC ASSESSMENT



Assessment of Pupils' Progress

- PTM & PTE testing - Y2-Y7
- CAT Testing – Y4 & Y6
- NGST, Mental Maths, Suffolk etc.
- Winter/Summer Class Tests
- SENCO\SEN testing



Effects on Learning

- After analysing results, informing planning and reporting to the necessary stakeholders, it is hoped that various forms of intervention will have a positive impact on pupils' scores. Then the process of diagnostic assessment begins again.



Analysis of Results

- Principal, assessment coordinator, subject coordinators and class teachers analyse PTM/PTE/CAT.
- Assessment Coordinator reports on analysis of PTM/PTE/CAT.
- SENCO analysis of data to identify individual's areas of strength and weakness.



Reporting to Audience

- SENCO and class teacher report to parents.
- Principal/ Assessment Co-ordinator reports to Board of Governors on school performance in PTM and PTE.
- SENCO and class teachers report IEP Targets and information to parents.
- SENCO reports to outside agencies about individuals with areas for concern.



Targets Within Planning

- Class Teachers and SENCO use PTM/PTE/CAT data to inform target setting for IEPs as well as to identify low achievement, high achievement and under achievement. Target setting and interventions are planned and resourced.
- Class teachers use data to inform monthly planners.
- Subject Coordinators use data to target developments in action plans within the School Development Plan.

2. Formative Assessment

Formative Assessment informs the learning process and is an integral process within lessons, which involves both teachers and pupils. Observations are used to inform teaching and learning at Foundation Stage.

Assessment For Learning

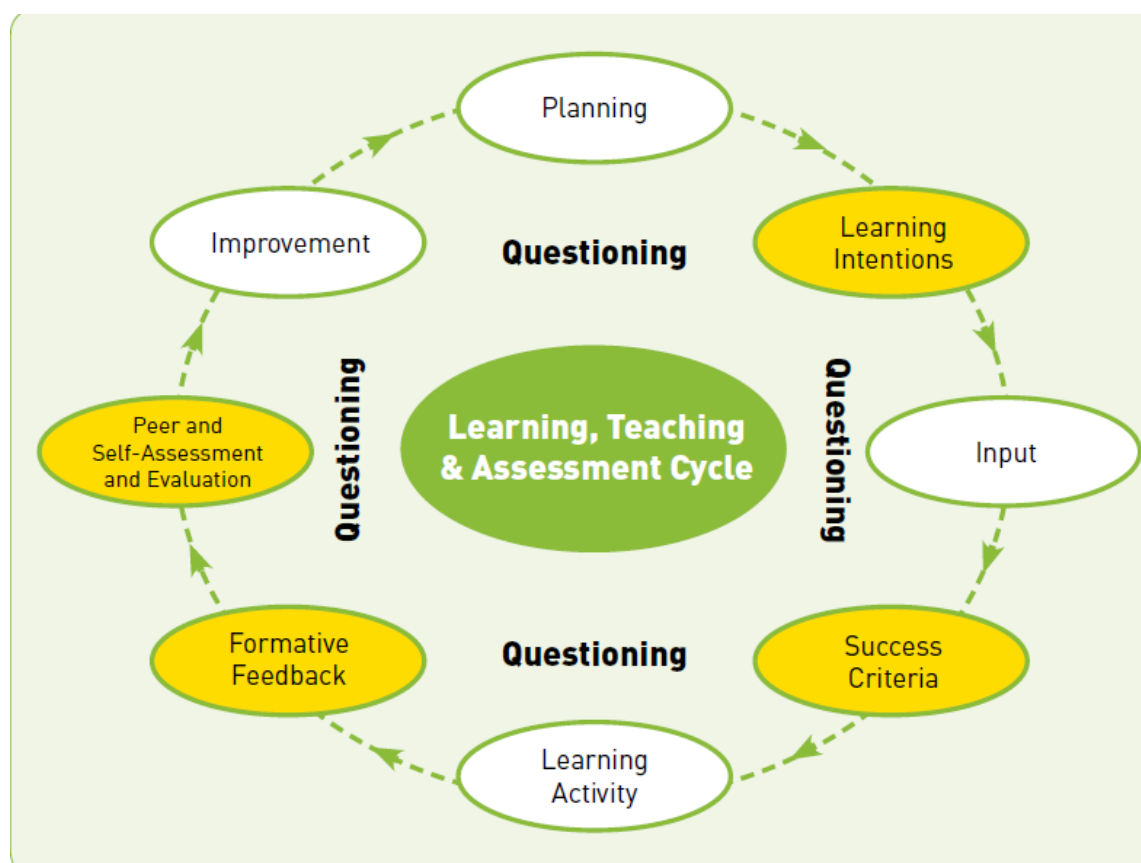
Assessment for learning enables teachers to judge the quality of learning against success criteria and to evaluate the need for further support, reinforcement or extension. It may also inspire new directions for learning through topic work, reading, ICT research etc. This type of assessment also encourages pupils to think about, and reflect on, their own learning through teacher-led effective questioning.

The key strands of Assessment for Learning are:

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

This powerful approach to teaching and learning will improve performance when embedded effectively in regular classroom practice as it happens during the lesson. We are developing the use of Assessment for Learning throughout the school, across the curriculum.

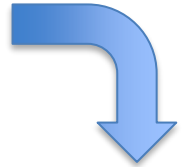
Formative assessment is used to inform short-term planning, identifying next steps towards improvement at individual and class levels.



FORMATIVE ASSESSMENT

Assessment of Pupils' Progress

- Teachers provide comment only feedback reflecting upon the success criteria emphasizing strengths and short-term target for improvement.
- Self-Assessment – Pupils assess their own work against pre-agreed success criteria.
- Peer Assessment – Pupils assess their peers' work against pre-agreed success criteria.



Analysis of Results

- Pupils and teachers use examples of work for modeling success.
- Pupils and teachers use examples of work for modeling assessment.
- Pupils and teachers reflect upon learning during lessons and consider aspects that could be improved.



Targets Within Planning

- Short-term achievable targets are set by the teacher or, on occasions, by the pupils themselves.
- Teachers incorporate opportunities to address these targets in weekly planning and evaluations.



Reporting to Audience

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



Effects on Learning

- Learning is an active process for all children.
- Pupils are aware of learning intentions throughout activities.
- Pupils have opportunity to think before responding to questions.
- Pupils can identify their strengths and describe their work in terms of learning.
- Teachers place emphasis on transferable learning and the acquisition of cross-curricular skills.



3. Summative Assessment

This form of assessment gives pupils, parents and teachers valuable information about a pupil's performance in an area of their learning at a specific point of time. It provides information about a pupil's progress in subject knowledge, understanding and Thinking Skills and Personal Capabilities (TSPC). It can occur at different intervals such as weekly, on completion of topic work, at the end of each term or at the end of the year.

In Kesh Primary School, class teachers assess and report to parents on each pupil's performance across the breadth of the curriculum in the annual report, using the Levels of Progression in Communication, Using Mathematics and Using ICT to assess and report. Foundation assessments cover skills across the six key areas. Annual Reports for Y1-Y7 pupils are a statutory requirement.

The purposes of Annual Reports are:

- To acknowledge, record and report overall learning and achievement across the breadth of the curriculum at a point in time.
- To celebrate achievement and improvement.
- Using Maths, Communication and ICT, have qualitative comments based on performance in levels of progression.
- To ensure parents are aware of their child's overall progress and individual strengths as well as areas for further development.

Internal Standardisation and leveling of Communication and Using Mathematics takes place in P3-P7.

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

(It should be noted that due to industrial action, leveling activities are currently not being reported. Apr 2023)

Evidence is gathered and analysed from the results of a range of standardised tests in English and Mathematics from Primary 1 to Primary 7 as well as teacher-made class tests in Winter and Summer. (The assessments/tests for each class in the school are shown at the back of this policy.)

Standardised test results enable teachers to identify specific strengths and weaknesses and so plan for future teaching and learning. This evidence may also be used to provide information about the work of a particular pupil in order to ensure that sufficiently challenging goals are set or, conversely, to indicate that the pupil's name should be placed on the Special Needs Register as he/she requires additional support.

Through analysis of these results, under-achieving pupils as well as high and low progress pupils can also be identified, and measures put in place to further their learning and help them achieve their full potential.

Identify areas for improvement

Teachers support pupils to identify
a focus for development:
Knowledge and Understanding
Thinking Skills and Personal Capabilities
Cross-Curricular Skills.

Pupils review and reflect
Teachers provide quality feedback
to pupils
Teachers involve pupils in peer
and self-assessment

Teachers set challenging and
motivating assessment activities that
pupils are familiar with

Pupils should be involved in:
Developing assessment
Setting assessment criteria
Creating mark schemes
Marking/Discussing pupil work.

Teachers support pupils to:
Set personal learning targets
Plan ways to improve learning
Monitor their progress.

Identify next steps to improve learning

Identify the stage pupils are at in their learning

Teachers use summative
assessment to support learning

SUMMATIVE ASSESSMENT

Assessment of Pupils' Progress

- PTM & PTE testing - Y2-Y7
- CAT Testing – Y4 & Y6
- NGST, Mental Maths, Suffolk etc.
- Winter/Summer Class Tests
- Levels of Progression in Communication, Using Mathematics and Using ICT (Pending CCEA advice)
- End of Key Stage Assessment

Effects on Learning

- Pupils, parents and staff gauge individual pupils' strengths and weaknesses lie.
- Pupils, parents and staff work together to help pupils improve their learning.

Reporting to Audience

- Class teachers report outcomes of class tests and assessments to parents orally in parent/teacher interviews (Oct & Feb) or by sending results home. Parents are invited to comment on assessments.
- Class teachers assess and report to parents on each pupil's performance across the breadth of the curriculum in the annual report (June).
- Y4 & Y7 teachers report End of Key Stage Results in Communication and Using Maths to parents and CCEA.
- Principal returns end of Key Stage performance data to WELB annually.

Analysis of Results

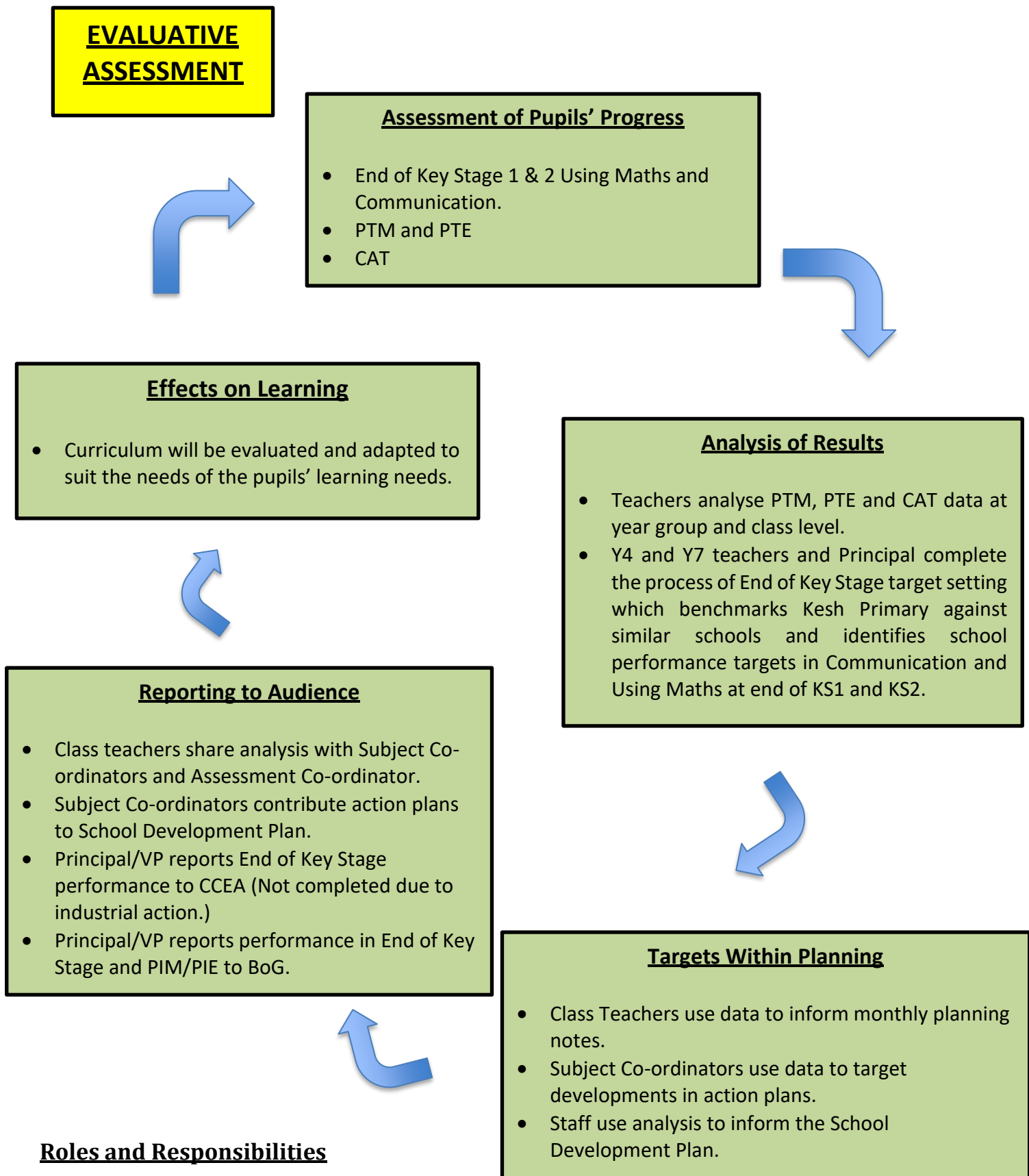
- Class teachers and pupils review performance in various class tests.
- Class teachers, Assessment Co-ordinator, Subject Co-ordinators and SENCO analyse performance data in PTM, PTE and CAT and record analysis at individual, class and whole school levels.
- Subject Co-ordinators, Y4 & Y7 teachers review End of Key Stage data and benchmark performance against similar schools.
- Subject Co-ordinators and Assessment Co-ordinator analyse strengths and areas for improvement at all levels within class/individual data.

Targets Within Planning

- Class teachers and pupils set short term targets based on class tests when appropriate.
- Subject Co-ordinators, Y4 and Y7 teachers target set for End of Key Stage Performance.
- SENCO and class teachers use performance in class tests to inform IEPs for pupils with SEN and set targets for improvement for those identified as underachieving.
- Subject Co-ordinators target improvements indicated by data in action planning and in the School Development Plan when appropriate.

4. Evaluative Assessment

Evaluative Assessment is carried out at individual class and whole school levels. Analysis is used to inform the School Development Plan as well as year group and individual planning.



GOVERNORS

- To ensure that assessment meets statutory requirements.
- To receive feedback annually on assessment taking place within school.
- To ensure assessment is used for school improvement.

PRINCIPAL

- The principal will have overall responsibility for overseeing assessment throughout the school.

ASSESSMENT CO-ORDINATOR

- To hold and communicate a vision for assessment incorporating individuals, year groups and the whole school across the breadth of the curriculum which supports improvement and raises standards.
- To manage and support administration of all types of 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 ensure statutory assessment requirements are fulfilled.
- To establish and maintain accurate and secure records of assessment.
- Regularly evaluate the Assessment Policy and identify areas of improvement as part of the SDP.
- Identify staff training needs in relation to assessment and seek to source/provide training when required.
- Manages day to day issues relating to assessment.

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 out diagnostic tests on individuals with areas of concern in order to ascertain strengths and areas of improvement.
- To provide teachers with information on tests to inform target 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 strength and areas for improvement.
- To use data from tests to inform target setting for IEPs.

SUBJECT CO-ORDINATORS

- 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 assist with target setting process.
- To agree targets for year group and individuals.
- To monitor targets through the year.
- To contribute to the End of Key Stage target setting process.

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 embed 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, under achievement and high achievement in the core skills.
- 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 in assessments and share views and concerns with the teacher.
- To support and consolidate their child's learning in the home setting.

PUPILS

- To engage in assessing their own learning, identifying their strengths and considering ways to improve.
- To assess the work of others in a constructive manner.

Marking

Even as a form of assessment, marking should be meaningful, informative and positive, providing an indication of a child's achievement for both pupil and parent. The teacher's professional judgements of children's abilities, based on informal observations and on formal methods of assessment are an important source of information that should seek to improve and further the child's learning.

Marking should focus on the positive aspects of a child's work in order to improve self-confidence and foster a sense of personal achievement and should be in line with the school marking policy.

Record Keeping

The Assessment Coordinator maintains a Whole School Assessment File which contains all standardised scores from Primary 1 upwards. This file also contains all forms of analysis that has been carried out by the school. This file has recently been changed from being a paper file to a digital folder on the school system in order to save large amounts of unnecessary printing and paper wastage.

There are also Class Assessment Files for each class in the school which contain standardized testing information for each class. These files go with the children as they progress through the school. They contain target-setting information, results and analysis of Standardised Tests as well as CAT scores. They may also contain points of note or observations made by teachers through the years.

Individual files are also kept for each child in the school. These contain samples of work in Literacy, Mathematics, ICT and other relevant information related to the child's school experience. Annual Reports as well as copies of tests are also kept in these files. Again, these follow the pupils through the school as they get older and move through the classes.

SIMS Assessment Manager is also used effectively to store all standardised scores of all pupils within the school. This software enables the Principal, Assessment Co-ordinator, Subject Co-ordinators and teachers to track progress and compare performance with previous attainment, innate ability and the achievement of peers.

Kesh Primary School Foundation Stage Assessment & Reporting Guidelines 2022-2023

YEAR GROUP	TERM 1	TERM 2	TERM 3
<u>Year 1</u>	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling /Tables Test • Speechlinks • Wellcom • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 6 	<ul style="list-style-type: none"> • Annual Pupil Report • Weekly Spelling/Tables Test • Wellcom • Summer Class Tests
<u>Year 2</u>	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling /Tables Test • Speechlinks • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 6 	<ul style="list-style-type: none"> • Annual Pupil Report • Weekly Spelling/Tables Test • End of Year Assessments – PTM 6 & PTE 6 • MIST • Summer Class Tests

Kesh Primary School Key Stage 1 Assessment & Reporting Guidelines 2022-2023

YEAR GROUP	TERM 1	TERM 2	TERM 3
<u>Year 3</u>	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling /Tables Test • Suffolk Reading 1A • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 7 	<ul style="list-style-type: none"> • Annual Pupil Report • Weekly Spelling/Tables Test • End of Year Assessments – PTM 7 & PTE 7 • New Group Spelling Test • Summer Class Tests
	<ul style="list-style-type: none"> • Parental Interview 	<ul style="list-style-type: none"> • Parental Interview 	<ul style="list-style-type: none"> • Annual Pupil Report

<u>Year 4</u>	<ul style="list-style-type: none"> • Weekly Spelling /Tables Test • Suffolk Reading 1A • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 8 	<ul style="list-style-type: none"> • Weekly Spelling/Tables Test • End of Year Assessments – PTM 8 & PTE 8 • New Group Spelling Test • Summer Class Tests • End of Key Stage Levelling
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***Kesh Primary School Key Stage 2 Assessment & Reporting Guidelines
2022/23***

YEAR GROUP	TERM 1	TERM 2	TERM 3
<u>Year 5</u>	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling /Tables Test • Suffolk Reading 2A • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 9 	<ul style="list-style-type: none"> • Annual Pupil Report • Weekly Spelling/Tables Test • End of Year Assessments – PTM 9 & PTE 9 • New Group Spelling Test • Summer Class Tests
<u>Year 6</u>	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling /Tables Test • CAT Intelligence Test • Suffolk Reading 2A • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 10 	<ul style="list-style-type: none"> • Annual Pupil Report • Weekly Spelling/Tables Test • End of Year Assessments – PTM 10 & PTE 10 • New Group Spelling Test • Summer Class Tests

<p><u>Year 7</u></p>	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling /Tables Test • Suffolk Reading 3A • Winter Class Tests • PASS Social & Emotional Test 	<ul style="list-style-type: none"> • Parental Interview • Weekly Spelling/Tables Test • NFER Nelson Mental Maths Test 11 	<ul style="list-style-type: none"> • Annual Pupil Report • Weekly Spelling/Tables Test • End of Year Assessments – PTM 11 & PTE 11 • New Group Spelling Test • Summer Class Tests • End of Key Stage Levelling
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