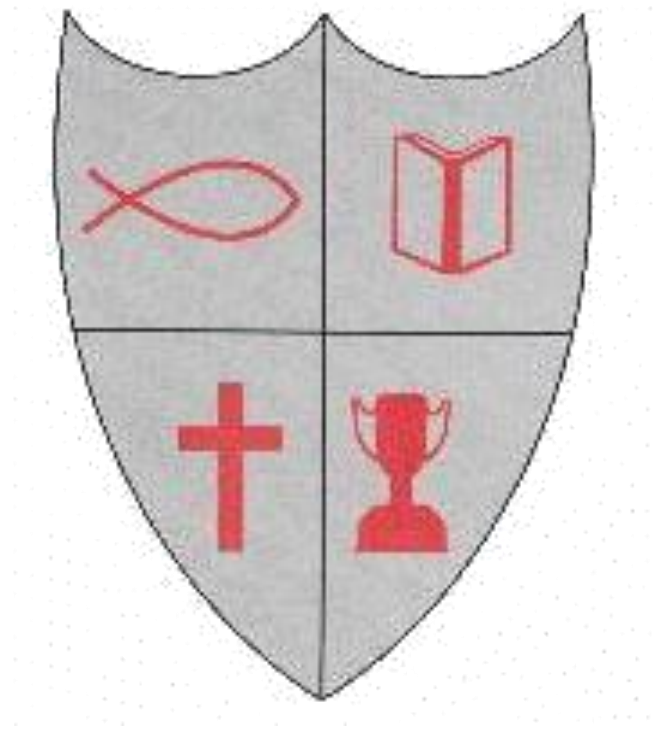# Aughnacloy Primary School

Assessment Policy

Aim of Assessment

"Assessment can be defined as the systematic collection, interpretation and use of information about learning. It gives teachers a better awareness of what pupils know and understand, what their learning experiences enable them to do and what their skills and personal capabilities are."

NI Curriculum

In Aughnacloy Primary School our aims are: -

• To raise levels of pupil motivation and self-esteem.
• To encourage pupils to self-evaluate and conduct peer appraisal with a view to improvement.
• To make pupils more independent in their learning.
• To involve pupils in assessing their own progress and in identifying areas for improvement.
• To encourage pupils to become more thoughtful and reflective learners.
• To improve children's attainments in all areas of the curriculum and especially in the key areas of: - Communication, Using Mathematics and Using I.C.T.
• To further improve the quality of teaching and learning by pinpointing the precise needs of pupils, their current levels of attainment, preferred learning styles, current levels of understanding etc.
• To inform, evaluate and shape planning for teaching and learning.
• To inform target setting at individual and school level.
• To keep parents informed regarding the progress of their child.
• To ensure consistency regarding the operation of this policy.
• To ensure consistent standards across the school.
• To create and sustain an overall culture of continuous improvement in Aughnacloy Primary School.

Key Principles of Assessment

Quality assessment should:

• be complementary to and supportive of learning.
• be valid and reliable.
• be fit for purpose and manageable.
• support teachers' professional judgement.
• support accountability.

Key Purposes of Assessment

Assessment in Aughnacloy Primary School has four main purposes:

1. Diagnostic Assessment

Diagnostic Assessment identifies strengths and areas for improvement and informs the teacher of the next steps required in the teaching and learning process. It normally takes place at the beginning of a learning programme. e.g. standardised tests

2. Formative Assessment (Assessment for Learning or AfL)

Formative assessment, often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work.

3. Summative Assessment

Summative assessment gives valuable information about a pupil's overall performance and achievements at a specific point in their learning e.g. at the end of a key stage.

4. Evaluative Assessment

Evaluative assessment informs curriculum planning and provides information for monitoring and accountability.

Assessment in the Foundation Stage

School policy complies with the CCEA Non Statutory Assessment Guidance for the Foundation Stage. We believe, in line with the guidance, that assessment in the Foundation Stage should:

• Complement and support the key aims of the NI Curriculum;
• Be fit for purpose;
• Be manageable; and
• Be supported by teacher professional judgements that are consistent and reliable.

We see assessment as crucial to improving outcomes for pupils and raising overall standards.

One of the essential components of assessment practice in the Foundation Stage is observation. We adopt a flexible approach to observation which allows for both planned and spontaneous observations. Observations are recorded using agreed procedures.

These observations provide evidence about each child's progress in their learning. This allows us to plan for the next stages in the children's learning.

Assessment in Literacy / Numeracy

In Literacy and Numeracy, we strive to put in place an assessment process that enables the early identification, gathering and analysing of information about pupils' learning.

We intend that this ensures consistent progress and sets the direction for on-going effective teaching and learning tailored to the pupil's individual needs.

Informal assessment in both areas takes place on a continuous basis. This includes daily observations of oral, written and practical activities, discussions with pupils and oral feedback from teacher, individual target setting and evaluation of progress.

A standardised test is a test that is administered and scored in a consistent, or "standard", manner. Standardised tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner. Standardised tests are controlled assessments that test all students in a given geographic area evenly. This allows schools and policymakers to accurately compare the success of groups.

Formal assessment procedures in Literacy are as follows:

Statutory Assessment Arrangements –
- We assess pupils' progress in the key areas of Literacy and Communication
• Talking and Listening
• Reading
• Writing

Standardised Assessment Arrangements (P3-7) –

- Progress Test in English (PTE) tests a pupil's reading and writing ability and is currently the standardised English assessment used in our school. The pupils are tested annually at the end of the year for summative purposes. We use the digital format of this assessment.

Formal assessment procedures in Numeracy are as follows:

Statutory Assessment Arrangements -

- We assess pupils' progress in the key areas of Numeracy
*Using Mathematics
*Knowledge and Understanding of Number, Measure, Shape and Space and Handling Data

Standardised Assessment Arrangements (P3-7) –

- Progress Test in Mathematics (PTM) tests a pupil's mathematical skills and concepts and is currently the standardised mathematics assessment used in our school. The pupils are tested annually at the end of the year for summative purposes. We use the digital format of this assessment.

Assessment in I.C.T.

Using ICT in Aughnacloy Primary School is assessed by:
• Using CCEA tasks from P1-P7 to record children's achievements. We discuss the children's achievements in these tasks and how they inform us about progress in skills.
• Involving the children in self and peer assessment when they use ICT while discussing the benefits of this in their learning.

Assessment for Learning (AfL)

"Assessment for Learning takes place during day-to-day classroom practice and while pupils are engaged in learning. It also gives pupils an active role in the assessment process. Pupils work with the teacher to determine what is being learned and to identify the next steps."

NI Curriculum

In Aughnacloy Primary School, Assessment for Learning approaches (AfL) is used to focus on the learning process and attempts to improve learning, i.e. it is a formative process. This tends to be "learner-centred" and requires a range of elements to be in place for effective teaching and learning to flourish.

• **Effective planning -**
- Led by learning intentions, not content led.
• Shared Learning Intentions -
- Using whiteboard/flipchart/interactive whiteboard to display what the teacher wants the pupils to learn (WALT Board). This should include motivating pupils which may have the effect of them staying on task for as long as possible.
• Agreeing Success Criteria -
- How the children will know what they are trying to learn and how they can judge if they are successful. This encourages pupils to stay focused on the learning task and to be actively involved/motivated in their own learning.

• **Formative Feedback -**
- This helps to build self-esteem, confidence and motivation. Teachers use formative feedback to help pupils achieve desired goal and to identify pupil success and/or where improvement can take place.

• **Effective Questioning -**
- Teachers can motivate pupils by encouraging "risk-taking", recognising that making errors is part of the learning process and that everyone's contribution is valued.

• **Peer / Self Evaluation -**
- Pupil reflection promotes independent learning and communication in the classroom. Teachers should allow opportunities for pupils to self-reflect, identify the next steps in their learning and become more active in the whole process.

Structures

The Principal has overall responsibility/accountability for the assessment policy and practice in the school.

Teachers will implement the policy within their own year group/class and liaise with other teachers to carry out moderation and internal standardisation exercises/agree standards etc.

The Numeracy, Literacy and ICT co-ordinators will advise re good practice regarding assessment within their respective learning areas.

Data / Assessment Analysis

This is conducted at a number of levels and for a variety of purposes:
-Class teacher /data analysis exercise
- identify underachievers/ gifted children
- benchmark overall standards
-pinpoint areas of focus in numeracy/literacy
-identify specific needs of individual pupils, including special needs
-to set targets for individual/groups of pupils

Reporting

Parents are given the opportunity to formally meet with their child's teacher on one occasion throughout the year for an oral progress report. A written report is provided at the end of the academic year in June. Parents may arrange a meeting outside of these timeframes if required.

STRATEGIES

Formative Assessment	Types	Purpose
	Teacher observation.	☐ At Aughnacloy Primary School, Assessment for Learning (AFL), is an integral part of the curriculum. All teachers assess children in their class, through formal and informal observation, so as they can plan the next stage in each child's learning.
	Self assessment. Peer assessment. Self evaluation	☐ Children also work on self -assessment, and peer assessment, deciding if they have achieved their lesson targets. This helps teachers monitor progress, provides motivation for the children, and helps inform planning.
	Sharing Learning Intentions (WILF/WALT)	☐ All teachers agree learning intentions for each lesson with pupils, giving pupils a deeper understanding of their own learning process, increasing motivation, and increasing the desire to stay on task.
	Sharing and negotiating success criteria	☐ Clear success criteria, created by pupils or in conjunction with the teacher, aid self-assessment and help identify the steps needed to complete a task.
	Feedback and Marking.	☐ All teachers and classroom assistant agree on how to provide written and verbal feedback. This is essential for effective learning and teaching, and can help plan the next steps in learning
	Effective questioning	☐ Teachers aim to use more open ended questions, give more thinking time and use pair share to help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.
Diagnostic Assessment	☐ Annual screening	☐ Annual screening of Pupils end of year test results is completed in May each year. Screening is completed at individual pupil level and class level. Action plans are then drafted. During screening concerns are highlighted, and specific needs are then addressed through consultation with our Educational Psychologist.

		Curriculum strengths and weaknesses are also identified within each year group.

	• BPVS	. ☐ BPVS is completed with any pupils showing areas of concern in their literacy/communication skills
	• Specific SEN diagnostic tests	☐ Cracker Maths

Summative Assessment	Summative assessments are also used to help us decide what a child can do at a particular time.	- Assessments for specific tasks - e.g. at the end of a topic or after teaching a specific skill or concept.
		 - Annual testing
		   o **P1**
		
		   o Letter sound I.D.
		   o Running Records
		   o Numeracy Core competences
		   o Early Literacy Test
		
		   o **P2**
		
		   o Early Literacy Test
		   o Star Reading Test/Accelerated Reader
		   o Numeracy Core competences
		
		   o **P3**
		
		   o PRE CAT A
		   o PTE 7
		   o PTM 7
		   o NGRT
		   o Accelerated Reader/Star Reader
		   o Numeracy Core competences
		   o SWST

| | | **P4** CAT 4A PTM 8 PTE 8 NGRT Accelerated Reader/Star Reader SWST End of KS1 Assessment Numeracy Core competences **P5** PTM 9 PTE 9 NGRT SWST Accelerated Reader/Star Reader Numeracy Core competences **P6** CAT 4B PTM 10 PTE 10 NGRT SWST Accelerated Reader/Star Reader Numeracy Core competences **P7** PTM 11 PTE 11 NGRT SWST Accelerated Reader/Star Reader Numeracy Core competences End of KS2 Assessment. |

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		Annual Reports
Specific programme testing.	Specific programmes have been targeted into specific year groups. These are base-lined at the beginning and summatively assessed at the end	___ - Reading Partnership programme (Salford Reading Test)
Specific SEN Tracking	Pupils will be identified as indicated end of year screening.	Leanne - Dyslexia Screener, Pen Portrait, Alpha to Omega Placement Test

Jane Clarke (Assessment Co-ordinator)
March 2022