

St. Mary's Primary School Draperstown



Assessment Policy

Reviewed October 201

INTRODUCTION

This Policy outlines the purpose, nature and management of assessment at St. Mary's Primary School, Draperstown. Assessment compliments and assists teaching and learning. It plays an integral part in each teacher's planning and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all pupils in St Mary's.

It is the entitlement of every child at St Mary's to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

AIMS

The aim of this Policy is to give a clear outline of all assessment techniques used in St Mary's to ensure that assessment is used as a tool to inform planning, to track pupil progress and ultimately to raise standards.

Purposes of assessment:

- To be **formative**, providing information for the teacher to plan the next steps in the children's learning.
- To be **diagnostic**, providing more detailed information about individual children's strengths and weaknesses.
- To be **summative**, providing an overview of each child's achievement, which can be reported to parents.
- To be **evaluative**, allowing the school and individual teachers to evaluate how effective their teaching is.
- To be **informative** for the children to enable them to progress in their learning.

ROLES AND RESPONSIBILITIES

Mrs Higgins is the Assessment Co-ordinator. Class teachers are responsible for the assessment of the children in their care, monitoring progress and relaying information to curriculum co-ordinators. Curriculum co-ordinators and the SENCO are responsible for monitoring their subjects and ensuring areas of need and individual need are highlighted. The Assessment co-ordinator analyses and records the data and works with the Principal and the whole staff to set targets and ensure action is taken to improve standards. All staff monitor progress to make sure each child is achieving their full potential.

FOUNDATION STAGE

The class teacher and classroom assistant complete the British Picture Vocabulary Scale in term one.

Ferre Laevers Model of Monitoring and Evaluating Early Years

Throughout P.1 and P.2, well-being and involvement levels are assessed using class screening, individual observation, analysis and setting out the goals for action. This identifies children who need extra care at a very early stage. Class teachers liaise with the SENCO to monitor children with individual needs and ensure targets are set.

Term One

P.1

Class Screening (L/M/H):

Well-being (photocopy sheet)	Term 1: October
Involvement Levels	Term 1: December

Individual Needs	General Data + Relationships
	Observation Sheet

P.2

Class Screening: (1-5) Once a term

Well-being
Involvement Levels

Individual Needs	General Data + Relationships
	Observation Sheet

See Appendix 1: Monitoring and Evaluating in Foundation Stage

At Foundation Stage assessment is primarily ongoing and formative. The professional judgement of the teacher is relied upon heavily, combined with effective record keeping and monitoring of pupil progress.

Records at Foundation Level are kept in many ways:

- Class Screening Records
- Teacher's Plans
- Samples of children's work
- Photographic evidence of activities/tasks
- Teacher's notes and observations
- Pupil Portfolios
- Parent /Teacher meetings twice yearly
- End of Year Report

In line with the N.I. Curriculum pupils are gauged for their readiness to proceed to the next level of learning.

Criterion Reference Testing

In Foundation Stage, we check what the children have learned against what they have been taught.

The following testing takes place during the year:

NUMERACY - To be reviewed 2011/12

P.1

Term 2	Term 3
Oral counting 1-10 One-to-one correspondence 1-10 Ordering number digits 1-10	Oral counting 1-10 One-to-one correspondence 1-10 Ordering number digits 1-10 Numerical positional language - after, before, between Writing numbers Sub-sets of 10 Copy a pattern

P.2

Term 1	Term 2	Term 3
Oral counting 1-20 One-to-one correspondence 1-20 Ordering number digits 1-20	Number stories and missing number $2+3= \square$ $2+ \square = 5$	Two operations for 3 numbers (+ and -) Numerical positional language Oral counting to 100 Even and odds Copy a pattern

PHONICS/LETTER FORMATION

P.1

Term 2	Term 3
Phonics 1a/Letter Formation Listening Skills	Running Record Listening Skills All P.1 sounds/Letter Formation Dictation Onset and Rhyme Tricky Words

P.2 (sub cover needed for running records)

Term 1	Term 2	Term 3
Phonics 2a and 2b Letter Formation Listening skills	Running Record Phonics 2c Letter Formation Listening Skills	Running Record All P.2 sounds Dictation Tricky Words 60 SWST Listening Skills

Standardised Assessments

P.3 - P.7

InCAS

P.4 - P.7 Teachers

- Oversee testing
- Discuss data analysis
- Report to parents
- Complete tracking grid
- Report findings to Principal, Assessment co-ordinator, Numeracy co-ordinator and Literacy co-ordinator

Assessment Co-ordinator

- Oversee the process
- Collate and analyse data
- Record children falling behind in Numeracy and Literacy
- Consult with Principal, SENCO and class teachers to set targets and provide support.

KEY STAGE ASSESSMENTS

P.4 and P.7 Class Teachers

- Administer AUs
- Collate and record results

Assessment Co-ordinator

- Order AUs
- Oversee the process
- Analyse results
- Work with the Principal, Numeracy and Literacy co-ordinators to set targets

END OF YEAR ASSESSMENTS

All Staff:

- Administer and mark assessments
- Input results into Assessment Manager for PIM and PIE
- Complete Group Record sheets and graphs for PIM and PIE
- Participate in whole school data analysis meeting
- Report to parents

Numeracy Co-ordinator:

- Collect Group Record sheets
- Compile PIM analysis
- Forward Group Record Sheets to Assessment Co-ordinator

Literacy Co-ordinator:

- Collect Group Record Sheets
- Compile PIE analysis

- Forward Group Record Sheets to Assessment Co-ordinator

Assessment Co-ordinator:

- Compile and print Assessment Manager Results for each class
- Print tracking sheets and give copy to Principal
- Compile and analyse End of Key Stage Results
- Give copy of Group Record analysis sheets for PIM and PIE to Principal
- Lead in-service day on data Analysis

Principal:

- Oversee Assessment Procedures
- Agree targets for School Development Plan as a result of data analysis
- Report findings to Board of Governors

ASSESSMENT OF PUPIL PROGRESS

Assessment of pupil progress is an integral part of the assessment model at St Mary's P.S. Since 2009 we have been using Assessment Manager (SIMS) to track individual pupil progress in the key areas of Literacy and Numeracy.

As outlined in the Assessment Model (Appendix 2) we use a range of assessments both standardised and 'in house' to record achievement and pupil progress. We use statutory assessments to compile a full picture of each pupil's achievements as they move through the school. We use NRIT and Developed Ability tests to gauge a child's general ability level. This helps to highlight problem areas when compared to standardised scores.

Common European Framework of Reference

The Common European Framework of Reference is completed for all Newcomer children. This indicates clearly their level of English. It is updated continuously and is used to set targets and plan for the children throughout the year. The CEFR is handed on to the child's secondary school to give them a clear understanding of their level of English.

TARGET SETTING

Target setting fits into the annual cycle of school review, planning and action. At the end of each academic year all staff set targets for the incoming year based on the previous year's standardised scores. Key areas for development are highlighted in the School Development Plan. Teachers set targets for individual pupils within specific areas in Literacy. These pupils are highlighted in medium term planning and learning intentions are specified for them.

IMPLEMENTATION OF ASSESSMENT PROCEDURES

Assessment is part of the daily life of the school. Informal assessments through monitoring of children's work and understanding of concepts are used by teachers to inform their teaching. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

Specific learning intentions and assessment opportunities are identified in our medium term plans. All assessment outcomes, including standardised tests are used to evaluate current practice and to inform future planning. Appendix 2: Assessment Model

MARKING

Whilst marking work, teachers are assessing children's achievements and noting areas of difficulty. Our Marking Policy ensures a consistent approach to marking throughout the school and all work is marked in accordance with this Policy. The Marking Policy was recently reviewed in June 2011. The implementation of the Marking Policy is monitored by the Principal.

ASSESSMENT FOR LEARNING

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning and where they need to go and how best to get there.

(Assessment for Learning: A Guide to Classroom Practice. Assessment Reform Group 2002)

Assessment for learning is a key part of our approach to teaching and learning at St Mary's. Classes use learning intentions and success criteria, pupil self-evaluation and peer marking to involve pupils in their learning and to inform them of their next steps. Children from P.4 -P.7 set and evaluate individual targets every six weeks. Parents are encouraged to comment on work the children have completed in P.7. Effective questioning is a key area of learning which is given high prominence and is monitored and evaluated through PRSD.

Monitoring

Teachers' planners and planning evaluations are monitored by the Principal and curriculum co-ordinators to ensure continuity and progression of learning. Emphasis has been placed on the process of quality evaluation having a direct impact on future planning. Quality learning and teaching is monitored through classroom visits, PRSD and Book Scoops. All staff take part in the annual review of whole school data which is carried out towards the end of Term Three each year. Pupils' work in the areas of Literacy and Numeracy are moderated by all staff and added to Pupil Portfolios. The Portfolios are monitored by the Principal and curriculum co-ordinators.

Special Educational Needs

Assessment plays an integral part in identifying the individual needs of all children. It enables children with Special Educational Needs, Gifted and Talented children and children for whom English is an additional language to

be given a differentiated curriculum which meets their needs. The assessment policy at St Mary's ensures that identification of these children is systematic and effective. When assessment indicates that a child may have special educational needs, procedures are put in place as follows:

- The SENCO is informed and the child's progress is carefully monitored.
- The teacher observations and/or test results are communicated to the SENCO.
- Further assessment then takes place as outlined in SEN policy.
- For all children at Stage 2-5 of the Code of Practice an individual Education Plan will be implemented.

Reporting to Parents

Parents are offered the opportunity to discuss their child's progress with class teachers twice yearly. The first meeting takes place in the Autumn Term where results from InCAS assessments in Reading and Mathematics are communicated to parents of pupils from Years Four to Seven. The second meeting takes place towards the end of the second Term.

As a result of these meetings parents will know:

- How much progress their child is making.
- If their child has any specific problems.
- What the teacher and child are doing to address these problems.
- What they can do to support their child in his or her learning and thus help their child to make progress.

In addition to these meetings parents receive a written report at the end of each academic year. Parents have the opportunity to discuss these reports with their child's teacher should they so wish. Staff make themselves available at the beginning or end of the school day to discuss

parents concerns. If a member of staff has concerns over a child they will contact the parents. Parents of children with I.E.P.s may be given an additional opportunity to meet with staff concerning their child's learning.

Transfer of Data to Post Primary Schools

We have worked closely with our feeder Post Primary schools to determine the data which should be communicated to them at the end of Key Stage Two. Our spreadsheet has a colour coded system to highlight children on the Special Needs Register and which stage they are at. Newcomer children are highlighted also. It has been agreed that the following information will be transferred for Year Seven pupils:

- End of Key Stage Assessment levels in Literacy and Numeracy
- NRIT Scores
- NFER Progress in Mathematics Results
- NFER Progress in English Results
- A reading age derived from Suffolk Reading Scale
- A record of attendance

Transfer of Information Re: Special Educational Needs

Pupils who have been identified as having special educational needs, will on transfer to Post Primary School have the following procedures put in place:

- SENCO from St Mary's will liaise with SENCO from the Post Primary school to inform and discuss any special requirements a child may have.
- With parental consent third party reports may be passed on to the Post Primary school.
- Procedures are put in place during Year 7 for children at Stage 5 to ensure they have a smooth and stress free transfer. This may include a series of visits to their new school, pupil passports etc.
- Learning Support staff may also liaise with the Post Primary school (should the school request this) to discuss informally the day to day needs of a child.

Transfer of Information Re: Pastoral Care

The Designated Teacher for Child Protection meets with her counterpart in the Post Primary school to transfer information regarding the children on the Child Protection Register or the Concern Log. The Post Primary school will be informed of any child in contact with Social Services. Third Party information from external agencies will not be transferred by the school. We complete our own Transfer Information form containing essential information regarding the child.

Transfer of Information Re: Newcomer Children

An updated Common European Framework of Reference is passed on to the child's Post Primary school to give a clear indication of the child's level of English.

Appendices

1. Monitoring and Evaluating in Foundation Stage

Class Screening (Form 1)

- **Individual Needs:** Global Data (Form 2.1)

P.1 **Well-being Individual Needs:** Individual Observation and Analysis (Scale L,M,H)

P.2 **Well-being Individual Needs:** Individual Observation and Analysis (Scale 1-5)

P.1 **Involvement In Activities** (Scale L,M,H)

P.2 **Involvement In activities** (Scale 1-5)

Involvement Individual Needs: Involvement in relation to different forms of organisation and levels of guidance
(Form 2.3b)

- **Involvement Individual Needs:** Involvement in the Developmental Areas (Form 2.4)

Individual Needs: Setting Out The Goals For Action (Form 3)

2. Assessment Model

- Key to Assessment Model
- Key to Stanine Bands

3. Assessment Timetable

P.1 Individual Observation and Analysis

Name:

D.O.B.

Class:

Parental Contribution:

Well-being	?	L	M	H
Relationship with teacher				
Relationship with other children				
Relationships with peers in school				
Relationships with members of the family				

P.2 Individual Observation and Analysis

Name:

D.O.B.

Class:

Parental Contribution:

Well-being	?	1	2	3	4	5
Relationship with teacher						
Relationship with other children						
Relationships with peers in school						
Relationships with members of the family						

P.1 Involvement in Activities

Name: _____

Activity	?	L	M	H	Comment
Physical activities					
Water/Sand					
Construction					
Small World					
Role Play					
Table Top					
Malleable					
Creative					
Cut and stick					
Listening					
Library					
Writing Area					
ICT					
Music					

P.2 Involvement in Activities

Name: _____

Activity	?	1	2	3	4	5	Comment
Physical activities							
Water/Sand							
Construction							
Small World							
Role Play							
Table Top							
Malleable							
Creative							
Cut and stick							
Listening							
Library							
Writing Area							
ICT							
Music							

Foundation Stage

Parent Teacher Meeting Term 1.1

Name: _____

Well-being	Involvement

Appendix 2
Assessment Model
St Mary's P.S Draperstown

Assessment	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Monitoring and Evaluating takes place in Foundation Stage with a focus on Well-being and Involvement levels. See Appendix 1. F.S. also use their own criterion reference tests for Literacy and Numeracy. BPVS is administered in Term 1 of P.1.							
PIM [Term3]			*	*	*	*	*
PIE [Term 3]			*	*	*	*	*
SUFFOLK READING [Term3]			*	*	*	*	*
SWST [Term 3]			*	*	*	*	*
NRIT [Term 2]			*	*	*	*	*
A.U. S. [Term 2/3]							
English 3 Attainment Targets				*			*
Mathematics 5 Attainment Targets				*			*
INCAS Maths [Term 1]				*	*	*	*
INCAS English [Term 1]				*	*	*	*

Key to Assessment Model

Foundation Stage Assessments	Monitoring and Evaluating takes place in Foundation Stage with a focus on Well-being and Involvement levels. See Appendix 1. F.S. also use their own criterion reference tests for Literacy and Numeracy. BPVS is administered in Term 1 of P.1.
PIE Years 3-7	Progress In English This is a standardised test which gives a Stanine score for pupil attainment from 1-9.[see key for StanineBands overleaf]
PIM Years 3-7	Progress In Mathematics A standardised test which provides a Stanine score for Mathematical attainment.
Suffolk Reading Year 7 presently but will be used with Years 3-7 in 2010/2011	Suffolk Reading A standardised test which gives a reading age in relation to chronological age.
SWST Years 2-7	Single Word Spelling Test A standardised test which gives a spelling age in relation to chronological age.
NRIT Years 3-7	Non Reading Intelligence Test A standardised test which gives a pupil IQ score.
A.U.S. End of Key Stage Assessment Year 4 and Year 7	Teacher based Assessment. Units of assessment are optional in this system. The pupil level is arrived at by teacher's professional judgement based on classroom performance <u>OR</u> By use of assessment units of work in English and Mathematics. The levels of attainment are externally moderated and information returned to schools. These levels are communicated to stakeholders such as Board of Governors and parents
INCAS Statutory testing : Dept of Education Years 4-7	Interactive Computerised Assessment System Diagnostic tests designed to inform teaching for the year ahead rather than to assess attainment of pupils, however a reading age and a general maths age are derived from these tests. Parents are informed of the results of INCAS at October Parent /Teacher meeting. This is in verbal and written form.

Key for Stanine Bands

Description	Score Range	Stanine
Very High	127+	9
Above Average	119-126	8
	112-118	7
Average	104-111	6
	97-103	5
	89-96	4
Below Average	82-88	3
	74-81	2
Very Low	Less than 74	1

Appendix 3

Assessment Timetable

Term 1	Term 2	Term 3
Ferre Laevers Monitoring and Evaluating Well-being and Involvement levels Administration of InCAS assessments to pupils from Year 3-7 [inclusive] Analysis of resulting data to inform future teaching and learning Communication of information relating to InCAS at Parent/Teacher meetings Administration of Foundation Stage assessments.	Ferre Laevers Monitoring and Evaluating Well-being and Involvement levels NRIT Administered to Year 3 pupils Administration of Foundation Stage Assessments Complete Assessment Units with Year 4 and 7 pupils for End of Key Stage Assessment Moderation of Literacy, to level writing tasks for pupil portfolios	Ferre Laevers Monitoring and Evaluating Well-being and Involvement levels Complete C.A.R.S. for Years 4 and 7 Administer NFER Standardised tests in English and Mathematics, Single Word Spelling Test Years3-7, Suffolk Reading Scale Years 3-7 Administer Foundation Stage Criterion Reference Testing Record assessment results into Assessment Manager [SIMS] Compile End of Key Stage results Whole School data analysis to highlight individual needs and whole school areas for development Benchmarking and Target Setting for in-coming year

