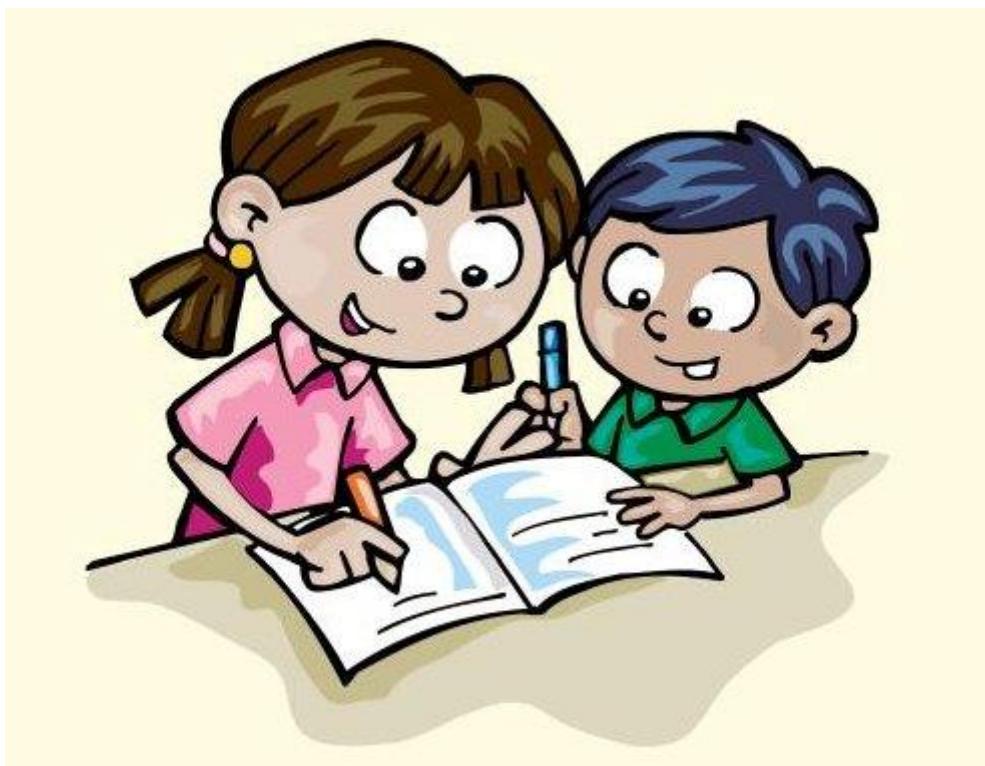


PORTADOWN INTEGRATED PRIMARY SCHOOL



ASSESSMENT POLICY

January 2018

Portadown Integrated Primary School

We deliver the rights of the child

Article 28
You have the right to education.

Rational

At Portadown Integrated school, assessment is not a singular activity; it is both about the measurement of performance at a given time and an ongoing process of gaining information to promote future learning.

‘Assessment can affect pupils’ motivation to learn, it plays a crucial role in improving learning and raising standards.’

Stiggins, 2008

Aim

To develop learning skills, attainment and personal qualities.

Objectives

Good assessment practice in our school will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the principal as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils’ strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school’s performance against its own previous attainment over time and against Northern Ireland averages.

Benefits of assessment

• Tells the teacher what a pupil knows and does not know, understands and does not understand; can and cannot do, so that appropriate reinforcement, consolidation, or extension activities or support may be given (**diagnostic**)

· Help in planning work by informing the teacher about what a child can already do. We assess the positive achievements and plan the next steps to take (e.g. differentiated work or IEP targets) (**formative**)

· Sums up a child's progress so far, in order to inform everyone concerned via:

- o a written report to parents at the end of the year
- o liaison processes with other teachers at a change of classes / groupings
- o transfer arrangements to a child's new school (**summative**)

· Gives the opportunity to compare past and present achievement in order that progress may be confirmed via:

S.E.N regular tests, annual standardised A.U assessments
(criterion-referenced)

· Provides an opportunity for children to become involved in their own assessment and progress with their teacher. Children identify targets for their future progress in key stages 1 and 2 (**self-assessment**)

· Enhances the expertise of the teacher by revealing which activities have been the most successful in helping particular children to learn (**professional development**)

· Shows the effectiveness of a school's teaching and learning within each subject taught whether discretely or in a cross-curricular way (**evaluative**)

Assessment which informs planning.

Assessment is mainly formative; to guide the teacher in the next stage of the child's learning. Formative assessment is a continuous process as children are developing all the time. Teachers use the results of their formative assessment to set work which is matched to their pupils' capabilities and this is included in their medium term and / or short term planning. Assessment takes many forms, from observation of the children at work, the marking of a child's work, discussion with the child and their own assessment of their work. We also summarise a child's achievement to inform the parents, the child's next teacher or the child's next school. This type of summative assessment is used in Key Stage 1 and 2 in the form of Christmas tests, end of key stage assessments and end of year Maths and English tests.

Planning for assessment

Teaching, learning and assessment are inter-related and so assessment forms a natural part of teaching and learning. It is also an integral part of our planning. One of our aims in our curriculum policies is to ensure continuity and progression throughout school and our long term plans reflect this. Our plans show quite clearly what the children are expected to achieve by the end of a unit of work and successful methods of assessing and recording have been put into place. Included in the short-term plans is identification of the kinds of assessment taking place.

Two distinct types of assessment are identified and used in our school. These are:

Assessment for learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

Assessment of learning

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

Assessment For learning

We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development; to this end we follow Assessment for Learning strategies.

There are five key AFL strategies (Assessment for learning: A practical Guided CCEA, 2009)

1. Focus on learning by sharing learning intentions and success criteria with pupils.
2. Effective Questioning encourages pupils to think about their learning.
3. Quality formative feedback allows teachers to identify pupils achievements, any gaps in their learning and areas for further work.
4. Scaffolded reflection gives pupils time to reflect on their learning, allowing them time to think about what and how they are learning and to adapt their approaches, if necessary, to achieve their goals.
5. Teacher reflection on effectiveness of teaching and learning allows teachers to verify what pupils have learnt.

"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, where they need to go and how best to get there.” (Assessment Reform Group, ARG, 2002)

This is central to all classroom practice.

Children will have the opportunity to ;

- Be involved in and responsible for their own learning – pre and post topics in the form of KWL grids (each new topic/theme)
- Expect to know what they are learning, why they are learning it and how they will be expected to do the learning – sharing of learning intentions
- Be able to explain what they are learning and talk about what a successful outcome will look like
- Spend most of the lesson actively thinking about the learning – thinking strategies
- Identify aspects of their work that they find easy or difficult- traffic lights/ faces
- Contribute to developing success criteria
- Use a range of self and peer assessment strategies. In FS self assessment takes the form of traffic lights, smiley faces or thumbs up. At KS1 and 2 children are encouraged to evaluate their learning by answering questions, writing comments or completing 2 stars and a wish. They identify strengths and gaps in their learning and this enables them to become involved in setting targets and identifying next steps to improve their learning.
- Use feedback from a teacher or a peer to make improvements in their own work - 2 stars and a wish
- Use success criteria to identify successes and next steps in their own work and that of their peers - 2 stars and a wish
- Understand where and how their current learning fits into the bigger picture – connective learning
- Think, learn and talk about HOW they learn and what helps them to learn
- Ask and answer questions about what they are learning of teachers and other pupils
- Be able to discuss their personal targets and the progress they are making
- Identify an aspect of their work that could become a personal or group target (P3 to P7). They are encouraged to write SMART targets in order to achieve this goal.

Target Setting

Teachers and pupils will set targets in relation to specific curriculum goals in Literacy, Numeracy and other areas of the Curriculum based on observations, marking and standardised testing. Pupils will be given opportunities to reflect on their own work and encouraged to see misconceptions as a learning opportunity. Target setting made visible through

- Wall displays
- Verbally
- Explicit teaching
- IEP targets

- Referenced in planning (PTE and PTM targets are given to each class by subject Coordinators based on PTE and PTM data and other class assessments.)

Effective Questioning

Teachers may use this to:

- Questions to gauge pupils level of understanding/ skills/ knowledge
- Analyse pupil responses to identify misconceptions and adapt teaching appropriately
- Pupil questions to assess understanding.

Teacher Observation – Nursery and Foundation Stage

Over time teachers will have opportunities to assess each pupil individually, with a partner and as part of a group. Observation is a natural part of teacher assessment. It is formal, where teachers use a pro-forma to record specific aspects of what they are assessing or less formal where observations of shorter activities are recorded informally.

In Foundation Stage observation is a common approach to assessment.

Planned focused observations for play are recorded on agreed pro-formas which include date of observation, who was observed and the activity being observed and next steps (see appendix)

Nursery Assessment

- Assessment records taken from the Nursery (including Wellcomm screening for specific children) are used to inform the Year 1 teacher in the transition stage and annual reports from Nursery school are sent to the P.1 teachers. See-Saw app on iPad is used for assessment in Nursery and for evidence in Foundation Stage.

Assessment of learning

Assessment of learning is any assessment which summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement.)

Assessments

Name	Class	Time	Purpose	Reporting to Parents	Recording and Storage
Baseline Assessments for literacy	P1-2	Baseline Sept/Oct. On-going assessment throughout year. Follow up End May	Diagnostic test to assess language development through a range of observations and simple sub-tests conducted in groups or 1:1; triage pupils accordingly; teachers use to help plan class work.	Parents may be contacted if a need for further intervention is considered necessary.	In Assessment file kept by teacher and passed to next teacher.
End of P1 and P2 Baseline assessment for maths.	P1- P2	Third term	Diagnostic test to assess counting forwards, backwards, numeral identification and recognition (P1/P2), combining to make 10 and addition/ subtraction tasks (P2)	End of Year Report	Kept in assessment file and passed on to next teacher
Wellcomm Screening	Individual children from Nursery- P2 and as necessary there after	First term	Individually administered Language and Communication Screening Test	Parents may be contacted if a need for further intervention is considered necessary	Kept in assessment file and passed on to next teacher
BPVS 111	Individual children from P1- P3	Any stage of the year	Individually administered screening test of receptive vocabulary	Parents may be contacted if a need for further intervention is considered necessary	Kept in assessment file and passed on to next teacher
Middle Infant	P2	Baseline all	Triage pupils and	End of Year	MIST booklets

Screening Test		P2 May	earmark for intervention; use to help set reading groups.	Report	put into pupil folders and passed to next teacher; scores recorded MIST recording sheets.
Running Records	P1-4	Each half term from Band 1A up to Band 10	Used by class teachers to measure reading progress of pupils.	Parents may be shown these at parent teacher meetings and/or IEP meetings.	Running Records kept in class assessment folders until end of year and then may be destroyed.
GL Assessment PTM - Maths and PTE -Literacy	P3-7	All pupils tested in May	Assess Literacy and Maths; used along with teacher judgement to decide pupil level for end of year. Diagnostic test indicates areas of need for further intervention, including possibly Stage 3 referrals. Teachers use this data to inform their planning. Comprehension, spelling and grammar; number, shape space measure, data and algebra are included	Parents are given a report in June including a SS and confidence band for Literacy and Numeracy in P3-7::	Recorded into Assessment Manager and analysed, teachers pass to next teacher
Vernon Spelling.	P3-7	May	Used to assess spelling.	Parents are given SS and spelling age in end of year school report.	Scores are recorded in Assessment Manager, information passed on to next teacher.
Salford Reading Test. Group Reading Test	P3-7	Any time	Used with specific children earmarked for potential intervention join the school and / or new children who	Parents may be shown these at parent teacher meetings and/or IEP	Kept in assessment file and passed on to next teacher

			as baseline and end test to measure	meetings.	
Non Reading Intelligence Test	End of P3 and P5	May	Used to give an indication of comparative ability and to help gauge pupils who are underperforming in Literacy and Maths.		Recorded on Assessment Manager; tests put in pupil folders and given to next teacher.
End of Key Stage, Levels of Progression	P1-7 P4 and P7	October, January and May Predicted levels in maths, English and UICT recorded by P4 and P7 teachers in Oct.	Levels of progression (CCEA) used to identify levels for each pupil in Literacy, Numeracy and ICT. Teachers use outcomes to inform planning. Q Skills may provide assistance to teachers seeking to identify progress in pupils working at W.	P4 and P7 Parents receive a level for their child in Maths English and UICT.	Teachers level 4 pieces of work in communication, 3 in maths and 2 in UICT. These are kept in portfolios and sent up to the next teacher.

The results of these assessments will be where appropriate kept on Assessment manager, a computer – generated recording system and relevant data given to the appropriate subject co-ordinator.

Administration of Standardised tests

Those classes administrating standardised tests will do so in an agreed week, day and time in May of each year. Test conditions will be the same in all classrooms. Children will work independently and be given adequate time to complete the test to the best of their ability. Classroom assistants will be used to administer the tests to those children with learning difficulties in small group situations.

Responsibilities

Each teacher has a responsibility to assess children, record attainment and verify their assessment.

In addition the Principal will need to ensure that:

- The Revised Curriculum is being implemented this includes the statutory assessment arrangements
- There is a coherent school policy for the gathering, recording, retaining, reviewing and using of evidence.

Assessment Co-ordinator will be responsible for ensuring:

- that the school has a clear assessment policy, which is well founded in the purposes of assessment
- ensure that statutory assessment tests are carried out in accordance with CEA guidelines and, together with the Principal is responsible for the school following the correct procedures for these assessments
- All relevant standardised tests are ordered and supplied to the appropriate teachers
- The Principal has copies of all standardised test results
- Chair regular internal moderation to assist the development of consistent assessment standards
- Monitoring teachers' assessment practices and / or arrangements
- That all data that is required by the CEA is passed on at the correct time and that all such data is complete.

All teachers will be responsible for:

- Administering, marking, standardising tests and entering data to Assessment manager
- Implementing all aspects of the policy
- Contributing to whole school internal moderation sessions
- Use success criteria as a means of engaging the children in their specific learning intentions and to identify elements of success for an activity.
- Identify opportunities for assessing success criteria in the medium and short term planning in relation to skills and knowledge.
- Use examples of pupil's work assessed against success criteria, to help them to understand their strengths and weaknesses and create targets for their improvement.
- Give pupils clear and understandable targets and feedback about their achievements. Trying to use where possible formative feedback.
- Planning and carrying out assessment activities i.e observation and or written tests for areas of work termly
- Participating in target setting for their class
- Reporting to parents

- Complete Assessment files for each child and pass on to next teacher
- Keep a class assessment file

Record Keeping

Record keeping is an essential adjunct and pre-requisite for good teaching. Assessment Manager is used to digitally store results of the majority of assessments undertaken. Its primary purpose is formative. It also provides the basis for reports and discussions with parents. However, it must not be so detailed that it hinders teaching and learning. As a staff our aim is to achieve continuity and progression in each child's learning. The achievement of this aim is founded on the quality of the records which we keep and the use to which they are put by the teacher in planning future learning.

There will be a file for each child containing the following:

- Four examples of levelled pieces of Communication –

2 pieces of writing

2 pieces of reading

To include 2 CCEA Assessment tasks.

- Three examples of levelled pieces of Using Mathematics

To include 1 CCEA Assessment task

- Two examples of levelled pieces of UICT –

To include one CCEA Assessment task

These files will be passed up to the next teacher.

Whole class assessment data should be kept in a class assessment file. The records in this file should include

- Maths and Literacy groupings
- Register of able children and children with early indicators
- Class record sheets for PTM, PTE, NRIT test data (year 3-7)
- SEN list

This file is sorted at the end of the year and relevant information passed up to the next teacher.

Moderation

Moderation of work and a consensus over levels takes time to arrive at. Staff meetings and Key Stage meetings will be used for moderating samples of children's work in either Communication, Using Mathematics or Using ICT each term followed by directed time used to level a piece of work for each child to be placed in their assessment folder.

Staff will select 1/2 pieces of work for moderation to bring to the staff meeting for discussion. The focus for selection will be predetermined by areas for development in the School Development Plan. Copies of the samples will be circulated at the staff meeting and professional dialogue will follow to agree the level. Staff will use CEA level descriptors to help them agree on a level. A context sheet will then be completed by one member of staff which will outline the content of the assessment and ways forward.

Moderated pieces of work will be kept in a portfolio and stored by the assessment co-coordinator and the relevant subject Coordinator. They will then become a resource to refer to for future moderations. Moderated pieces will be replaced with better examples of that level in 'time', but will not remain for more than three years in the portfolio.

Reporting to parents

At Portadown Integrated School parental involvement is welcomed and appreciated. The role of parents in the educational process is greatly valued.

Parents are invited to attend formal interviews with the teacher during the Autumn and Spring terms. Should the need arise parents are welcome to discuss the progress of their child with the teacher or Principal throughout the year.

A written Pupil Profile for each child is sent to parents, once a year, at the end of the Summer term and a copy kept in a class file. Pupil Profiles outline a child's progress in the areas of the Revised Curriculum and add an aspect for development. For children at the end of Key Stages 1 & 2, additional information including details of the End of Key Stage assessments will also be provided on the pupil profile.

Work sample folders containing a selection of the child's books and work are sent home twice a term for children to share their learning with their parents. This provides parents with another opportunity to be involved in and comment on their children's learning and progress.

Management and Monitoring

Our assessment practices are constantly monitored to make sure that they continue to reflect the aims of the school and encourage pupils to achieve high standards. They need to be relevant, consistent and manageable and involve pupils. It is important that as a school we fulfil our statutory obligations relating to assessment.

The policy will be monitored by the assessment co-ordinator through consultation with staff every three years. Policies and procedures may change in light of any new initiatives and we want to respond to any such changes.

Special Education Needs

Children with special educational needs will follow the Revised Curriculum. Information from teacher assessment assists in planning suitable programmes for these pupils.

Points to remember are;

- Some children with special needs may be able to proceed through the same stages as other children but at a slower pace.
- Topics may need to be smaller if they are to gain a sense of progress.
- More frequent recognition of achievement may be necessary.
- Presenting different ways of assessment may offer the child the chance to achieve (e.g. by oral rather than written questioning)
- Try to approach the assessment without preconception about the child's performance. Base your findings on evidence. The child may have special needs in one area but not in another.

Use of Data

DENI 2008 Every School a Good School

Improving monitoring, evaluation and the use of data

“The Department places significant importance on improving monitoring, evaluation and the tracking of data. Effective performance data management and monitoring and evaluation are essential tools to improve standards of literacy and numeracy and have been identified regularly in inspection and in research evidence here and elsewhere as key aspects of curriculum development and improvement.”

Effective use of data on our pupil’s performance is an essential part of our school improvement programme and it is one of the key tools for change. Our data helps us to pose and answer questions and provides one of the principal indicators of the outcomes of the education provided by our staff.

The ways in which we use the data in our school are:

- CCEA Comparative performance data

End of Key Stage results will be used to plot progress. Historical data will be used as this will allow us to compare progress to previous years. These findings will help identify areas to be placed on the school development plan and set whole school targets.

- GL assessments – PTM & PTE.

These tests are marked externally and results sent to school.

Teachers will record the data on SIMS and interrogate the data from these tests and use them to group children by ability and set class and individual specific targets at the beginning of the school year. Subject Coordinators will analyse PTE and PTM data and use this information to set cohort or teacher targets.

Furthermore, teachers will calculate the class average (via SIMS) for each section of questioning and compare with the national average again helping to inform future planning. They will also complete an individual record sheet for each child to further analyse their performance and note any key points about performance.

Co-ordinators will collect all year group’s class record sheets and analyse the data for each class and the school as a whole. This will inform them of areas that are developing well and those that require focus and need to be placed on the school development plan for the year ahead and help to set subject or class targets. Findings will be shared with the staff in August.

Senior management will use these scores to identify those children requiring literacy or numeracy support within the school.

- N.R.I.T – I.Q Test

Scores from this test will be compared with those from PTE and PTM and children identified who are underachieving. This data will inform teachers on children's ability and achievement.

Co-ordinators will analyse their subject data and also use it to identify any whole school development

Appendix 1

P.T.E – Progress through English

P.T.M. – Progress through Maths

N.R.I.T – Non-Reading Intelligence Tests

C.C.E.A.- Council for the Curriculum, Examinations and Assessment

Appendix 2

Foundation stage Pro-forma for planned focused observations.

Child's Name: _____ Date: _____

Personal Social Emotional	Physical	Creative	Early Mathematical	Language	World Around Us
Observations (To include cross curricular skills, TSPC and ICT)					
Next Steps					

