

Ashgrove Primary School

# Assessment

## Policy

1 January 2005

VERSION 1:1

# Assessment Policy

## Rationale

In Ashgrove Primary our children come from a variety of backgrounds and bring with them a wide range of abilities, preferred learning styles, experiences, personalities and interests. 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 process. It provides information with which to evaluate pupil strengths and weaknesses and the effectiveness of teaching and learning. It is then used to inform curriculum planning, the setting of children's targets and the provision of resources.

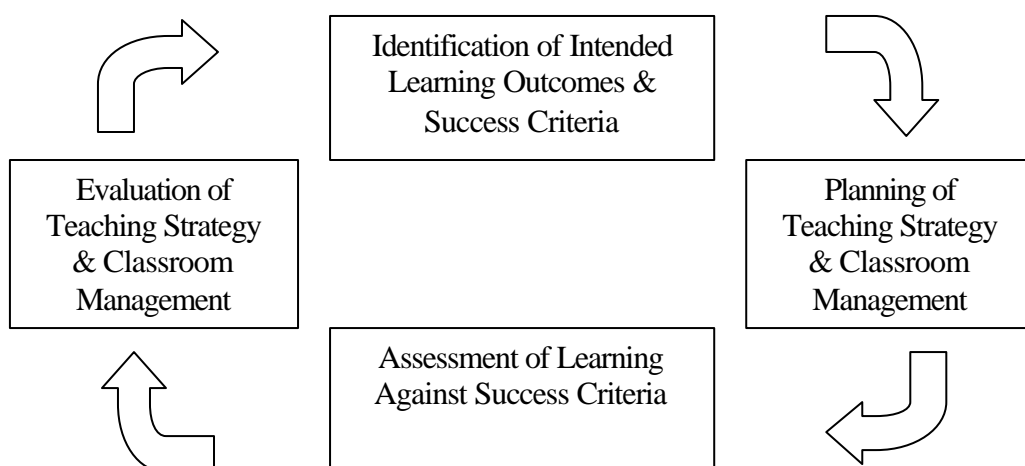
## Aims of Assessment

Specifically, assessment aims to:

- evaluate levels of understanding, confirm judgements and help to identify strengths and weaknesses for individual children;
- provide each child, the teacher and parents with an indication of achievement and progress in relation to ability;
- facilitate comparison of groups.
- identify children with special educational needs at both ends of the ability spectrum.
- provide information on which to base future curriculum planning and resource decisions.
- fulfil statutory requirements relating to assessment.

## Schemes of Work and Assessment

The assessment of children's progress is an integral part of the teaching and learning cycle in every class.



In their planning, teachers begin with pupils' abilities, their previous knowledge and the content of the programmes of study in order to identify specifically what skills, knowledge and attitudes they want to develop in each child. They then select activities, resources and forms of classroom organisation that will achieve these learning outcomes.

Assessment enables teachers to judge the quality of learning against their own success criteria and to evaluate the need for support, reinforcement or extension.

## Marking

Marking should always be meaningful, informative and positive, providing an indication of a child's achievement for both pupil and parent. Teachers' professional judgements of children's abilities, based on informal observations and on formal methods will be an important source of evidence in the monitoring process.

## Standardised Tests

Evidence is gathered and analysed from the results of standardised tests in English from Primary 2 to Primary 6 and in mathematics from Primary 4 to Primary 7. This enables 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 may require additional support by being placed on the Special Needs Register, following screening.

## Target Setting & Benchmarking

Throughout the process of identifying targets we try to be objective and evaluate the performance of Ashgrove in comparison to the performances of similar schools. During each school year the following cycle takes place:

- all teachers get to know the children in their care;
- each teacher discusses his/her children with their previous teacher and estimate the levels at which individuals might reasonably be expected to be working in English and Mathematics by the summer term. DENI bench-marking statistics will be used to inform judgements;
- end of key stage summaries of these targets are considered against DENI bench-marking statistics by the management team (SMT) and by governors;
- assessments in the summer term include levels in English and Mathematics;
- Year 4 and Year 7 results are forwarded to CCEA;
- teachers, SMT and governors evaluate results against targets and benchmarking statistics;
- implications for planning are considered and, where necessary, issues such as resourcing and training are included in the school development plan.

## End of Key Stage Assessment

End of key stage assessment forms an integral part of the overall school assessment programme and influences curriculum planning. Results in assessment units in Primary 4 and Primary 7, and information in quality assurance folders will be used in the statutory target setting process. (Quality assurance moderation is carried out every three years on a whole staff basis).

## Transfer Tests

Preparation for and results in Transfer tests provides information on which to base future curriculum planning.

## New Admissions

In addition to using information forwarded by a previous school, teachers employ appropriate assessment procedures to ensure that children entering classes after September work at their own level and in suitable groups.

## Record Keeping

Individual files are kept for each child. These contain samples of work, record sheets, completed tests and any other information relevant to the child's school experience.

A file containing each class's scores and results in standardised and other tests accompanies that class as it progresses through the school. This information may also be used by teachers when considering differentiation and other aspects of planning.

To promote self-esteem and encourage pride in their work, pupils are involved in a process of self-assessment by being encouraged to comment on their work, by selecting evidence of their achievements for their files and in summarising their own performance in an end of year review sheet. This along with other evidence of personal achievement contributes towards the Record of Achievement completed at the end of Key Stage 2.

## Reporting

Reporting to parents on children's attainment is by means of:

- parent/teacher interviews in October and March;
- comments on written work, including homework;
- yearly written reports;
- end of key stage assessment results;
- Transfer report meeting; and
- informal meetings.

Reporting to the principal and teachers on children's attainment is by means of:

- class files containing test scores, etc;
- pupil files;
- staff meetings;
- informal meetings; and
- end of key stage assessment results.

Reporting to pupils on children's attainment is by means of:

- teacher comment on class work, both oral and written;
- individual reward schemes; and
- Record of Achievement in year 7;

Reporting to secondary schools on children's attainment is by means of:

- Record of Achievement, including end of year report;
- information relating to special educational needs; and
- any necessary communication between teachers/principals from both sectors.

### Role of Assessment Co-ordinator

The co-ordinator ensures that members of staff are kept fully up-to-date with the legal requirements, developments and research in primary school assessment. The co-ordinator acts in liaison with external agencies such as CCEA as necessary.

### Review

This policy will be reviewed annually.