



Ballyoran Primary School

Assessment, Recording & Reporting Policy

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Introduction: Assessment Statement

In Ballyoran Primary School, our Assessment Policy and practice reflect the vision and aims of our school. We aim to 'enable each child to reach his or her potential' and to 'develop in each child the following skills: Communication, Using Mathematics, Using ICT and Thinking Skills and Personal Capabilities.'

Aims of Assessment

- ◆ To facilitate the monitoring of standards over time in order to inform the development of policy and practice leading to better pupil outcomes.
- ◆ To identify strengths and areas for improvement.
- ◆ To inform next steps and future learning, teaching and progression.
- ◆ To acknowledge, record and report pupils' overall achievement at a point in time.
- ◆ To inform future curriculum planning and to provide information for monitoring and accountability.
- ◆ To identify when Intensive Support Teaching or input from outside agencies is required.
- ◆ To develop, in pupils, a life-long skill of reflection, evaluation and self-improvement.
- ◆ To promote high standards of work and presentation.
- ◆ To fulfil statutory requirements.

Purposes of Assessment

There are four main purposes of assessment:

1. Diagnostic Assessment: Identifies strengths and areas for improvement and informs next steps
2. Formative Assessment: Uses assessment information to make specific improvements in learning
3. Summative Assessment: Acknowledges, records and reports pupils' overall performance and achievement at a point in time.
4. Evaluative Assessment: Informs curriculum planning and provides information for monitoring and accountability

Formative Assessment

This is a 'process 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 for Learning: The Assessment Reform Group 2002

There are three key principles to Formative Assessment:

1. An emphasis on transferable learning.
2. A more transparent process, based on critical information which is shared with learners.
3. Enabling learners to take responsibility for their own learning and eventually for their own assessment too.

Assessment for Learning

At Ballyoran Primary School our main tool for Formative Assessment is Assessment for Learning.

All classes follow this approach using the following strategies:

- Shared Learning Intentions at the beginning of lessons
- Shared, negotiated Success Criteria
- Effective Questioning
- Self Assessment
- Peer Assessment
- Giving pupils feedback and tips for improvement

Assessment at Nursery and Foundation Stage

In Nursery, Year 1 and Year 2 on-going assessment is based mainly on teacher observation which informs the learning programme for each child. Observations are a natural and essential part of good practice for teachers and classroom assistants. Well-planned, regular and skilful observations help teachers gain information about children's progress over time which ensures that all children's needs are being met. The following assessments and standardised tests are also used:

Nursery: Wellcomm (Speech and Language Screening Test)

Year 1: Baseline Assessment, BPVS and PM Reading Benchmark

Year 2: MI ST, PM Reading Benchmark and Linguistic Phonics Diagnostic Assessment

Summative Assessment

Please refer to Appendix 4: 'Schedule of Testing' for a list of summative tests currently being used by mainstream class teachers.

Statutory Assessment

A range of CCEA Tasks and classroom activities have been used by staff to assign a level to each pupil's work. A detailed breakdown and overall level is recorded, for every child, at the end of each year, in Communication and Using Mathematics. Levelled samples of work, from each pupil, are stored in folders which are passed on to the next teacher.

End of Key Stage Reporting

At the end of each Key Stage (Years 4 and 7) an overall level, for each child, is reported to CCEA and to parents. A portfolio of children's work, for specific levels in Communication and Using Mathematics, is produced if required by CCEA.

Internal Standardisation

We aim to hold at least two sessions of Internal Standardisation each year in Communication and Using Mathematics. All teachers bring samples of pupils' work and participate in group discussion. A consensus is reached and an agreed level is assigned to each piece of work. We aim to ensure that assessment standards, as presented by CCEA, have been applied consistently and accurately.

External Moderation

Schools may on a voluntary basis submit portfolios of levelled pupils' work to CCEA to be externally moderated.

Evaluative Assessment

At Ballyoran Primary School we are committed to making the most effective use of available data from diagnostic and standardised tests.

'In the best practice: the provision (for learning) is informed by the effective use of a range of data, including standardised tests; underachievement is identified and addressed appropriately; and the children's progress is tracked closely.'

Chief Inspectors Report 2012-2014 page 46

As a team we aim for whole school improvement by looking for trends and patterns in strengths and weaknesses. Data is shared and discussed by all staff. Individual class teachers are given a copy of all relevant data. PTE and PTM standardised scores are compared with NRI T/CAT intelligence test scores.

High achievers, average achievers, underachievers & low achievers are identified. Individual pupils are tracked by comparing progress through stanine bands from Years 4 to 7. Group scores are analysed by curriculum content category and by gender. November and May scores (Mental Maths, SWS and NGRT) are analysed to celebrate success and monitor progress in specific curricular areas. Year group averages are compared with previous years in order to monitor progress and analyse trends.

Underachievement is highlighted and co-ordinators meet, with staff, to discuss PRSD targets at either a whole school or individual class level. Data analysis is used to inform the School Development Plan and Action Plans and to identify needs for staff development and teacher training.

Each teacher uses data analysis and teacher judgement to set class targets in Communication and/or Using Mathematics where there is an identified area of weakness. These targets are monitored and progress is recorded at the end of the year.

Diagnostic Assessment

Please refer to Appendix 4: 'Schedule of Testing' for a list of diagnostic tests currently being used by mainstream class teachers.

A wide range of diagnostic and summative tests, along with teacher judgement, are used to analyse pupil progress. Strengths and areas for improvement are highlighted for individual pupils and whole classes. High-achieving, low-achieving and under-achieving pupils are listed. Each teacher selects pupils to target and plans interventions and classroom strategies to help each target pupil to be successful in their identified area of weakness. These target pupils are reviewed regularly to assess progress. At the end of the year, target pupil progress is recorded by each teacher.

Assessment for Special Educational Needs

The Code of Practice states that 'to assist in the early identification, use should be made of all available indicators, including formative as well as summative assessment.' It is also evident that we will need quite specific information with regard to a child's need in order to write an Individual Education Plan that will meet those needs.

There are several ways of assessing a child and it is likely that we will use more than one of the following:

- Screening (PTE, PTM, SWS, GRT, NRI T, Salford Reading)
- Diagnostic (MI ST, Linguistic Phonics Assessment, Reading Recovery Tests, Mathematics Recovery Tests)
- Screening/Diagnostic (BPVS)
- Observation
- Questioning
- Professional judgement
- Information from parents and other agencies

This is an outline of categories which we use when collating our data on Assessment Manager.

126+ Well Above Average

111 – 125 Above Average

90 – 110 Average

<89 Below Average

In consultation with SENCO, class teacher, parent and if appropriate pupil, a child may be placed on the SEN Register based on outcomes from assessment and teacher judgement. Scores in the below average category, along with teacher judgement, may give reason for a child to be placed on the SEN Register. Standardised literacy scores (PTE/NGRT) are compared with ability test scores (CAT/NRIT) to find out which pupils are eligible to apply for the EA Literacy Screening Programme.

Intensive Support Diagnostic Assessment

Data analysis, combined with teacher judgement, leads to pupils being selected to undergo a series of diagnostic tests for Language & Literacy and/or Mathematics & Numeracy. Each pupil is individually tested before and after a block of Intensive Support. The Intensive Support teacher sets targets which are discussed with the class teacher. A Summary of Progress Report is sent to parents, at the end of the block of teaching, which contains recommendations for future progress.

The following diagnostic tests are used by the Intensive Support teacher to inform pupil selection, grouping and target setting:

Mathematics Recovery Assessment Interviews

- Ø Early Arithmetical Strategies & Numerical Knowledge
- Ø Base -Ten and Advanced Arithmetical Strategies
- Ø Early Grouping: Structuring Numbers 1 to 10
- Ø Advanced Grouping: Structuring Numbers 1 to 20
- Ø Early Multiplication & Division
- Ø Advanced Multiplication & Division

Reading Recovery Tests

- Ø Running Records
- Ø Letter Identification
- Ø Concepts about Print
- Ø Word Vocabulary
- Ø Hearing & Recording Sounds in Words

Other Language & Literacy Tests

- Ø Linguistic Phonics Diagnostic Assessment Tests
- Ø British Ability Scale (BAS) Reading Test (Summative Assessment)
- Ø British Picture Vocabulary Scale (Diagnostic & Summative)

Marking

Marking pupils' work is part of our on-going assessment of pupil's progress and achievement. We have an agreed Marking Policy in place.

Homework

Homework is used to reinforce work carried out in class and to encourage parental involvement in their child's learning. We have an agreed Homework Policy in place.

Record of Achievement

We are further developing a Record of Achievement that will involve all children from P1 to P7. A folder for each child is retained containing samples of work chosen by the teacher/child. This folder also contains Annual Reports, outcomes from standardised and diagnostic testing which the child has completed. Primary 7 children complete their personal 'Record of Achievement' highlighting their achievements throughout their school life at Ballyoran Primary School.

Reporting to Parents

- Parents receive an Annual Report in June with headings which match the Northern Ireland Curriculum
- Parent/Teacher Meetings are held in October and in March of each school year
- Interviews/Reviews are held with parents of children who have Special Educational Needs on a termly basis
- Annual Reviews are held for children who are at Stage Five of the Code of Practice
- Transfer Reviews take place for Year 7 pupils, with statements.
- Appointments can be made at any time to discuss concerns/progress with any class teacher, SENCO or the Principal

Exemptions from Statutory Assessment

Newcomer pupils and pupils who have medical conditions or have had a traumatic experience may be registered 'exempt' from statutory assessment for a short period of time at the discretion of the Principal. Details of the circumstances and procedures for making temporary exemptions are set out in Circular 1990/45 issued by DENI (available at www.deni.gov.uk/circular_1990_45.pdf)

Record Keeping

The following records are retained for each pupil:

1. Photocopy of Annual Report/Nursery Transition Form signed by parent, teacher & Principal
2. All Test Results
3. The most recent Standardised Test Papers
4. Class Tests as appropriate

5. All SEN paperwork e.g. Individual Educational Plans and Reviews and Stage 5 Annual Reviews
6. Folders with samples of levelled Literacy & Numeracy work
7. Record of Parent/Teacher meetings
8. Record of Progress and Recommendations for Further Progress (For pupils who have completed a period of Intensive Support Teaching)
9. Pastoral Care and Child Protection Records
10. All discipline paperwork e.g. suspensions
11. Medical records
12. All consent notes

Review of Assessment Procedures

In Ballyoran Primary School the policy and practice on assessment is regularly under review.

Appendices

1. Nursery Transition Template
2. Foundation Stage Annual Report Template
3. Key Stage 1 & 2 Annual Report Template
4. Schedule of Testing