CHURCHILL PRIMARY SCHOOL



**Assessment & Reporting**

**Policy**

Policy ratified by Governors – Feb 2020

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 Churchill 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 Churchill 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 Churchill 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 assessmentgives 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.

## Statutory Assessment Requirements

Churchill Primary School will assess and report on each pupil at the end of each school year. The report –

* will show a comment for each pupil’s achievement in each subject for that year.
* will provide a general comment and a focus for development comment.
* will provide percentage attendance for the year
* will provide a separate grade for attainment and attitude to work (P4-7)
* End of Key Stage results will be provided for P4 and P7.

## 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

with reference to levels and report outcomes to parents and to CCEA at the end of each key stage (Y4 and Y7), as is currently required.

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 alongside NFER Group reading and the Single Word Spelling test. The pupils are tested annually at the end of the year for summative purposes. We use the [paper](http://gla.granada-learning.com/products/progress-english-digital) format of these 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

Levels are reported to parents and to CCEA at the end of each key stage (Y4 and Y7).

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 alongside mental maths. The pupils are tested annually at the end of the year for summative purposes. We use the paper format of these assessments.

**Assessment in I.C.T.**

Using ICT in Churchill Primary School is assessed by:

* Using CCEA tasks from Y4-Y7 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.
* Ensuring a portfolio is held containing samples of pupils’ work showcasing breadth and experiences in ICT.
* Ensuring ICT planning for P4-7 shows progression.

## Using Assessment in the Identification of Special Educational Needs

At Churchill Primary School the use of both formal and informal assessment is central to the early identification of pupils who are or may be experiencing learning difficulties. Along with the class teacher, the SENCO will identify/assess pupils with special educational needs and this takes place as early as Year 1. In year one, assessment is based on the teacher’s on-going observation and evaluations in the six areas of learning as well as the British Picture Vocabulary Test which determines verbal language comprehension. Results of these, along with feedback from the pre-school setting are used to aid early identification of special needs and ensure that the next steps in the pupil’s learning are appropriately planned in order to help children make progress. When specific difficulties are identified, the SENCO will contact EA and relevant outside agencies for further support and advice. At this point the pupil would be moved to Stage 3 of the SEN Code of Practice.

In years 2 – 3, ongoing assessment both formal (P3- WRAPS test) and informal is further used to identify pupils who continue to experience learning difficulties. If a child is placed on the school’s SEN Register these assessments are used as a diagnostic tool as well as to better inform teachers when they are setting specific targets for the pupil to achieve within their Individual Education Plans (IEPs). Pupils may need to be further supported by interventions, referred to the Educational Psychology Service or to the Specific Literacy Difficulty (SpLD) Team. A number of pupils may receive further support for Numeracy and / or Literacy according to their needs, on a termly basis. The classroom assistants assist in the delivery of targets set on a day to day basis. Parents are invited to discuss their child’s progress regularly.

In years 4 – 7 the class teacher and SENCO use school based assessment data and other class tests when drawing up termly IEPs for individual pupils on the SEN Register. Any recommendations made in relation to the child are incorporated into the targets set. Teachers discuss the targets with the pupil while parents are kept informed.

An annual meeting takes place between the school and Educational Psychologist to compare the outcomes of assessments and discuss provision for the children on the SEN Register. From Yr 1 to Yr 7 ongoing assessment and evaluation may be used in some cases to support and identify a child in need of further specialised services or requiring a statement of educational needs. The school may use a variety of assessment tools to evaluate the child’s ability in areas such as cognitive functioning, behaviour, developmental progress etc. Training for teachers and classroom assistants is on-going to enable them to identify and set suitable targets for pupils experiencing difficulties - e.g. recent training in Autistic Spectrum Disorder (ASD).

Other tests may include:

* Benchmarking/Running Records in reading – Completion of a running record on a child to inform teachers of a child’s reading level.
* High Frequency words and sounds tests – at regular intervals as appropriate
* Spelling and number facts tests (Class based) as appropriate.

## 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 Churchill Primary School, Assessment for Learning approaches (AfL) is used to focus on the learning process and attempts to improve learning, ie 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. In Churchill Primary, ‘Two Stars and a Wish’ or other formats are used to help pupils to self-assess.

**Structures**

The Principal has overall responsibility/accountability for the assessment policy and practice in the school. Assessment is a termly item on the agenda of staff meetings.

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

# Year Groups

- to analyse data to monitor, evaluate and improve standards within the year group

#  Literacy/ Numeracy/ ICT Co-ordinators

* to evaluate current standards and benchmark these against the performance of similar schools elsewhere and identify areas for improvement
* to evaluate the impact of various initiatives
* to inform staff development in the subject area

#  SENCO–

- to evaluate the progress made by specific groups of pupils using data and other information

# Principal –

* overall picture re standards in the school
* inform BOG
* report to outside agencies
* inform SDP
* inform overall target setting for school

 ***Marking***

See ‘Marking Policy’

**Reporting**

Parents are given the opportunity to formally meet with their child’s teacher on two occasions throughout the year for an oral progress report (October and February). 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.

|  |  |  |
| --- | --- | --- |
| **Year Group**  | **Tests/ Assessments**  | **Month**  |
| **Year One**  |  Observations  Words, Number & Phonics Assessment Running records (if appropriate)Phonics Assessment Word Assessment British Picture vocabulary test |  On-going  On-going  On going Dec/April/June  Dec/April/JuneOctober |
| **Year Two**  |  Observations  Running Records / Reading Level  Spelling Assessment  High Frequency Words Phonics Assessment  |  On-going  October / April  On-going On-going September |
| **Year Three**  | WRAPSRunning Records / Reading Level  Spelling Assessment Reading Assessment (NGRT)  Mental Maths Progress Test in English (PTE)  Progress Test in Maths (PTM) SWST | October October/April Dec/March/JuneMay May  May May  May |

|  |  |  |
| --- | --- | --- |
| **Year Four**  |  End of Key Stage Assessment – Cross Curricular skills CAT4 Spelling Assessment  Reading Assessment (NGRT)  Assessment of children’s writing  Mental Maths  ICT assessment  Progress Test in English (PTE)  Progress Test in Maths (PTM)  SWST |  February / March  October  Dec/March/June May On-going MayOn-goingMayMayMay |
| **Year Five**  | Spelling Assessment  Reading Assessment (NGRT)  Assessment of children’s writing  Mental Maths  ICT assessment  Progress Test in English (PTE)  Progress Test in Maths (PTM) SWST |  Dec/March/June May On-going  May  On-going May  May May |
| **Year Six**  |  CAT 4Spelling Assessment  Reading Assessment (NGRT)  Assessment of children’s writing  Mental Maths  ICT assessment  Progress Test in English (PTE)  Progress Test in Maths (PTM) SWST |   OctoberDec/March/June MayOn-going  May  On-going  May  May May  |
| **Year Seven**  |  End of Key Stage Assessment – Cross Curricular skills  Spelling Assessment  Reading Assessment (NGRT)  Assessment of children’s writing  Mental Maths  ICT assessment  Progress Test in English (PTE)  Progress Test in Maths (PTM) SWST  |  February / March  Dec/March/June May On-going May  On-going May MayMay  |

**Reviewing the Policy**

In the interests of continuous improvement, in order to evaluate its effectiveness, and to incorporate additional guidance and requirements this policy will be reviewed in November 2021.

This review will take the form of staff consultation and discussion, which in turn will contribute to the on-going development and ownership of the policy.

Appendix 1 - standardised test results given to parents in June

 **How will I know what the test scores mean?**

You will be familiar with hearing your child say he/she got 62% in a maths test or 9 out of 15 in a spelling test. Standardised tests use a **standard score.**

***Standard scores usually go from 55 to 145 with 100 being an average score on a standardised test. The table below describes what the different standard scores tell you about your child’s achievement.***

|  |  |
| --- | --- |
| **Standard score**  | **What the score means**  |
| 130 and above  | Very high  |
| 120-129  | High  |
| 110-119  | High average  |
| 90-109  | Average  |
| 80-89  | Low average  |
| 70-79  | Low  |
| Below 70  | Very low  |

Standardised Test Results May (year)

Name of Child: ……………………………………………………………. Class: P…

Progress Test in English ……………

Progress Test in Maths ……………

Mental Mathematics ……………

Reading ……………

Spelling ……………

If you wish to discuss these further, please speak to the class teacher or Mrs Cartmill

Appendix 2 – copy of parent interview notes

Parent Interviews (KS2)

|  |
| --- |
| Name: Class: |
| Literacy | Term one | Term two |
| Spelling | Needs more attentionCoping wellAbove average |  |
| Written work | **Can plan independently**: always/often/never**Adheres to success criteria**: always/often/never**Punctuates appropriately**: always/often/never**Well presented**:always/often/never**Re-reads and edits:** always/often/never |  |
| Reading | **Fluency:** below av/average/above av**Understanding:** below av/average/above average**Level of enjoyment:** needs encouraged /enthusiastic reader |  |
| Talking and Listening | **Contribution to discussions:**Hesitant and needs encouragedFrequently contributes**Listening skills:**Able to listen for: long /short periods**Listens to viewpoints of others:** always/often/never |  |
| Numeracy | Requires assistance with aspects of NumeracyWorks independently Working well above year group **Problem solving skills:** below average/average/above average |  |
| Mental maths | **Times tables:**  Require consolidation  Sound Quick**Number facts:** Below average Average Above average **Weekly mental maths tests:**0-5 6-10 11-15 16-20 |  |
| Home works | Needs more attentionPresented wellNeed traffic and signature  |  |
| Behaviour | Needs more attentionGenerally goodExcellent**Golden time:** less than 10 mins 10-20 mins 20-30 mins Never loses**Playground:**Mixes well with otherssometimes needs encouraged to join in |  |
| Area for development |  |  |
| Parent comment |  |  |
| Principal’s signature |   | Date: |  |
| Teacher’s signature |  | Date: |  |
| Parent signature |  | Date: |  |