

Assessment Policy



INTRODUCTION

In Sullivan we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback about their learning so that they understand what it is that they need to do better. This allows us to base our plans on a detailed knowledge of our pupils. We also give parents regular feedback on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

AIMS AND OBJECTIVES

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to ensure that all children have the assessment accommodations in place to reach their potential
- to provide the Head of Prep, Headmaster and Board of Governors with information that allows them to make judgements about the effectiveness of the school

PLANNING FOR ASSESSMENT

We use the Northern Ireland Curriculum Primary publication as a core to support our teaching. We use the CCEA Levels of Progression in Communication and Numeracy along with relevant published guidance from DENI to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lessons make clear the expected outcomes and these are shared with the children. We monitor and evaluate those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. 6 weekly planners have

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specified target groups or individuals whose progress is monitored with evaluations recorded on the planners for future planning needs. These notes are in turn monitored and evaluated regularly by the class teacher, subject co-ordinators and Head of Prep.

TARGET SETTING

Every school is required to set targets in using mathematics and communication each year for those pupils who are in Prep 4 and Prep 7 as part of their end of Key Stage levels. We set targets in those areas for these children during each academic year. We review the progress of each child at the end of the academic year and discuss revised targets with their next year's teacher. Co-ordinators and teachers use data from standardized test scores to plan appropriate changes and address specific areas which may be highlighted in the results.

We are also developing the setting of targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. The children themselves are increasingly asked to reflect upon these targets and the teacher and child review them regularly.

We are developing the area of asking our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.

ASSESSMENT FOR LEARNING

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we do record information that affects future learning.

We plan our lessons with clear learning objectives which we share with our pupils. We plan with differentiation in mind, considering the needs of all of our children. Each day the class teacher will share the Learning intentions with the class (WALT- We Are Learning To) and the assessment criteria (WILF - What I'm Looking For.....).

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. Please refer to our Marking Policy.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. We also give written comments on children's work. We give age related comments to children of all ages.

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When we give written feedback to a child, we relate this to the learning intention for the lesson. By so doing, we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases, we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils, when and as appropriate.

We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking has an impact on the children's work.

We use a wide range of assessment techniques in our lessons such as observation; class discussion; oral, written, visual presentations or physical demonstrations; independent or group tasks; project work; homework; standardised tests.

REPORTING TO PARENTS

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school for an appointment with the class teacher if they have concerns about any aspect of their child's work.

In Term 1, and again in Term 2, we offer P1-P7 parents in the whole Prep the opportunity to meet formally with their child's teacher. Prep 7 parents meet twice in term 1, once at the start of term and once before the tests commence. In February, once the results are released they can attend a formal Transfer Interview, which takes place between parents and the Head of Prep regarding the choice of Y8 schools. A written report is produced for each child before the end of the academic year. It will include further focus areas for the next school year (see next paragraph). We also report to Parents as appropriate to a child's needs at any time throughout the school year via the Seesaw app, phone calls or even face to face meetings, if appropriate. As a school we use the Seesaw app to report on an almost weekly basis about the learning that is taking place in all the classrooms.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this Pupil Profile we identify areas for development for the next school year. We write individual comments on all subjects as identified by the Northern Ireland Revised Curriculum. We include the use of a comment section for all pupils and a Microsoft form for feedback from parents which will accompany the Pupil Profile Report in June. This will give the Parents an opportunity to make comments about issues arising in the Report. All parents are encouraged to reply.

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Whilst we always prepare to report to parents of pupils in Prep 4 and Prep 7 to provide details of summative assessment in the form of an individualised account of levels achieved in the Northern Ireland End of Key Stage 1 & 2 testing, as well as in the school's overall performance for comparative purposes, industrial action has invalidated the reporting of these levels to CCEA. When the baseline is re-established and meaningful, we will continue to be ready to report these levels.

The school is currently using the CDS (Complete Digital Solution) to provide GL assessment data on each pupil from Prep 3 to Prep 7. The child's individual GL assessment results in Prep 4 to 7 are shared with parents at the October Interviews. Parents receive a copy of the GL assessment parent report for both Literacy (PTE) and Numeracy (PTM) and parents will also be informed about the PASS (pupil attitudes to school survey) as the children identified through this may require extra support through nurture or well-being. Children in Prep 4 and Prep 6 will also complete the CAT4 as this data can be compared with PTE and PTM to ensure children are reaching their predicted levels in both areas.

Due to the guidelines set out by CEA, our children in Foundation Stage are not formally assessed but class teachers and assistants provide detailed written observations related to each pupil.

Comparative data with other schools in NI is not available at this time.

CONSISTENCY

Literacy and Numeracy co-ordinators are developing a folder with examples of children's work within their subject area: example writing examples in Communication and Using Mathematics. Subject co-ordinators use the Northern Ireland CCEA Levels to make judgements about the levels of the children's work. Our teachers undergo training periodically to discuss levels so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school. Co-ordinators assist with this training.

It is each subject co-ordinator's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject. Due to industrial action, this work has been paused.

MONITORING AND REVIEW

Our Assessment lead and Head of Department are responsible for monitoring the implementation of this policy. Time is also spent discussing work with subject leaders for a wider overview of Assessment. The LSC also liaises with Assessment leaders regarding individuals' needs. There will also be detailed information on the IEP to support those children who require specific

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accommodations during assessment procedures and this would be regarded as the child's usual way of working.

SEN and inclusion

As part of the developing work staff are undergoing in relation to SEND legislation, we will provide accommodations for children with SEN, whether a specific diagnosis or information through an IEP/PLP (individual education plan) to ensure that the a child receives specific accommodations to ensure they reach their potential in assessments.

These could include but are not limited to):

1. Extra time
2. Coloured paper or overlays
3. Brain breaks/ movement breaks
4. Prompter or Reader
5. Separate space to speak out loud

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