



Ballycraigy Primary School

Assessment Policy

Date reviewed	January 2020
Date ratified by governors	
Next review due	January 2022

PRINCIPLES OF ASSESSMENT

Assessment should:

1. actively involve all learners
2. be central to the learning process
3. be based on information that is both relevant and manageable
4. identify needs, motivate learners and celebrate achievement
5. help plan the next learning steps
6. illuminate qualitative aspects of learning
7. provide information to measure past performance and set targets

Assessment is viewed as essential to, and an integral part of effective learning and teaching. The purpose of assessment is to provide information for a range of audiences. Assessment at Ballycraigy Primary will be:

- Positive
- Manageable
- Useful and used
- Consistent

AIMS

1. To gather information about the performance of both individual and groups of pupils so that it can be used to inform target setting at a range of levels
2. To gather information to inform teachers what will be taught next
3. To ensure that assessment and recording is an integral part of the school's performance management system
4. To provide information to inform the school's strategic planning
5. To track individual progress

FORMS OF ASSESSMENT

Assessment will be used in the following ways:

- Formative** The information gained “forms” or affects the next learning experience
- Diagnostic** Finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress
- Evaluative** Informing the strategic planning and direction of the whole school by evaluating the planning, teaching and the curriculum on pupils’ achievements
- Summative** Systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time

FORMATIVE ASSESSMENT

Formative assessment is crucial both in informing planning and in raising pupils’ awareness of what they can improve. The following practices are followed in order to facilitate this:

- Learning outcomes are shared with pupils as part of everyday practice
- Pupils are given the opportunity to see and discuss examples of good work as a model for success
- Pupils understanding is explored through careful questioning
- Pupils are given constructive feedback. Where possible this is verbal. Written comments or symbols are used to indicate achievement and areas for improvement (see Policy for Marking for Improvement)
- Pupils are set targets that are clear and achievable
- Pupils are encouraged to assess their own performance through checking their own work, plenary discussions and circle time.

SUMMATIVE ASSESSMENT

The following formal summative assessments are in place:

- GL New Group Reading Test (P2 – P7 annually)
- Progress Test English (P3 – P7 annually)
- Progress Test Maths (P3 – P7 annually)
- End of Key Stage Assessment (P4 and P7)
- CAT4 (P3-P7)
- **GL Spelling (P2-P7 annually) (omit this)**
- Mid Year exams
- Annual parent interviews to discuss progress (additional interviews can be requested by parents or teachers)
- 2 Literacy (1 reading and 1 writing) and 2 Numeracy Assessment Tasks (P1-P7 annually)
- Pupil portfolio
- **Mid-Year and** End of Year reports to parents

REPORTING

Reporting not only fulfils legal requirements but also is a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning. Reporting is seen as a whole school process and all staff work together to communicate with appropriate audiences.

Reporting to parents:

- Mid-Year exam results sent home (P3-P7)
- Annual written report to parents
- Discussion with parents arising from "open door" policy
- Discussion with parents at annual parent's meetings

- Children sharing achievements publicly
- Governors Annual Report
- Annual Open Evening

Reporting to Governors:

- The principal provides a written report to governors at their meeting twice per term
- Curriculum coordinators provide a written curriculum report to the governors annually

Reporting to the wider community

- Through the local press

PUPIL PORTFOLIO

The following pieces of evidence will be retained in the pupil portfolio:

- Annual report
- Sample of ICT
- Pupil self assessment form
- A sample of literacy and numeracy which is of a pleasing standard

RECORDING AND TRACKING

All assessment data will be stored centrally using SIMS Assessment Manager. Individual Pupil Data Sheets will also be stored manually. **A tracking portfolio will be kept for each pupil in Literacy and Numeracy. This will contain levelled assessment tasks and/or levelled samples of work. Levels attained will be recorded on a tracking sheet.**

MONITORING AND EVALUATION OF THIS POLICY

- All staff will be involved in the review and evaluation of this policy in terms of the impact upon both teaching and pupils' learning
- Decisions will be made about how the practice of assessment, recording and reporting can be improved and targets for development will be identified and agreed
- The records of pupil's progress will be reviewed regularly to ensure that the information held is used effectively and adjustments will be made when necessary
- **This policy will be reviewed every 2 years.**