



Assessment Policy Feb 2021 Revised Feb 2024

Key Messages

- *Assessment can be used not just to measure learning, but to promote learning.*
- *The principles underpinning AfL [Assessment for Learning] are important considerations; it is not just about adopting and adapting the practical strategies.*
- *Approaches need to be personalised to suit the particular needs of your pupils.*
- *There needs to be time and opportunity to observe, reflect and discuss in order to refine your ideas, beliefs and practices.*

Assessment for Learning; A Practical Guide, 2009, CCEA

Principles of Assessment

We at Botanic Primary School, endeavour to:

- Monitor progress and support learning
- Raise and recognise the achievements of pupils
- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes year group
- Comply with statutory requirements

Forms of Assessment

At Botanic Primary School, there are four forms of assessment used. These forms are used for all areas of learning within the Northern Ireland Curriculum and for all stages within our primary school. They are as follows:

- **Formative assessment/Assessment for Learning**
This is a continuous process that supports and informs planning, teaching, learning and pupil progress. It focuses on the identification of the next steps required for a pupil to progress. It aids the formation of future targets for classes, groups and individuals. It is both formal and informal. Results, observations and feedback are recorded in pupil books or in teacher record books.
- **Summative assessment/Assessment of Learning**
This monitors pupil learning and is a summary of where learners are at a given point in time, in reference to both attainment and achievement. These occur at pre-determined times of the academic year and will include end of key stage data, collected via Assessment Tasks and using teacher judgement.
- **Diagnostic Assessment**
All assessments can be used for diagnostic purposes but some assessments are more useful in this area than others. This form addresses particular strengths and weaknesses of an individual pupil. In Botanic Primary School, this includes Comet in Nursery, YARC in Year 2 and 3, Granada Learning (GL) Tests from Year 3 to 7.
- **Evaluative Assessment**
This demonstrates the effectiveness of the delivery of various elements of the curriculum and highlights where modifications may be necessary. This form is a self-reflective and self-evaluative tool for teachers.

Assessment for Learning; Strategies and Procedures

Sharing learning goals and intentions

Pupils will be taught to recognise the difference between the learning intention and the learning activity. To do so teachers will clearly explain the learning intentions for the lesson or activity in terms of the WALT and WILF.

Share specific success criteria in verbal or written form.

Help children to understand where they have met success criteria and the next steps in their learning.

Clear success criteria – written or verbal

Success criteria should be identified in planning and evidenced by:

- Written form in pupils books or stuck in
- Visual form – WALT and WILF/ on display boards and working wall (KWL)
- Verbal explanations and reminders to class, groups and individuals.

Feedback and Marking

- Verbal feedback – time to talk to pupils, teaching them the skills needed to be reflective about the learning intentions, success criteria, their work and learning.
- Self marking – pupils encouraged to develop the skills needed to identify for themselves where they need to improve and discuss this with the teacher/ peers.
- Peer assessment – Focused on the learning intention of the task peer feedback in verbal and written form and suggestions for improvement.
- Pupils given time to read the improvement and make changes.

Self Assessment and Evaluation

Peer Assessment: 'Pupils reflect on what they have learned' (Assessing the Cross-Curricular Skills, 2011, CEA). Pupils will be encouraged to focus on their own ideas and understanding of the learning intention and success criteria when marking other pupils' work.

Self Assessment: Opportunities for self assessment may be highlighted in planning or used during lessons when the opportunity arises. Teachers scaffold children's understanding of the process of reflection by modelling the appropriate skills. Once pupils have developed the skills to assess their current knowledge, they will be able to identify the next steps in their learning.

Self Evaluation: Children should be taught the skills to allow them to reflect on how they have learned skills or concepts.

Effective Questioning

Teachers may use this to:

- Questions to gauge pupils level of understanding/ skills/ know
- Analyse pupil responses to identify misconceptions and adapt teaching appropriately
- Pupil questions to assess understanding.

Questions should be

- Age and key stage appropriate
- Language demands – developmentally appropriate – EAL into consideration
- Type of question appropriate to assess understanding
- Make questions focused
- Give pupils time to think
- Using no hands up approach

Target Setting

Teachers and pupils may set targets in relation to specific curriculum goals in Literacy and Numeracy based on observations, marking and standardised testing. Pupils will be given opportunities to reflect on their own work and encouraged to see misconceptions as a learning opportunity. Two further sub-levels should be achieved by 90% of pupils and 50% of pupils should achieve one further sub-level in an academic year.

Target setting made visible through

- Wall displays
- Verbally
- Explicit teaching
- Target sheets
- Referenced in planning

Planning

Annotated lesson plans that identify individual children/groups and their next steps in learning that feed into short term planning.

- Adjustments based on analysis of verbal feedback/questioning
- Written marking
- Observations

Reporting

Reporting promotes and provides:

- Good home/school relationships
- Information for parents
- An opportunity for discussion with parents
- Targets for the children

Methods of reporting:

1. Annual written report to parents in June
2. Annual parent teacher formal interviews in October
3. Optional parent teacher formal interview in January
4. Parents are welcome to discuss the progress of their child throughout the year
5. Governors Annual Report
6. Annual Open Days
7. Assessment Manager within SIMS
8. Comments on written work, including written work
9. Use of pupil work, video clips and photos on Seesaw

Recording

Pupil Portfolio

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

- Annual report
- Record of standardised scores
- Samples of literacy and numeracy
- Pupil work including video clips and photos stored electronically on Seesaw

Assessment manager is used to electronically store results of the majority of assessments undertaken

Nursery Assessment

The Nursery Assessment Policy is a separate document from the Botanic Primary School Assessment Policy.

Related Policies

It is recognised that the implication of this policy spreads to all aspects of the school life and that other policies will naturally be intrinsically linked with its contents, most notably: Learning and Teaching, Marking, all curriculum areas, Gifted and Talented and Special Educational Needs.

Monitoring and Evaluation of this Policy

The Assessment Coordinator and whole staff will be involved in the review and evaluation of this policy in terms of the impact upon both teaching and pupils' learning.

Botanic Primary School Assessments

Name	Class	Time	Purpose	Reporting to Parents	Recording and Storage
Renfrew Language Scale	P1	Baseline Term 1 or early Term 2 Update Term 3	Oral. Diagnostic Test to assess language development through range of observations and simple subtests; 1:1; Teacher to use to help plan class work and SENCO to use to help triage for support	Parents may be contacted if need for further intervention considered necessary	Data retained by teacher in pupil folder, passed to next teacher. Results recorded on Assessment Manager
New Group Spelling Test NGST	P2-3 P2-7	Baseline Jan (P2) June (P2) May (P3) May/June	Online. Used by P2 and P3 teacher to help identify pupils with learning need, potential dyslexic traits, help organise and revise spelling groups and inform planning Online. SS to baseline/measure progress in spelling.		Analysed electronically immediately; results saved in staff computer folder; teachers pass to next teacher
New Group Reading Test	P2-7	May	Online. SS to measure progress in reading.		Analysed electronically immediately; results saved in staff computer folder; teachers pass to next teacher
York Assessment of Reading for Comprehension Early Years	P2-3	Baseline all P2 children Term 1; follow up May. Follow-up with weaker children P3 Dec and May if appropriate	Identify differing abilities and help teacher set reading groups; assess and monitor pupil progress Identify and quantify reading problems;		Pupil Record Forms put into pupil folders and passed to next teacher; scores recorded on Assessment Manager
Running Records and Miscue Analysis	P1-7	Any time	Paper. Used by Reading Recovery teacher daily to monitor reading progress. Used by class teachers or classroom assistants under their direction to measure reading progress of P1 and P2 readers. May also be used with older children eg for Reading Partnership to monitor reading progress and analyse reading strategy development.	Graph showing pupil progress is shown when parents are invited to watch Reading Recovery lesson.	Running Records and Miscue Analyses kept in pupil folders until end of year and then may be destroyed. SENCO retains Reading Recovery files.
Granada Learning Maths and Literacy (GL/NFER) PTE, PTM	P3-7	All pupils tested on-line in May	Assess Literacy and Maths; used along with teacher judgement to decide pupil level for end of year and report grade. Diagnostic test indicates areas of need for further intervention, including possibly Stage 3 referrals. Teachers use this data to inform their planning. Comprehension, spelling and grammar; number, shape space measure, data and algebra are included. A LEXILE of reading ability is given for each pupil, helping teachers gauge reading book level. Used by most schools but not compulsory.	Parents are given a report in June including a grade for Literacy and Numeracy in P1-7: the P3-7 grade is linked to GL tests. Parent friendly individual report made be created.	Analysed electronically immediately; results saved in staff computer folder; teachers pass to next teacher

Key Stage Results and Assessment Tasks	P4 and P7	Jan- May	Summative Test. All schools must record levels for ICT, 3 areas of English and 5 areas of Mathematics to DENI. This includes Assessment Tasks and teacher judgement. As part of this process samples of all pupil work is subject to regular review in an internal moderation cycle. Coordinators report to SLT on progress towards targets. SLT lead staff analysis of pupil progress.	Parents receive a level for their child in Maths and English and information on how our school key stage results compare with the Northern Ireland overall results.	Teachers record on booklets and return to DENI in May; teachers record on Assessment Manager; copy of booklets given to AssCo; DENI returns these and a summary of school KS results and NI overall results to school in June. Samples are retained by the relevant coordinators. This is under review and has not been conducted in the last 3 years due to Industrial Action. A DENI/CCEA review is expected to recommend no longer recording of levels.
Levels of Progression	P1-7	October, January and May	Levels of progression(CCEA) used to identify levels for each pupil in Literacy, Numeracy and ICT. See 'Assessing the Cross-Curricular Skills, 2011, CEA Teachers use outcomes to inform planning.		Levels recorded on Assessment Manager in October, January and May each year by class teachers. Prediction made in October for May each year. This has not occurred in each class due to Industrial Action. Again, a DENI/CCEA review is expected and is anticipated to recommend no longer recording levels.
Dyslexia Portfolio	P3-7	Any time	Used with specific children suspected of dyslexia to identify pupils for Peripatetic referral and to identify areas of pupil strength and weakness. Used in conjunction with IQ test.	SENCO gives parents a written report if indication of child likely to have dyslexia. Parent-friendly report printed.	Report for teacher and for parents stored electronically. Print out in pupil SEN file if appropriate.
Diagnostic Reading Analysis (DRA)	P3-7 individual	Sept or Jan or May/June	Used to identify pupils for Harberton Learning support/measure progress/confirm end to support.	SENCO may refer to data to explain why a child is being recommended/not recommended for Harberton Learning support.	Copy of test results in pupil folder. Test booklet stored in pupil SEN file if appropriate.
Non Verbal Abilities, Verbal Abilities	P3-7 individual or group	Any time	Targeted tests, used to give an indication of comparative ability and to help gauge pupils who are underperforming in Literacy and Maths.	SENCO may refer to data in connection with Dyslexia Portfolio.	Test booklet stored in pupil folder. Results recorded on Sims Assessment Manager.
Cognitive Abilities Test 4 (CAT4)	P5 (and pupils in P6-7 untested in P5) P3	September February	Used to give an indication of comparative ability and to help gauge pupils who are underperforming in Literacy and Maths.	SENCO may refer to data in connection with Dyslexia Portfolio.	Paper reports stored in pupil folder. Results may be stored electronically.
Bug Club	P1-4 Some older children	On-going	Diagnostic tests to assess levels of Reading. Results are used to set levels of activity. Pupils complete quizzes on books read, teachers monitor to track progress.	Parents can see pupil books completed and reading accuracy.	Results stored electronically. Teachers may generate reports on progress of individual progress.
Accelerated Reading	P5-7 Signature Project	3-4 times per year.	Diagnostic tests to assess levels of Reading. Results are used to set levels of activity. Repeat of tests to track progress.	Parents have access to the Renaissance site.	Results are analysed electronically immediately. Results can be seen in several report formats
Pupil Attitudes to Self and School (Pass) [GL]	P1-7	May/June	Identifies potential emotional barriers to learning	Class teacher or Pastoral Care teacher may discuss with parent; new teacher may use to inform planning and pastoral care	Stored electronically.