



Assessment Policy Feb 2021

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 pupil 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

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

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

Nursery Assessment

Assessment records taken from the Nursery pupils' Learning Journals are used to inform the Year 1 teacher in the transition stage.

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.