



HOLY FAMILY PRIMARY AND NURSERY SCHOOL

ASSESSMENT POLICY

What is Assessment?

Assessment is a process which one adopts to gauge the progress, strengths or weaknesses of the pupils and the curriculum which we are delivering. Assessment therefore not only involves tests but also the marking of work, discussions and observation exercises. The information acquired via our assessment policy will be consistently utilised to prompt further improvement in individuals, classes, key stages and the entire school. The analysis and dissemination of this information will be the responsibility of the principal and assessment co-ordinators.

Why do we assess?

Assessment takes place every day in every classroom in our school. Assessment is viewed as an integral part of learning and teaching. We assess in order to:

AIMS

- Diagnose pupils' strengths and challenges.
- Identify pupil progress.
- Evaluate the effectiveness of learning and teaching.
- Monitor the curriculum.
- Communicate between parents/school, teacher/pupil, teacher/teacher.
- Aid planning.
- Recognise and record achievement
- Provide appropriate data for other schools to ensure a smooth transition from one school to another.
- Ensure the implementation of a whole school marking policy.
- Inform classroom management eg creating groups

How Do We Implement Our Policy?

There are four main processes in our policy - **formative, diagnostic, summative and evaluative.**

Formative

In our school we will gather, and evaluate pupils' work in order to gauge their progress over their time at the school. A folder will be kept for each child as they journey through the school. Directed time will be allocated in the first and third terms for the updating of these folders. In each class profile there will be annual reports nursery to P7 and a pupil profile which will contain each child's standardised scores, curriculum test results, statutory assessment results, level on Code of Practice



(if applicable), health concerns and attendance record.

The class profile will also contain:

- Reports
- Educational Psychologist information
- SENCO data
- Profile sheet x 30
- Home/School Links
- ICT Assessment Record

Evaluative

This form of assessment is focused on securing the necessary data to facilitate the evaluation of the curricular provision and implementation within the school. This form of assessment produces outcomes that inform curriculum planning and provide information for monitoring and accountability.

Diagnostic

Teachers who have concerns about individual children will refer them to the SENCO so that diagnostic testing can take place. These concerns may arise from performance in general class work or from the results of standardised tests. The assessment co-ordinator will furnish the special needs teachers with class screens (P1-P7) at the end of the first and third terms. Standardised tests will also be used diagnostically by class teachers to identify areas for future learning and teaching.

Summative

Each year the parents will receive a written report on their child's progress. At the end of Key Stage 2 all children will receive a Record of Achievement. In this RoA will be their P7 academic report, including the outcomes of the statutorily assessed subjects. They will also contain an evaluative record of recent achievements and experiences written by the children themselves and copies of certificates obtained.

The formative, diagnostic, summative and evaluative processes will be influenced by the following assessment procedures which we carry out in accordance with the schedule outlined in appendix 1.

- P1 NFER Maths/Progress in English/BPVS (where appropriate)
- KS1 British Picture Vocabulary Scale (where appropriate)
- P1 - P7 NFER Mathematics
- P1 - P7 Progress in English and Edinburgh Reading Tests (P3 - P7)
- P4 Non Reading Intelligence Test
- P6 Cognitive Ability Test
- P4 and P7 Statutory Assessment
- P7 Transfer Test
- P4 - P7 INCAS Assessment (in line with the roll out of these tests)



Standardised tests are carried out twice each year - in October (NFER and INCAS) and May (Edinburgh and NFER) of each school year. All test results will be sent to the assessment co-ordinator who will send copies to the SENCO, Mathematics and English co-ordinators, principal and vice-principals. Scores are entered on to Assessment Manager in the C2K system for further analysis by the principal and assessment co-ordinators. This analysis will be communicated to staff with a view to ensuring further progress.

Statutory Assessment

The school will fully implement all aspects of statutory assessment in line with the current statutory requirements at the time. In addition the school will prepare pupils/staff for any changes to statutory assessment.

Communicating With Parents

Parent/teacher meetings will be held twice per year. If a child is receiving Learning Support, then the parents will also have twice yearly meetings with the SENCO/Special Needs teacher. All parents will receive an annual report from the class teacher at the end of the school year. Parents or teachers may make appointments at any other time to discuss matters causing concern. If the concern remains unresolved, the parent can arrange to see the principal to address the matter. If still unresolved, then the matter can be addressed by the Board of Governors via written communication to the Secretary of the Board of Governors.

Monitoring

Monitoring of the implementation of the policy will be carried out by the principal, vice principals and the assessment co-ordinators. The staff will be informed about the outcome of the monitoring. Monitoring will be facilitated by the use of pupils' profiles and class scores.

Staff Development

Staff will be updated on current and new assessment procedures and arrangements. This will be achieved at whole staff, Key Stage and year group level. All teachers are given the opportunity to level children's work in preparation for the end of Key Stage Assessment. The core driving force for staff development will be the school development plan priorities and these will be kept under constant review.



Co-ordination of Assessment

This will take the form of:

- Organise standardised tests.
- Organise computerisation of results.
- Organise and lead staff development/INSET.
- Organise stock-take and requisition.
- Giving guidance to staff and individual teachers.
- Liaise with CCEA and other outside agencies.
- Attend external INSET.
- Liase with SENCO.
- Organise statutory assessment.
- Analyse assessment outcomes and disseminated findings in order to promote whole school improvement.

Differentiation during testing

- Instructions should be read and explained clearly to children requiring learning support in Mathematics and English.
- In addition, other adjustments that are deemed appropriate will be implemented so that all pupils feel supported and enabled to reveal their potential during tests.

Dyslexic Friendly Approaches

As a school and a staff, we recognise the specific challenges that dyslexic pupils encounter when trying to access the curriculum and during assessments. In order to ensure that such pupils have the best learning opportunities as possible, we will at all times endeavour to implement strategies that will facilitate this access. The strategies that we will implement will include some of the following:

- The classroom environment is airy, well lit, well organised and movement is minimised as much as possible
- Sufficient work space will be created for all pupils
- Dyslexic pupils will be given clear and singular instruction
- Dyslexic pupils will not be required to multi -task
- Visual aids, colour and preferential seating arrangements will be utilised if appropriate
- Additional time will be available to dyslexic pupils for assessment completion
- E - testing will be utilised where possible and if not, scribes will be considered depending on the nature of the assessment
- Feedback will be positive and constructive

Resources

The Assessment Co-ordinators will trial/adopt alternative or updated paper/ online testing tools and incorporate these into the assessment schedule as appropriate so that the assessment system consistently remains fit for purpose. The tests/assessment instruments referred to in this policy are stored in the Shared Area E and F, though electronic resources will be stored either on disk or computer. The tests will be distributed by the assessment co-ordinator just prior to completion. If



at any other time a teacher wishes to avail of the tests they may do so by arranging with the assessment co-ordinators. Any alteration to the location of resources will be communicated to staff.

Data Retention

The pupil profile folders in which all pupil assessment data is contained will be retained for a maximum of three years after the pupil has progressed to secondary school after which it will be destroyed. If a pupil transfers to another primary school during his time at Holy Family, the data contained in his/her profile will be transferred promptly to the other school.

Stock take and requisition of resources occurs annually.

SEN

Children with a discrepancy in score of 15 between IQ and standardised score in English will be assessed by SENCO. Parents will be notified by the SENCO on the annual report of any Learning support required.

Policy Review

This policy will be reviewed regularly. Responsibility for review rests with the Assessment Co-ordinators in conjunction with the principal and staff. The date of the next review is June 2011.



Appendix 1

	Autumn	Spring	Summer
P1	Baseline Testing BPVSII		P.I.E.5 P.I.M.5
P2	BPVSII P.I.E.6 Mental Maths 6		P.I.E.6 P.I.M.6
P3	P.I.E.7 Mental Maths 7		E.R.T. 1 P.I.M. 7
P4	INCAS N.R.I.T. (1 st half of term) (2 nd half Term) P.I.E. 8 Mental Maths 8	A.U.'s	E.R.T.1 P.I.M.8
P5	INCAS P.I.E 9 Mental Maths 9		E.R.T. 2 P.I.M.9
P6	INCAS C.A.T. (1 st half of term) P.I.E. 10 Mental Maths 10		E.R.T. 2 P.I.M 10
P7	INCAS P.I.E.11 Mental Maths 11		E.R.T.2 P.I.M.11