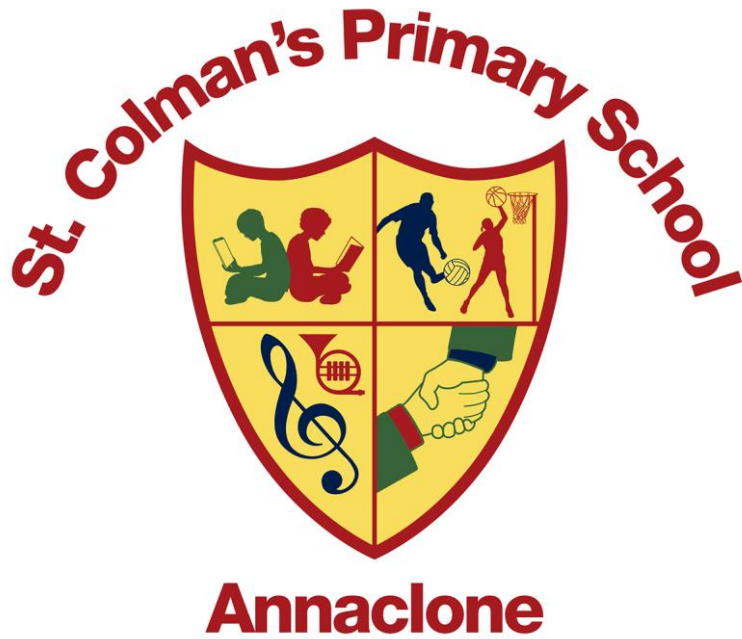


St. Colman's Primary School/ Annaclone



Assessment Policy

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Vision Statement

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To be an inclusive, caring School where childhood and community are valued; one, which inspires learning for life and develops the personal qualities needed to succeed in a rapidly changing World. This vision will be best realised as we undergo a continual journey of collaboration and progress through partnership, leading to excellence.

Mission Statement

We believe that each child will succeed through experiencing quality in:

- ❑ A broad and challenging curriculum
- ❑ Innovative teaching and an investigative approach to learning
- ❑ A stimulating learning environment
- ❑ An enriching programme of extra-curricular activities and visits
- ❑ A rich, varied and up-to-date range of learning resources
- ❑ An ethos of support, challenge and encouragement to succeed
- ❑ Learning partnerships between the school, home and parish community

We demonstrate our commitment to working as a learning community by:

- ❑ Striving for continuous improvement in all that we do
- ❑ Working collaboratively towards common goals

Aims for the Pupils

St. Colman's Primary School and All Saints' Nursery Unit (Annaclone), promote high achievement and learning for life by working with the staff and children to:

- ❑ Develop enquiring minds and a spirit of curiosity
- ❑ Promote well-being and the importance of a healthy work/life balance
- ❑ Encourage excellence and the development of new skills
- ❑ Ensure the children in our school are immersed in their community but are also forward facing and expansive in outlook
- ❑ Achieve their highest standards in all areas of the curriculum
- ❑ Have high self-esteem - respecting themselves, others and the environment by our positive approach to behaviour thus ensuring that each individual is motivated to do his/her best
- ❑ Utilise and provide opportunities to develop their thinking skills enabling them to work independently or collaboratively
- ❑ Be an integral part of the Parish community - one which fosters a faith commitment to Christ and prepares pupils for a fuller participation in the life of the Church
- ❑ Seek to extend themselves in mind, body and spirit
- ❑ Become highly motivated life-long learners
- ❑ Gain advanced technological skills and an awareness of Global Issues
- ❑ Be flexible and adaptable for the modern world

Our School Values:

- Happiness and enjoyment
- Effort, attitude and perseverance
- Team, school and community spirit
- Honesty, fairness and trustworthiness
- Respect and tolerance
- Politeness, kindness and caring
- High standards of behavior
- Partnerships and collaboration



Ethos of the School

St Colman's Primary School and All Saints' Nursery Unit sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.
- There are many extra-curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.
- Within this context there is a code of discipline that is consistently enforced to ensure that the education of children takes place in an orderly and caring environment.
- Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.
- Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.
- As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.

1 Introduction

1.1 Assessment is a process by which we come to know the pupils, their aptitudes, knowledge, understanding and skills. We believe that effective assessment is an integral part of teaching and learning and provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Rationale

2.1 Accurate, intelligent informed assessment provides valuable data for the teacher in planning learning for pupils. The communication of this with the community demonstrates the school's abilities to effectively oversee, plan and develop its curriculum on both an individualised and whole school basis.

It is a continuous process by which teachers find out about their pupils' capabilities and achievements.

It is an integral part of the Nursery and the Primary Curriculum statutory procedures. This policy outlines the purpose and management of assessment in our school.
The implementation of this policy is the responsibility of **all** the staff.

2.2 Key Principles Of Assessment

To provide effective support in the classroom, assessment should:

- Be integral to the processes of curriculum planning, teaching and learning.
- Take account of previous levels of pupil performances and be capable of detecting any significant changes.
- Indicate learning successes and identify weaknesses.
- Focus upon learning processes as well as learning outcomes.
- Be based on clear and concise criteria.
- Be objective and consistent.
- Be related to relevant educational policies

3 Aims and objectives

3.1 Formative: Identify future targets for the class, group and individual as appropriate within the subject areas (i.e. individual targets may well be appropriate within core subjects but not necessarily in foundation subjects), so that positive achievements of pupils may be recognised and discussed and the appropriate steps planned.

3.2 Diagnostic: Identify children's strengths and weaknesses, so that the strengths and weaknesses of the pupils may be identified and scrutinised and appropriate next steps taken.

3.3 Summative: Monitor children's progress, so that the overall achievements of pupils may be recorded in a systematic way and at a particular time e.g reporting to parents, end of key stage.

3.4 Evaluative: So that the information gained about pupil achievements may be used by schools to make curriculum planning and resource decisions.

3.5 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 and to help children progress
- to help our children understand what they need to do next to improve their work;
- to promote continuity and progression between year groups.
- to ensure a consistent approach to judging children's attainment.
- to allow teachers to plan work that accurately reflects the needs of each child;
- to ensure that assessment opportunities are not missed and that the outcomes of assessment are used in the planning of future work.
- to support the professional development of teachers.
- to provide a baseline for teaching.
- to encourage teacher reflection as to the appropriateness of teaching styles employed.
- to assess the effectiveness of teaching and learning
- information gained from assessment will be used to influence teaching and learning strategies
- build the staffs' professional capacity to carry out quality assessment
- to give children and parents regular, detailed and comprehensive information on pupil achievement and progress and on how parents can support their child's learning.
- improve both the content and delivery of the curriculum.
- to assist in evaluating the success of curriculum delivery.
- to provide the principal and governors with information that allows them to make judgements about the effectiveness of the school.
- to provide information to external auditors.

- to provide information on development and school improvement to:
Government
Inspectorate
Governors
Parents
Pupils
- to fulfil statutory requirements
- to identify and support special needs.
- to ensure agreed policies are implemented.
- to check whether systems are operating and how efficiently.
- to celebrate and share good practice.
- to identify areas for development/improvement.
- provide evidence that will inform the School Development Plan
- to plan and provide relevant support and development through INSET, to raise staff confidence and expertise.
- to ensure that the contribution of each member of staff is valued.
- to ensure that formal and informal assessment of pupils work is undertaken as part of normal teaching.

4 Planning for assessment

4.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

4.2 We use the Literacy and Numeracy Strategy and the schemes of work to support our teaching. We use the assessment guidance in these schemes and/or produced by the school/CCEA to help us identify each child's level of attainment.

4.3 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 lesson plans make clear the expected outcomes for each lesson. When planning our lessons we use our knowledge of the children's previous learning experiences.

4.4 In St. Colman's and All Saints' assessment is crucial for assessing the quality and effectiveness of teaching and learning, the curriculum, school policies, staff expertise etc. We use a variety of assessment procedures which include:

4.4.1 Assessment of Planning In St. Colman's and All Saints' we have created a very positive school culture and ethos which is built on collaboration, joint participation, and collegiality. Every member of staff works as part of a team which involves, co-operation, participation, consultation and sharing of ideas, expertise and resources. Key Co-ordinators produce a written reports for the Principal and Board of Governors on assessment findings. Each term the co-ordinator must

also provide a report to summarise their work with regard to teachers' planning, resources and implementing the curriculum.

4.4.2 Classroom Observation Raising standards and improving the quality of teaching and learning is the primary focus for our school. As high standards will only be achieved when there is effective teaching, it is therefore essential that staff development is placed at the centre of school improvement. The Principal has ensured that structures and systems are in place to review and develop every member of staff. Staff appraisal in the form of classroom observation is an integral part of assessment, monitoring and evaluation in our school.

5 Target setting

5.1 Every school is required by law to set targets in Numeracy and Literacy each year for those pupils who are in P4 and P7. We set targets in Numeracy and Literacy for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents/Governors. We review the progress of each child at the end of the academic year and set revised targets.

5.2 We also set targets for other areas of work in school.

Refer to Target Setting Policy and School Development Plan

6 Recording

6.1 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 record only information that affects future learning.

6.2 We plan our lessons with clear learning objectives. Where the majority of the class makes the planned progress, of course, there is no need to record this.

6.3 We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the NI Primary Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the NI Primary Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.

7 Assessment Co-ordinator:

- 7.1** Teacher assessments will be monitored by the assessment co-ordinator. The coordinator will be responsible for:
- monitoring the school portfolio of assessed work (classes) and ensuring that it is kept updated
 - evaluating the school Assessment policy and practices and identifying strengths and areas for improvement
 - identifying training needs
 - lead INSET into assessment of work
 - liaise with various co-ordinators including Literacy/Numeracy/ICT
 - establish and maintain effective communication between the various stakeholders
 - manage the various day to day Assessment issues

8 Pupil Portfolios

8.1 Portfolios will be kept for each child within the School.
Within these portfolios will be (with regards Assessment):
A copy of the child's report (Yearly)
Samples of work from English, Maths, ICT and Science (Yearly – levelled)

8.2 Timetable for Assessment
Oct – Suffolk Reading Tests – P3 – P7
April/May – Mist (P2),
- Suffolk Reading Tests, Literacy and Numeracy Standardised Tests (P3 – 7)
- Cognitive Assessment Testing (currently NRIT) in P3 and P6
- NU children will undergo a WELCOME assessment before transitioning into P1.

9 Reporting to parents

9.1 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 if they have concerns about any aspect of their child's work.

9.2 We offer parents the opportunity to meet their child's teacher once a year, early in the second term. During this meeting we discuss the child's attainment in all subject areas.

9.3 During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the Primary Curriculum and on religious education. We include a space for parental feedback.

9.4 In reports for pupils in P4 and P7 we also provide details of the levels achieved at the end of KS1 and KS2.

9.5 We offer parents of pupils in Nursery and P1 the opportunity to discuss the results of the Baseline Assessment with their child's teacher.

10 Feedback to pupils

10.1 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. This is displayed in each classroom and used by pupils in peer and self-assessment activities.

10.2 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. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents and children.

10.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. The school adopted a new marking code in September 2018 and this is available for download from the school website.

10.4 We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

10.5 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 really has an impact on the children's work.

11 Continuous Monitoring Of Pupil Progress

11.1 Continuous monitoring is based on existing good practice. From assessment material gathered over a period of time, teachers will be able to determine the progress made by each pupil in relation to each attainment target. It also supports the summative aspects of assessment since it provides information which can be used at particular times e.g end of key stage. St Colman's and All Saints' recognise that our parents are equal partners in the education process and as such we ensure that information on assessment is always shared with them and with the children.

12 Consistency

12.1 All subject leaders monitor examples of children's work within their subject area. All our teachers 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.

12.2 It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

13 Monitoring and review

13.1 Our assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time (normally during directed time) for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

This policy is updated as and when necessary.
September 2018.