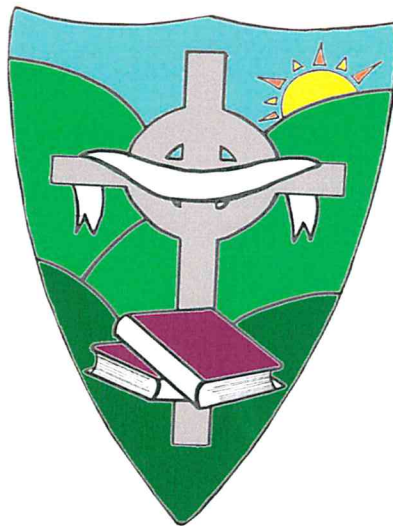


St. Mary's Primary School Rathfriland



Assessment Policy

September 2022

St.Mary's Primary School Mission Statement

St Mary's Primary School is a Catholic school committed to the education of the whole child. We endeavour to create a happy and secure environment, unlocking the full potential of all individuals, thereby developing confident and independent learners.

From the Mission Statement, St Mary's would aim to:

- Create an ethos that actively promotes Catholic values, with the support of parents and the parish community,
- Embrace diversity and promote respect for all,
- Celebrate our self-worth and understand our individual talents and achievements,
- Develop an environment where children feel secure to express their feelings,
- Provide a curriculum which promotes friendly relationships with the children in our care, their families, the parish and the wider community.

We, the staff of St. Mary's Primary School endorse the Convention on the Rights of the Child and are working towards the implementation of policies and practices which reflect the Convention.

Article 28:

Every child has the right to an education. Primary education must be free.

Article 29:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Our Aims and Purposes for Assessing Children's Work are:

- To identify current achievement levels in children
- To communicate this achievement to children
- To diagnose difficulties and strengths and specific learning needs
- To allow children to identify ways of self-improvement
- To ensure continuity between year groups and key stages
- To provide reports and records to pass on to subsequent teachers
- To identify resource and curriculum need
- To foster high self-esteem and ensure progress
- To inform parent(s) guardian(s) of their children's progress
- To allow the school to set achievable targets for the improvement of the school

Assessment should be:

1. Formative: Formative assessment helps to ensure continuity and progression across year groups and key stages. It helps teachers to monitor children's rates of progress. It also allows the teacher to review the range of attainments of children at different stages.

This informal assessment and the emphasis is on-going assessments of different types. These are used to judge how best to help pupils learn further.

Formative Assessments in P1-P7

- Observations
- Evaluations
- Thinking Skills and Personal Capabilities Activities
- Questioning
- Work in books
- Discussions
- Displays
- Oral Feedback
- Practical work
- Working with individual pupils
- Marking for Improvement
- Comments on achievements
- Stickers to indicate success and/or how to improve work
- Children commenting on each other's work
- Marking work with a child and indicating areas for improvement
- Sharing learning intentions and success criteria, WALT & WILF
- 2 stars and a wish
- Peer and Self-Assessment
- Formative Feedback

2. Diagnostic: so that the strengths and weaknesses of pupils may be identified and appropriate steps taken.
3. Summative: this is the formal testing of what has been learned in order to produce marks, grades or assessment results. The marks, grades and/or results will be used to inform future planning. Appendix (i) summarises the Summative Assessment which are carried out in terms 1, 2 and 3 in the Primary 1 to Primary 7 classes.
4. Evaluative: so that the information gathered about pupil achievement, is used by the school in the making of decisions regarding resources and curriculum planning.

Assessment for learning

This includes:

- Sharing learning intentions and agreeing success criteria – the children will understand clearly what they are trying to learn, and what is expected of them;
- Effective questioning – the children will engage with the teacher in high quality questioning sessions and discussions, which will lead to deeper learning.;
- Effective feedback – The children are given feedback about the quality of their work and what they can do to make it better; and
- Self and peer assessment – The children are able to recognise success in their own and others' work.

Assessment for learning (AFL) focuses on the learning process rather than the end product and attempts not to prove learning, but rather improve it. It is formative assessment. It is a way for us to take stock during the learning process and can help inform us of the learning is progressing.

Assessment for Learning

Assessment for learning happens during learning and informs the children about:

- What they are learning;
- Why they are learning it;
- Where they are in their learning;
- Where they need to go next; and
- How to get there.

In St. Mary's Primary School, we have developed the following aspects of Assessment for Learning:

- Effective Questioning;
- Sharing Learning Intentions;
- Sharing success Criteria;
- Formative Feedback; and
- Peer and Self-Assessment.

As part of the Northern Ireland Curriculum, teachers will make use of Assessment for Learning to increase pupils' motivation and confidence and to raise achievement.

Reporting to Parents

P1 parent/teacher Baseline meeting are carried out in September.

Parent/teacher interviews are held in the first term each year. At this meeting parents will be informed of their child's progress. P1 Parent/teacher meetings take place in February. Reference will be made to class tests and standardised tests used. Information communicated to parents at this meeting will be recorded on each child's summative assessment record regarding literacy, numeracy and general well-being.

Parents receive a written report in Term 3 of each year. This includes information on their child's progress on all aspects of the NI Curriculum, attendance, behaviour, social skills and attitude.

Special Educational Needs

Using information supplied by previous teacher(s) as well as on-going observation, the class teacher will identify different ability groups within the class as well as pupils with special educational needs. Objective analysis of standardised scores will also play a major role in identifying pupils for additional support both inside and out of the classroom.

Such pupils experiencing difficulty in an area of the curriculum will have an Individual Education Plan (IEP). IEPs include specific targets for individual children and help teachers, teaching assistants and pupils to monitor progress and identify further needs. In 2022- 2023 IEPS will change to PLPs (Personal Learning Plans).

Parents are provided with information regarding special education needs and the Code of Practice at Annual class curriculum meetings.

Early Intervention

The early intervention programme ensures identification of those children in P.2 who are experiencing difficulty. These children receive individual teaching for a period of time, after which their progress is evaluated. They may be discharged or they may need a further block of individual teaching. This individual teaching is subject to the financial constraints of the school.

Each pupil who is on the Special Needs Code of Practice has a dedicated file which contains all records re: IEPs, Educational Psychology etc.

Record Keeping

Assessment records should have a meaningful purpose indicating various achievements by the pupil as well as recognising legislative requirements.

Teachers keep clear and concise records of children's progress in a Pupil Record.

Records of reports and samples of tests and class work are kept each year in an individual file for each class. These pupil records are made available to each subsequent teacher as well as any other assessment records, which inform the new teacher. Each class has a Learning Support file which travels with each class. This includes previous reports, assessments and results of interventions. Similar material is shared with post primary schools at point of transfer.

Use of Assessment Manager allows accurate records to be kept centrally in the school and these are accessed by teachers when passing on vital information from one class to the other.

It is important, especially for pupils who are receiving additional support that records on Assessment Manager are kept up to date to ensure that lines of progression identified for each child are accurate.

Conclusion

This policy will be reviewed every two years or sooner if required.

Signed: M.McConville (Principal)

Signed: M.Gracey (Chairperson of Board of Governors)

Date: November 2022

Review Date: September 2024

St. Mary's Primary School
Assessment Policy: Appendix (i)
Summative Assessment

CLASS	TERM 1	TERM 2	TERM 3
PRIMARY 1 (Foundation Stage)	<ul style="list-style-type: none"> Baseline BVPS WELLCOM Half Term Tests 	<ul style="list-style-type: none"> Half Term Tests HFWs WELLCOM Letters and Sounds check 	<ul style="list-style-type: none"> BVPS HFWs Letters and Sounds check Running Records
PRIMARY 2 (Foundation Stage)	<ul style="list-style-type: none"> Half Term Tests Running Records Letter and Sounds check HFWs Spelling Check 	<ul style="list-style-type: none"> Half Term Tests Running Records Letter and sounds check Spelling check 	<ul style="list-style-type: none"> MIST NGRT Running Records PIE and PIM Assessments (to inform intervention groups)
PRIMARY 3 (Key Stage 1)	<ul style="list-style-type: none"> Vernon (spelling) NGRT (Reading) Weekly Spelling Tests Half Term Tests Running Records 	<ul style="list-style-type: none"> Weekly Spelling Tests Half Term Tests Running Records 	<ul style="list-style-type: none"> PTM and PTE Assessments Running Records Vernon (spelling) NGRT (Reading) Weekly Spelling Test
PRIMARY 4 (Key Stage 1)	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test CAT Vernon (spelling) Half Term Tests NGRT (Reading) Weekly Spelling Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Vernon (spelling) NGRT (Reading) PTM and PTE Assessments Weekly Spelling Tests

CLASS	TERM 1	TERM 2	TERM 3
PRIMARY 5 (Key Stage 2)	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Vernon (spelling) NGRT (Reading) Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Vernon (spelling) NGRT (Reading) PTM and PTE Assessments Weekly Spelling Tests
PRIMARY 6 (Key Stage 2)	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test CAT Vernon (spelling) NGRT (Reading) Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Vernon (spelling) NGRT (Reading) Weekly Spelling Tests PTM and PTE Assessments
PRIMARY 7 (Key Stage 2)	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Vernon (spelling) NGRT (Reading) Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Weekly Spelling Tests Half Term Tests 	<ul style="list-style-type: none"> Accelerated Reader Star Reading Test Vernon (spelling) NGRT (Reading) Weekly Spelling Tests PTM and PTE Assessments