



INTEGRATED PRIMARY SCHOOL

Assessment Policy

MIPS-102

<i>Date of Adoption</i>	<i>May 2019</i>
<i>Date of Next Review</i>	<i>May 2024</i>



1 Introduction

- 1.1 At Millennium we believe that effective assessment provides information to improve learning and teaching in the classroom by helping children recognise their achievements and areas for development. The Northern Ireland Curriculum (NIC) has introduced [AFL \(Assessment for Learning\)](#) into the classroom and we recognise the opportunity this gives pupils, and teachers, to be reflective learners.
- 1.2 Our assessment procedures, as well as informing pupils and teachers of the learning that takes place in the classroom, also gives parents an understanding of their child's abilities. 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.
- 1.3 The main goal of Millennium's assessment procedures is to enable all children to achieve their full potential and become life-long learners, as current thinking and research about learning acknowledges that learners must ultimately be responsible for their own learning as no one else can do it for them.

2 Aims and Objectives

- 2.1 Good assessment practice at Millennium will:
 - raise standards of attainment and behaviour and improve pupil motivation and attitudes to learning and recognise that learning is a life-long experience;
 - enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and target setting for future attainment. To this end we have developed a variety of in-class, real-time assessment strategies including 'Two stars and a wish'; Peer evaluation; self-evaluation; 'Thumbs up / Thumbs down,' use of lollipop sticks for random selection, individual whiteboards for answers to share with the teacher, etc;
 - improve pupil confidence and self-esteem through shared understanding of the learning process between pupil, teacher and parent;
 - guide and support all our staff as planners, providers and evaluators;
 - enable the teacher to make any necessary adjustments to the teaching to deliver our ethos of 'Child-Centred Learning;'

- track children's performance to identify those children with Special Educational Needs and those children who are at risk of underachievement;
- provide information for teachers as they plan for whole class, groups and individual children;
- provide information which can be used by parents or carers to understand their child's strengths, weaknesses and progress;
- provide information that can be used by a range of external professionals, including Educational Psychologists; CIDS team support, etc; and
- provide information which can be used to benchmark Millennium's school performance against its own previous attainment over time and against the Northern Ireland attainment indicators and our own Education Authority (EA) area.

3 Planning for assessment

- 3.1 In Millennium we recognise that assessment is a continuous process. This is also characterised by both Formative and Summative Assessment in the classroom.
- 3.2 Summative assessment comes at the end of a learning sequence and is used to acknowledge, record and reports on pupils' overall achievement at a given point. This can be weekly, termly and yearly assessment.
- 3.3 Formative assessment is a range of formal and informal procedures used by teachers during the learning process so that they can modify teaching and learning activities to improve pupil attainment
- 3.4 Diagnostic assessment is used to identify individual strengths, areas for improvement and to inform next steps

4 Target setting

- 4.1 Every school in Northern Ireland is required to set targets in Mathematics & Numeracy and Language & Literacy each year for those pupils who are in Primary 4 and Primary 7. We set these targets for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. Areas for development are recorded on the annual school report.
- 4.2 We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. The children themselves record these targets in the child's Golden Goals book which move with the child from Primary 1 through to Primary 7. The teacher and child review these on an annual basis.

5 Recording

- 5.1 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.
- 5.2 We plan our lessons with clear learning objectives. The use of WALT (We Are Learning To...) and WILF (What I'm looking For) makes the children clearly aware of the success criteria for the task – whether independent or group. On the back of our planning sheets we record those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.
- 5.3 We take the objectives for individual lessons from the broad learning objectives contained within the levels of progression for Mathematics & Numeracy and Language & Literacy, as well as the learning objectives contained within the Northern Ireland Curriculum. These in turn reflect the demands of the Curriculum. Our teachers record the progress of each child against these broad objectives.
- 5.4 This enables them to make a judgement about the work of each child in relation to the Northern Ireland Curriculum levels of progression. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher in May during a Staff Development Day, as well as at the end of the academic year or the beginning of the next.

6 Reporting to parents

- 6.1 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.
- 6.2 We offer parents the opportunity to meet their child's teacher in the autumn term and towards the end of the spring term. At the first meeting of the school year we discuss how the child has settled in to the new class and initial academic progress. At the second meeting of the year (which we hold at the end of the spring term) we evaluate their child's progress. In the third term, we offer the opportunity for parents to meet teachers should they feel the need to discuss the end-of-year report.
- 6.3 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 Northern Ireland Curriculum. In this written report we include a space where the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

- 6.4 In reports for pupils in Primary 4 and Primary 7 we also provide details of the levels achieved in the end of key stage assessment units.
- 6.5 Parents of children in Primary 1 are given the opportunity to discuss the progress of their child from the baseline assessment carried out in September against the assessment carried out in June.
- 6.6 Each of our teachers holds a curriculum meeting at the beginning of the autumn term. During this meeting they outline the main areas of study for that particular class. In this meeting the teacher identifies how parents can support any elements of the work during the year. In most years, there are additional workshops for parents on elements of the curriculum that are a focus for the school that year.

7 Feedback to pupils

- 7.1 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. More details are available in our Marking Policy (MIPS-109).
- 7.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson and through the plenary session at the end of the lesson. This may be recorded on a child's book as 'verbal feedback given'. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give age appropriate comments to the children to enable them to feel success and to develop an understanding of how they can improve.

Appendix 1 Assessment for Learning

Assessment for Learning (AfL)	Assessment for Learning (AfL)
Purposes	Purposes
Assessment for Learning will: • Provide insight into pupils' learning for both pupils and teachers • Promote success for all • Support the target-setting process • Enable continuous reflection on what pupils know now and what they need to know next • Measure what is valued • Promote immediate intervention and link judgements to learning intentions • Raise standards by taking pupils to 'the edges of capabilities'	Assessment of Learning will: • Provide a summary judgement about what has been learned at a specific point in time • establish benchmarks about what children can do and about school performance • Show what pupils can do without support • Inform the target setting process • Hold the school to public account • Promote subsequent intervention
Implications for teaching	Implications for teaching
The teacher will: • Provide continuous oral and written feedback which identifies strengths and the next step for improvement • Promote pupil involvement in self-assessment • Act on insights gained to inform curricular targets • Plan against what children know/can do/understand • Provide opportunities for all pupils to demonstrate their achievements in their first language • Make standards and objectives explicit to pupils • Promote inclusion by attending to all pupils' learning needs particularly for pupils who are at risk of underachievement • Engage pupils in rich questioning with thinking time' • Build in time for focused observation of teacher-directed and child-initiated activity	The teacher will: • Provide a periodic summary through teacher assessment and tests • Identify gaps in pupil knowledge and understanding • Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning • Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap) • Mark and measure against grades and levels
Impact on learning and the learner	Impact on learning and the learner
The pupil will: • Know what to do to improve • Know what standards are required • Know what has been achieved against known success criteria and what to do next • Gain confidence, motivation and self-esteem as a learner • Improve own self-evaluation skills • Make progress	The pupils will: • Be able to gauge own performance in comparison to others and against previous performance • Be able to measure own performance against externally agreed criteria and standards • Have a measure of performance at specific milestones in life • Know what standards and expectations are required

Issues for management	Issues for management
Managers will: • Define roles and ensure responsibilities are clear in relation to assessment activities • Make arrangements to monitor the progress of individual children and diverse pupil groups • Monitor the quality of teacher assessment, particularly through oral interaction in class • Keep parents informed and involved • Use assessment information to inform the school improvement plan and identify learning and training needs, taking account of diversity and the promotion of equality	Managers will: • Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements • Monitor delivered curriculum • Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment • Involve governors in their accountability role • Keep parents/carers informed and involved • Use assessment information to inform the school improvement plan and identify learning and training needs • Monitor the impact of the planned curriculum and compare performance across different subjects • Analyse data to identify groups at risk and to focus intervention on underachieving groups

Appendix 2 Millennium IPS Assessment Timetable

Period	Assessment Activity	Who
September/ October	Use of test and teacher assessment data to set targets for the end of the year, inc Diagnostic Assessment	Whole School
	IEP Target Setting with assistant/Teacher and SENCo	SENCo / Class Teacher
	Parent meetings - use of Foundation Stage profile / Diagnostic Testing Results / Tracking Folder Samples	Whole School
	Teacher assessment to identify intervention programmes	Whole School
	Reading Recovery P2 & 3	P2 & 3
	Reading Partnership P4 – 7	P4 - 7
	Setting of Golden Goals	Whole School
	Assessment Team Meeting	Assessment Coordinator / Coordinators / Principal
	Tracking Folders: random sampling for level overview / evidence gathering	Assessment Coordinator / Principal
	Gathering of Samples for Assessment and Moderation	Coordinators / Assessment Coordinator
	Key Stage Assessment Meeting (X 2)	Key Stage Leaders / Teachers / Assessment Coordinator
	Work sampling for assessment folder and tracking purposes	Whole School
	Primary 1 Baseline Testing	Primary 1
Half Term		
November/ December	Work sampling for assessment folder and tracking purposes	Whole School
	End of Key Stage target setting	P4 & 7
	IEP Monitoring	Whole School
	Running record samples for Assessment Folder	P3 - 7
	Annual Reviews Primary 7	Whole School
	Assessment Team Meeting	Assessment Coordinator / Coordinators / Principal
	Reporting to Board of Governors	Assessment Coordinator
	Tracking Folders: random sampling for level overview / evidence gathering	Assessment Coordinator / Principal
	Key Stage Assessment Meeting (X2)	Key Stage Leaders / Teachers / Assessment Coordinator
	Gathering of Samples for Assessment and Moderation	Coordinators / Assessment Coordinator
Christmas		
January/ February	Work sampling for assessment folder and tracking purposes	Whole School
	Evaluation and resetting of Golden Goals	Whole school
	Key Stage Assessment Meeting (X2)	Key Stage Leaders / Teachers / Assessment Coordinator
	Whole School Levelling Confirmation Meeting	Whole School
	Gathering of Samples for Assessment and Moderation	Coordinators / Assessment Coordinator
	IEP Monitoring	Whole School
	Tracking Folders: random sampling for level overview / evidence gathering	Assessment Coordinator

	Submission of Assessment Portfolio	Assessment Coordinator
	Assessment Team meeting	Assessment Coordinator / Coordinators
	Annual Reviews P2 – 6	SENCo / Principal / Class Teacher
Half Term		
March/April	Work sampling for assessment folder and tracking purposes	Whole School
	IEP Monitoring	Whole school
	Running record samples for assessment folder	Whole School
	End of Key Stage Levelling	Primary 4 & 7
	Parent meetings - Use of Foundation Stage Profile and Tracking Folders	Whole School
	Tracking Folders: random sampling for level overview / evidence gathering	Assessment Coordinator / Principal
	Assessment Team Meeting	Assessment Coordinator / Coordinators / Principal
Easter		
April/May	Work sampling for assessment folder and tracking purposes	Whole School
	Tracking Folders: random sampling for level overview / evidence gathering	Assessment Coordinator / Principal
	IEP Monitoring	Whole School
	Evaluation and resetting of Golden Goals	Whole School
	GL Assessments P2 - 7	P2 - P6
	Gathering of Samples for Assessment and Moderation	Coordinators / Assessment Coordinator
	Teachers meet to discuss the feedback from GL Assessments	P2 - 7 Teachers
Half Term		
June	Tracking Folders: random sampling for level overview / evidence gathering	Assessment Coordinator / Principal
	Work sampling for assessment folder and tracking purposes	Whole School
	IEP Monitoring	Whole School
	Running record samples for Assessment Folder	Whole School
	Gathering of Samples for Assessment and Moderation	Coordinators / Assessment Coordinator
	Assessment Team Meeting	Assessment Coordinator / Coordinators / Principal
	Analysis of testing and results	Assessment Coordinator / Co-ordinators
	Annual Reports to Parents	Principal / SENCo / Assessment Coordinator
	Handover Meetings	Whole School
	Transition meetings Nursery to P1 and P7 to Year Heads	Nursery, P1 and P7
	Primary 1 End of Year Assessments	Primary 1

Appendix 3 Schedule of Updates

<i>DATE</i>	<i>RESPONSIBLE PERSON</i>
<i>June 2009</i>	<i>M Roulston</i>
<i>May 2019</i>	<i>B Corrigan</i>