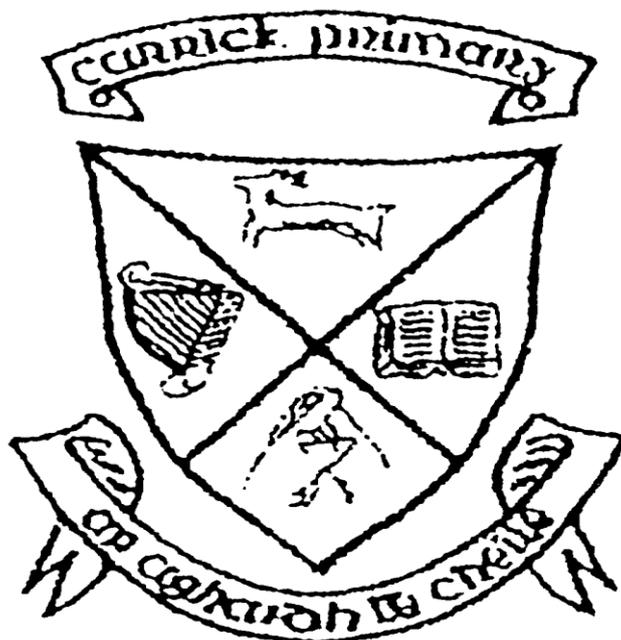


# Carrick Primary School



## Assessment Policy June 2017

## Carrick Primary School

### Vision Statement

Forward Together: "Ar aghaigh le cheile".

### Mission Statement

In Carrick Primary School we aim to provide a safe, caring and stimulating environment, in order to realise and celebrate the academic and non-academic potential of all our pupils. We expect our pupils to work hard and for parents to assist us in helping children to learn and to become lifelong learners.

### School Aims

We aim to:

- develop and strengthen each pupil's understanding and love of Catholic values by promoting the Catholic ethos throughout the school;
- create a safe, enjoyable learning environment, in which effective learning is facilitated and quality teaching is provided;
- implement all aspects of the Northern Ireland Curriculum;
- help our pupils to develop a positive attitude towards life and a love of learning;
- value, respect and nurture every child in our care;
- encourage pupils to respect themselves and others and to support and care for one another;
- equip our children with the necessary life skills to enable them to participate in a fast changing society; and
- involve the parents, Board of Governors and wider community in the life of the school and in the holistic development of the children in our care.

**We, the staff of Carrick 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.

## **Assessment**

Traditionally assessment has been thought of as an end product which is separate from the learning and teaching process. This, however, is only one type of assessment.

This is assessment **of** learning or summative assessment. It takes place after the learning and tells us what has been achieved.

In Carrick, summative assessments are used regularly, to provide information for teachers, pupils and parents about what has been learned. The results of summative assessments are used to inform future planning.

Traditional assessment methods and Assessment for Learning (AfL) approaches are not contradictory practices. The use of AfL in the classroom does not mean we will suddenly stop marking pupils' work; summative assessment will always have a place in our school. Instead, they are complementary approaches, as the use of AfL can help pupils to perform better in school.

### **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 to improve it. It is formative assessment. It is a way for us to take stock during the learning process and can help to inform us of how 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 Carrick 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.

### Purposes of Assessment

- To monitor progress.
- To facilitate realistic target setting.
- To assist planning by informing the teacher what a child can already do.
- To indicate learning successes and identify weaknesses.

### **Summative Assessment**

This is the formal testing of what has been learned in order to produce marks, grades or assessment results, which will be used to inform future planning. It helps to ensure continuity and progression across year groups and key stages. It helps teachers to monitor children's rates of progress. It allows the teacher to review the range of attainments of children at different stages.

#### **Summative Assessment in Primary 1**

- Revised version of baseline assessment
- Mental Maths assessment
- Letter and sound recognition assessment
- High frequency words assessment
- Number recognition and counting assessment
- Half termly assessments in Literacy and Numeracy from December onwards.
- Running Records

#### **Summative Assessment in Primary 2**

- Marie Clay Observation Survey (Canberra Word Test and Letter Identification)
- Half-termly Literacy and Numeracy assessments
- Running Records
- Mental Maths assessment

#### **Summative Assessment in Primary 3**

- Monthly Spelling and Mental Maths assessments
- Half termly Literacy, Numeracy and World Around Us assessments
- Running Records
- Mental Maths assessment

#### **Summative Assessment in Primary 4**

- Monthly Spelling and Mental Maths assessments
- Half termly Literacy, Numeracy and World Around Us assessments
- Running Records
- Mental Maths assessment
- PiE and PiM Assessments in English and Maths
- NRIT Assessment
- End of Key Stage One Assessment

### **Summative Assessment in Primary 5**

- Fortnightly Spelling and Mental Maths assessments
- Half termly Literacy, Numeracy and World Around Us assessments
- Mental Maths assessment
- PiE and PiM Assessments in English and Maths

### **Summative Assessment in Primary 6**

- Weekly Spelling and Mental Maths assessments
- Half termly Literacy, Numeracy and World Around Us assessments
- Mental Maths assessment
- PiE and PiM Assessments in English and Maths
- NRIT Assessment
- 

### **Summative Assessment in Primary 7**

- Weekly Spelling and Mental Maths assessments
- Half termly Literacy, Numeracy and World Around Us assessments
- Mental Maths assessment
- PiE and PiM Assessments in English and Maths
- End of Key Stage Two Assessment

Appendix (i) summarises the Summative Assessments which are carried out in terms 1, 2 and 3 in the Primary 1 to Primary 7 classes.

## **Formative Assessment**

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

### **Formative Assessments in P1 - P7**

- Observations
- Evaluations
- TS & PC tasks
- 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

## **Special Educational Needs**

Regular reviews of all children on the Special Educational Needs Register, enable staff to monitor the progression of children and to plan accordingly.

Individual Education Plans (IEPs), set specific targets for individual children and help teachers and pupils to monitor progress and identify further needs. These are reviewed on a termly basis.

## **Professional Development of Staff**

The Governors, Leadership Team and staff within the school acknowledge the importance of developing all members of staff and addressing curricular changes. As a staff we recognise the need to be well informed about educational changes and good practice. Our long - term aim is to develop each and every member of staff, so as to empower them to implement and realise our Mission Statement and to develop our school into a child centred school of excellence. Carrick Primary School actively seeks and promotes the professional development of all its members of staff; teaching and non - teaching.

Training is delivered "in house", using our own internal expertise and using a range of external agencies. We value the advice and support provided by colleagues, outside agencies and support services.

Carrick Primary School  
Assessment Policy: Appendix (i)  
Summative Assessment Procedures

Class	Term 1	Term 2	Term 3
Primary 1	<ul style="list-style-type: none"> <li>• Baseline Assessment (Revised Version)</li> <li>• Nov / Dec Half – Termly Assessments in Literacy and Numeracy</li> </ul>	<ul style="list-style-type: none"> <li>• Half - Termly Literacy Assessment (Letter and Sound Recognition / High Frequency Words)</li> <li>• Half – Termly Numeracy Assessment (Number Recognition and Counting )</li> </ul>	<ul style="list-style-type: none"> <li>• Half - Termly Literacy and Numeracy Assessments</li> <li>• Mental Maths Assessment</li> <li>• Running Records</li> </ul>
Primary 2	<ul style="list-style-type: none"> <li>• Marie Clay Observation Survey Assessments</li> <li>• Half-Termly Literacy and Numeracy Assessments</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Half-Termly Literacy and Numeracy Assessments</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Half-Termly Literacy and Numeracy Assessments</li> <li>• Mental Maths Assessment</li> <li>• Running Records</li> </ul>
Primary 3	<ul style="list-style-type: none"> <li>• Monthly Spelling and Mental Maths Assessments</li> <li>• Half -Termly Literacy, Numeracy and World Around Us Assessments</li> <li>• Running Records</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Spelling and Mental Maths Assessments</li> <li>• Half -Termly Literacy, Numeracy and World Around Us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Spelling and Mental Maths Assessments</li> <li>• Mental Maths Assessment</li> </ul>
Primary 4	<ul style="list-style-type: none"> <li>• Monthly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around Us Assessments</li> <li>• Running Records</li> <li>• NRIT Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly Spelling and Mental Maths Assessments</li> <li>• PiE and PiM Assessments in English and Maths</li> <li>• Mental Maths Assessment</li> <li>• End of Key Stage One Assessment</li> </ul>

Primary 5	<ul style="list-style-type: none"> <li>• Fortnightly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around Us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around Us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Fortnightly Spelling and Mental Maths Assessments</li> <li>• PiE and PiM Assessments in English and Maths</li> <li>• Mental Maths Assessment</li> </ul>
Primary 6	<ul style="list-style-type: none"> <li>• Weekly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around Us Assessments</li> <li>• NRIT Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Spelling and Mental Maths Assessments</li> <li>• PiE and PiM Assessments in English and Maths</li> <li>• Mental Maths Assessment</li> </ul>
Primary 7	<ul style="list-style-type: none"> <li>• Weekly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around Us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Spelling and Mental Maths Assessments</li> <li>• Half-Termly Literacy, Numeracy and World Around Us Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly Spelling and Mental Maths Assessments</li> <li>• PiE and PiM Assessments in English and Maths</li> <li>• Mental Maths Assessment</li> <li>• End of Key Stage Two Assessment</li> </ul>

Signed:

Mrs Anne Cassidy (Principal) \_\_\_\_\_

Mr Michael Keenan (Chairperson of Board of Governors) \_\_\_\_\_

19<sup>th</sup> June 2017 (Date)