

Culmore Primary School

Assessment Policy

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strengths and weaknesses at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.



Effective assessment is essential to quality teaching and learning. Assessment of learning and assessment for Learning are fundamental tools utilised by the school to raise attainment and accelerate progress. Throughout our school teachers:

- use a range of assessment strategies to assess pupils' learning;
- appreciate its uses and limitations;
- make evidence-based assessment against relevant criteria;
- involve pupils in assessing their learning and performance;
- assess pupil performance against relevant benchmarking data;
- understand the relationship between assessment, setting pupil targets and progression;
- use assessment information to make teaching more effective; and
- collaborate with others to make assessment more effective at the classroom and whole-school level.

Aims and Objectives

The aims and objectives of this policy are:

- To improve the quality of learning and teaching throughout the school.
- To raise the standards of achievement throughout the school.
- To maintain accurate records of the progress and attainment of individual children and cohorts.
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable the active involvement of pupils in their own learning.
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual pupils.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against Northern Ireland and national standards.

Assessment is an integral part of the Northern Ireland Curriculum. In Culmore Primary school, assessment reflects curriculum requirements and provides constructive, motivating and challenging learning experiences. This enables young people to gauge their own progress and potential and take informed action towards ongoing improvement. Teachers use a variety of assessment techniques as part of an integrated approach to teaching, learning, planning and assessment. When planning assessment, they should ensure that it is purposeful and fits in well with the work they are assessing.

Principles of Assessment

The following five principles underpin assessment in our school. It aims to:

- be complementary to and supportive of learning;
- be valid and reliable;
- be fit for purpose and manageable;
- support teachers' professional judgement; and
- support accountability.

The Purposes of Assessment

Assessment has four main purposes:

1. Diagnostic Assessment

Diagnostic assessment identifies strengths and areas for improvement and informs the next steps. It normally takes place at the beginning of a learning programme. It involves the teacher working closely with the pupil to identify their strengths and learning needs. Teachers identify the nature of a pupil's learning difficulties and use this information to plan interventions to address the issues discovered. They then share this information with the pupil to plan the next steps to improve their learning.

2. Formative Assessment (Assessment for Learning or AfL)

Formative assessment, often referred to as Assessment for Learning (AfL), is part of the everyday teaching and learning process. Teachers gather evidence about a pupil's learning, for example by observing, listening, questioning, discussing and reviewing pupil work. They can then use this evidence to:

- identify progress and gaps in learning (including individual support needs);
- set learning goals and success criteria;
- provide feedback to pupils.

Teachers use AfL to enable pupils to build on their learning. AfL focuses on how pupils can improve their learning. AfL enables planning to be focused on 'what do my pupils most need to learn next? It is made clear how their learning is transferable. The continuous process of dialogue and interaction between teachers, pupils and peers is an essential part of AfL. It involves peer and self-assessment. Ten guiding principles underpin AfL. It should:

- be part of effective planning;
- focus on how pupils learn;
- be central to classroom practice;
- be a key professional skill;
- be sensitive and constructive;
- foster motivation;
- promote understanding of goals and criteria;
- help learners know how to improve;
- develop the capacity for self-assessment; and
- recognise all educational achievement.

Five key AfL strategies support these ten principles in classroom practice:

- **Focus on learning** by sharing learning intentions and success criteria with pupils.
- **Effective questioning** encourages pupils to think about their learning.
- **Quality formative feedback** allows teachers to identify pupils' achievements, any gaps in their learning, and areas for further work (what learners have done well and what they should do to perform better). Class teachers employ strategies which include setting out specific targets for children to meet. These targets are shared, written down and re-visited at the beginning of their follow up activity so that each child is clear as to what is needed to progress their learning. They are also given opportunities to reflect on their targets after completing the activity and assess how they performed. Time is set aside to allow children the opportunities to plan and reflect.
- **Scaffolding reflection** gives pupils time to reflect on their learning, allowing them to think about what and how they are learning and to adapt their approaches, if necessary, to achieve their goals.
- **Teacher reflection** on effectiveness of teaching and learning allows teachers to verify what their pupils have learned. This helps them decide what they may need to teach again in a different way.

When the practices of sharing success criteria, providing formative feedback and asking critical questions, are modelled for children, they are then given low-risk contexts in which they can develop

them. Self and peer assessment is introduced to classroom practice in carefully staged degrees in order to avoid damaging pupils' confidence and self-esteem.

Assessment for learning should be part of effective planning of teaching and learning

A teacher's planning should provide opportunities for both learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work. How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress should also be planned.

Assessment for learning should focus on how students learn

The process of learning has to be in the minds of both learner and teacher when assessment is planned and when the evidence is interpreted. Learners should become as aware of the 'how' of their learning as they are of the 'what'.

Assessment for learning should be recognised as central to classroom practice

Much of what teachers and learners do in classrooms can be described as assessment. That is, tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue and decision making.

Assessment for learning should be regarded as a key professional skill for teachers

Teachers require the professional knowledge and skills to: plan for assessment; observe learning; analyse and interpret evidence of learning; give feedback to learners and support learners in self-assessment. Teachers should be supported in developing these skills through initial and continuing professional development.

Assessment for learning should be sensitive and constructive because any assessment has an emotional impact

Teachers should be aware of the impact that comments, marks and grades can have on learners' confidence and enthusiasm and should be as constructive as possible in the feedback that they give. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Assessment for learning should take account of the importance of learner motivation

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Comparison with others who have been more successful is unlikely to motivate learners. It can also lead to their withdrawing from the learning process in areas where they have been made to feel they are 'no good'. Motivation can be preserved and enhanced by assessment methods which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction.

Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed

For effective learning to take place learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

Learners should receive constructive guidance about how to improve

Learners need information and guidance in order to plan the next steps in their learning. Teachers should:

- pinpoint the learner's strengths and advise on how to develop them
- be clear and constructive about any weaknesses and how they might be addressed
- provide opportunities for learners to improve upon their work.

Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self-assessment.

Assessment for learning should recognise the full range of achievements of all learners

Assessment for learning should be used to enhance all learners' opportunities to learn in all areas of educational activity. It should enable all learners to achieve their best and to have their efforts recognised.

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge).

Effective assessment for learning happens all the time in the classroom. It involves:

- sharing learning goals with pupils
- helping pupils know and recognise the standards to aim for
- providing feedback that helps pupils to identify how to improve
- believing that every pupil can improve in comparison with previous achievements
- both the teacher and pupils reviewing and reflecting on pupils' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance.

Assessment for learning (formative assessment) is different from assessment of learning (summative assessment), which involves judging pupils' performance against national standards (level descriptions). Teachers often make these judgements at the end of a unit of work, year or key stage. Test results also

describe pupils' performance in terms of levels. However, an important aspect of assessment for learning is the formative use of summative data.

Key characteristics of assessment for learning are:

- [using effective questioning techniques](#)
- [using marking and feedback strategies](#)
- [sharing learning goals](#)
- [peer and self-assessment](#).

Using effective questioning techniques

High-level questioning can be used as a tool for assessment for learning. Teachers can:

- use questions to find out what pupils know, understand and can do
- analyse pupils' responses and their questions in order to find out what they know, understand and can do
- use questions to find out what pupils' specific misconceptions are in order to target teaching more effectively
- use pupils' questions to assess understanding.

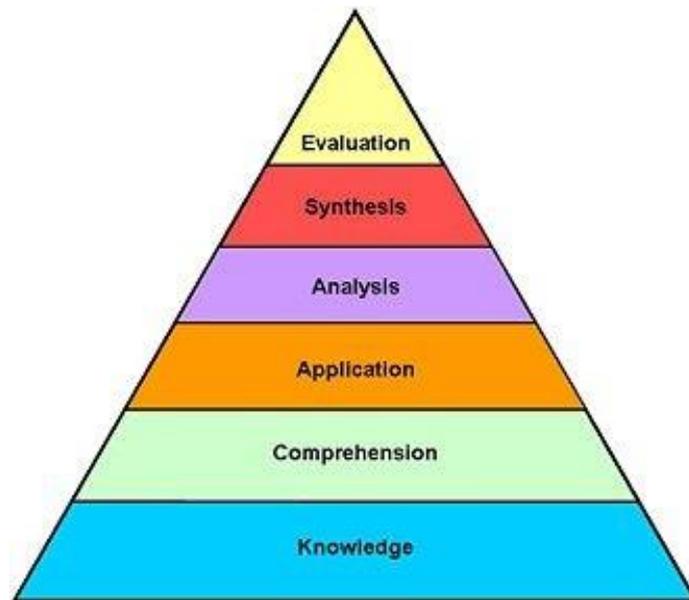
Some questions are better than others at providing teachers with assessment opportunities. Changing the way a question is phrased can make a significant difference to:

- the thought processes pupils need to go through
- the language demands made on pupils
- the extent to which pupils reveal their understanding
- the number of questions needed to make an assessment of pupils' current understanding.



Other types of questions that are also effective in providing assessment opportunities are:

- how can we be sure that...?
- what is the same and what is different about...?
- is it ever/always true/false that...?
- how do you...?
- how would you explain...?
- what does that tell us about...?
- what is wrong with...?
- why is...true?



Using marking and feedback strategies

Teachers recognise that feedback is an essential element in helping pupils improve. When using assessment for learning strategies, teachers need to move away from giving work marks out of 10 with comments that may not be related to the learning intention of the task (eg 'try harder' or 'join up your writing') and move towards giving feedback to help the pupil improve in the specific activity. This will help to close the learning gap and move pupils forward in their understanding.

It is important to establish trust between the teacher and the pupil before giving feedback.

Pupils benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to do to improve and discussing it with the teacher. Giving feedback involves making time to talk to pupils and teaching them to be reflective about the learning objectives and about their work and responses.

Characteristics of effective feedback

Feedback is more effective if it focuses on the learning intention of the task and is given regularly while still relevant.

- Feedback is most effective when it confirms that pupils are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck and should learn to think things through for themselves.
- Pupils should be helped to find alternative solutions if simply repeating an explanation continues to lead to failure.
- Feedback on progress over a number of attempts is more effective than feedback on one attempt treated in isolation.
- The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so.

A culture of success should be promoted in which every pupil can make achievements by building on their previous performance rather than being compared with others. This is based on informing pupils about the strengths and weaknesses demonstrated in their work and giving feedback about what their next steps should be.

Sharing learning goals

Most schemes of work emphasise the need to clearly identify the learning objectives for a lesson. Teachers should ensure that pupils recognise the difference between the task and its learning intention (separating what they have to do from what they will learn).

Assessment criteria or learning outcomes are often defined in formal language that pupils may not understand. To involve pupils fully in their learning teachers should:

- explain clearly the reasons for the lesson or activity in terms of the learning objectives
- share the specific assessment criteria with pupils
- help pupils to understand what they have done well and what they need to develop.

Looking at a range of other pupils' responses to the task set can help pupils understand how to use the assessment criteria to assess their own learning.

Peer and self-assessment

Research has shown that pupils will achieve more if they are fully engaged in their own learning process. This means that if pupils know what they need to learn and why, and then actively assess their understanding, gaps in their own knowledge and areas they need to work on, they will achieve more than if they sit passively in a classroom working through exercises with no real comprehension either of the learning intention of the exercise or of why it might be important.

Peer assessment

Peer assessment can be effective because pupils can clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Peer assessment must be managed carefully. It is not for the purpose of ranking because if pupils compare themselves with others rather than their own previous attainment, those performing better than their peers will not be challenged and those performing worse will be demotivated.

Self-assessment

Self-assessment is an important tool for teachers. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves progress.

Teachers and pupils can set targets relating to specific goals rather than to national curriculum levels. The pupils will then be able to guide their own learning, with the teacher providing help where necessary or appropriate. In addition, pupils will need to:

- reflect on their own work
- be supported to admit problems without risk to self-esteem
- be given time to work problems out.

Asking pupils to look at examples of other pupils' work that does and does not meet the assessment criteria can help them to understand what was required from a task and to assess the next steps they might need to take. Looking at different responses can also help pupils understand the different

approaches they could have taken to the task. It is often helpful if the work is from pupils they do not know.

Our Commitment to Assessment for Learning:

1. To use effective questioning strategies
2. To share Learning Intentions and agree Success Criteria at the start of each lesson.
3. To encourage pupils to record 'WALT and WILF' in their books at the start of each new topic.
4. To mark work effectively – outlining strategies to help pupils improve.
5. To facilitate peer and self assessment.

3. Summative Assessment

Summative assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. It provides information about a pupil's progress in subject knowledge, understanding and Thinking Skills and Personal Capabilities (TSPC).

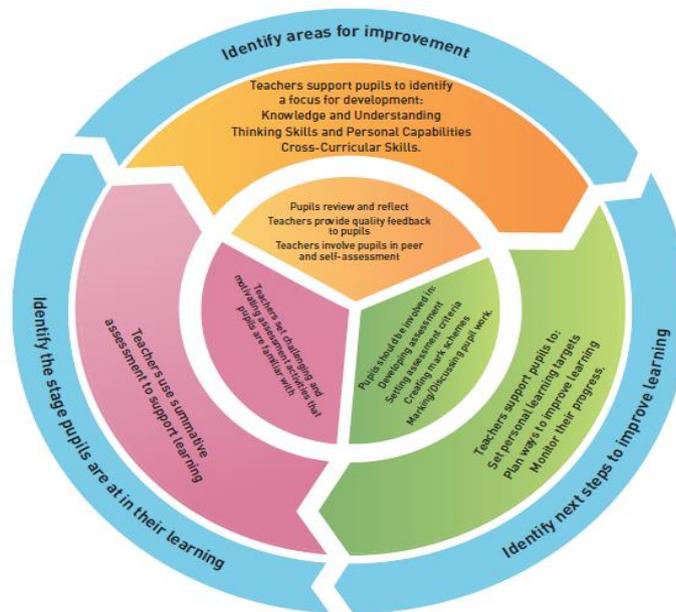
Summative assessment in the Culmore Primary School occurs at different intervals such as weekly, on completion of a topic of work, at the end of each term, or at the end of the year. The information it gives indicates pupil progress and achievement in the knowledge and skills in a particular area of learning, sometimes in grade-related or numerical terms.

In our school summative assessment:

- takes account of all the objectives or outcomes of the programme of study/topic
- makes use of several short assessments rather than the 'big test' at the end of the year;
- takes account of formative assessments throughout the year and in the last term;
- is formative in its own right;
- provides feedback on what learners did or did not do well; and
- provides teachers with insights into what pupils have and have not learned in order to adjust and refine their teaching.

Teachers use this information to inform the next steps in their planning or to highlight gaps in pupil knowledge and identify areas that they may need to re-emphasise. The information gathered from summative assessment is analysed at whole-school level for benchmarking and target setting.

Using summative assessment to improve learning



Teachers make use of summative assessment to support learning by:

- giving pupils opportunities to review their work before the assessment, to become familiar with the type of assessment set and to identify areas of insecure understanding;
- involving pupils in developing assessments and setting assessment criteria and mark schemes to help them to develop their understanding of assessment and to focus on areas for improvement;
- involving pupils in marking and discussing their assessment performance, including the use of peer and self-evaluation; and
- giving pupils quality feedback, focusing on their performance and how they can improve.

4. Evaluative Assessment

The main purpose of evaluative assessment is to ensure that there is appropriate accountability at all levels for the performance of our school.

Evaluative assessment informs curriculum planning and provides information for monitoring and accountability. For evaluative purposes, the Department of Education requires information on end of Key Stage 1 and Key Stage 2 assessment outcomes for the Cross-Curricular Skills. Our school uses this data for school development and action planning. Teachers also use this data to set class targets to improve specific pupil outcomes.

The Role of the Assessment Co-ordinator in the Primary School

One member of the teaching staff has the role of assessment co-ordinator and has responsibility for overseeing whole-school assessment.

This role will involve:

- evaluating school assessment policy and practice and identifying areas for improvement as part of the school development plan;
- identifying staff training needs in assessment;
- leading school development in assessment;

- leading In Service Training (INSET) for continued professional development for teachers in assessment;
- liaising with the Area of Learning and Key Stage co-ordinators;
- establishing clear, effective communication processes to keep teachers, Key Stage and the Area of Learning co-ordinators, SMT, the principal, and the Board of Governors informed;
- managing day-to-day issues related to assessment.

The assessment co-ordinator, along with the SMT, will review the school's assessment policy and practice as part of our self-evaluation process and prioritise areas for improvement in our school development plan. Our school promotes a cross-curricular approach to assessing the Areas of Learning and the skills and capabilities. Teaching staff come together to ensure that there is continuity and progression within and across each phase of the primary school.

The assessment policy will be reviewed annually to ensure that it remains relevant and meaningful.

In Culmore Primary School all assessment is teacher-based. The assessment co-ordinator manages and leads all assessment matters and undertakes consultation, where and when appropriate, on assessment with teaching staff, classroom assistants, school governors, parents and pupils. All teachers, across each phase of our school, are involved in collaborative working, professional discussion, and sharing assessment practice. This helps to build their capacity for contributing to quality assessment.

The assessment co-ordinator involves pupils in the assessment development process. This helps to ensure that they are more actively engaged in the classroom assessment processes. The school also informs parents of the assessment arrangements to help them understand how their child's progress is measured, so that school reports are more meaningful.

Whole-school planning helps to ensure that assessment is:

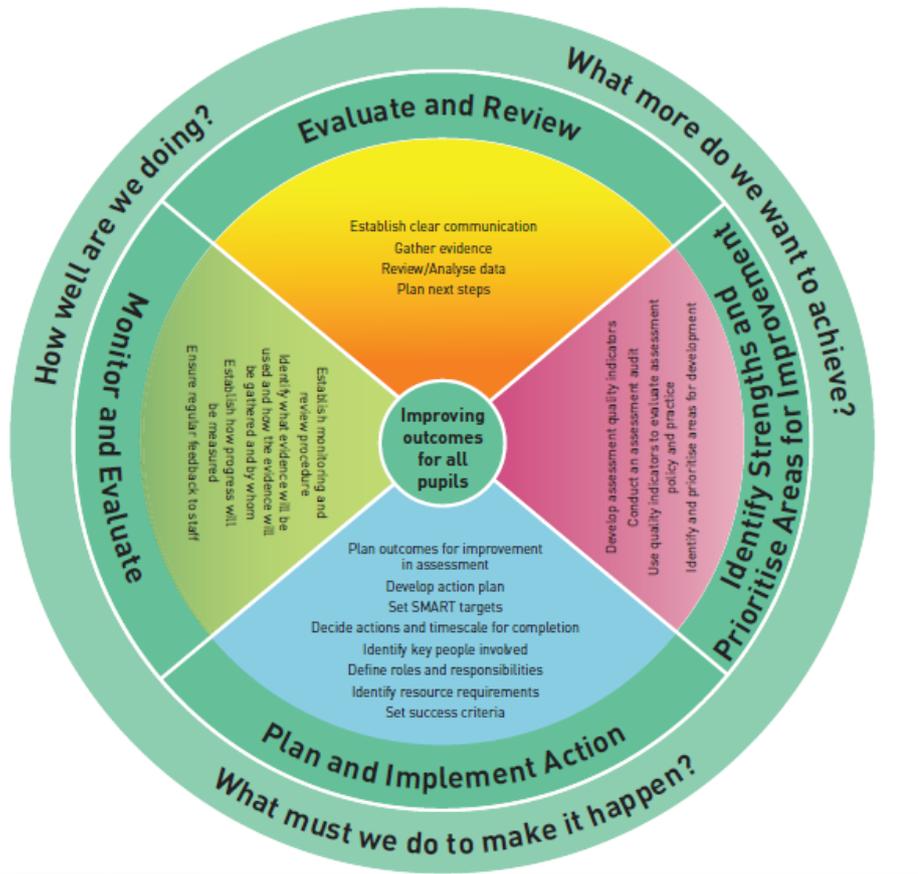
- manageable;
- appropriately aligned with the core business of teaching and learning;
- used to monitor progression in:
 - Knowledge and Understanding;
 - Other Skills (Thinking Skills and Personal Capabilities);
 - the Cross-Curricular Skills (CCS) of Communication, Using Mathematics and Using ICT;
 - Areas of Learning.

Assessment Evaluation and Review

Under the guidance of the assessment co-ordinator, all staff help to review the current assessment policy and practice to identify areas for improvement. All teachers are involved in this process to ensure that they have a clear understanding of the purpose of the review. As part of the review process our school takes into consideration:

- relevant school policy documents;
- class schemes of work for Areas of Learning;
- guidance materials;
- assessment resources;
- pupil information on progress and performance (including samples of pupil work).

Assessment Planning



Audit of Assessment Practice

The assessment co-ordinator will lead sessions to identify pupils' strengths and areas for improvement in assessment. The staff will conduct audits of the assessment practice as part of our ongoing school self-evaluation process. This will take into consideration:

- teacher views on the manageability of current processes;
- the range of assessment approaches being used across classes/phases;
- the coherence and consistency of approaches;
- pupil and parent information and involvement;
- equity and fairness;
- the quality and frequency of continuing professional development;
- evaluating the impact of current assessment practices on learner motivation and improvement.

The results of this evaluation will identify areas for improvement.

Prioritising Areas for Improvement

Using the information collated from the audit, our school will set manageable priorities to improve assessment. These will take into account other school improvement targets, including those for literacy and numeracy). Staff will consider:

how to build on their strengths in assessment;

how to achieve improvements in assessment; and

what resources they will need to help to achieve improvements.

The assessment policy and practices will be reviewed annually by all teaching staff. This review will take into consideration the current assessment practices as well as up to date assessment data.

The statutory assessment at the end of Key Stages 1 and 2 is teacher-based. Our teachers assess, and report on, each pupil in each school year by the end of the summer term. Reports include the results of assessment in:

- each of the Areas of Learning;
- the Cross-Curricular Skills;
- Other Skills (Thinking Skills and Personal Capabilities).

At the end of each Key Stage, teachers assign a level to pupils in each of the Cross-Curricular Skills and these levels are reported to parents.

Our school uses the current guidance set out by the Department of education on Levels of Progression to assess and report on pupils' achievement in Communication, Using Mathematics and Using ICT.

What do we use?

Recording/Data Analysis:

- A variety of recording systems are used which are manageable and purposeful.
- Target setting.

Assessment Moderation

- Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices and the level criteria.

Monitoring and Evaluation

- The Head teacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers and lesson observations.
- Literacy and Maths subject leaders will carry out monitoring, assessment moderation and book scrutinies as part of this process.

Teacher Observation

Teachers ensure that they have opportunities to assess each pupil individually, with a partner, and as part of a group, keeping a record of evidence. Throughout all assessments, teachers build a holistic picture of each pupil and not just observe the pupil in one specific area.

In each year group and throughout all curriculum areas, observation is a natural part of teacher assessment. This can be formal, where teachers use a proforma to record specific aspects of what they are assessing, or less formal where observation of shorter activities could be recorded informally for teachers to reflect on.

In the Foundation Stage, observation is the main approach to assessment. As assessment in Key Stages 1 and 2 becomes more activity-based, teachers plan some observation of pupils as part of the assessment. Teachers use an agreed pro-forma for recording these observations. This includes:

- the date and time of the observation;
- who was observed;
- the activity being observed and its duration.

Teachers record their observations in a file or use photographs. They can also use videos or audio recordings as evidence. Observation used for assessment can be both formative and summative. It provides evidence to confirm to the teacher what the pupil can do. It also informs the teacher about the pupil's learning and what their future needs may be.

Peer and Self Assessment

Teachers foster a supportive classroom culture to encourage their pupils to engage in a range of peer and self-assessment strategies. They model the process for pupils and encourage them in their reflection. Teachers encourage their pupils to reflect on what they have learned and how they learned it. In Foundation Stage, teachers introduce self-assessment by providing a simple colouring chart for pupils to fill in at the end of a teaching and learning activity. This takes the form of 'traffic lights' or a 'smiley face'. At Key Stage 1 and Key Stage 2, teachers will often continue to employ these same strategies on a day to day basis. However, they will also develop questions that their pupils should ask themselves. Teachers encourage their pupils to discuss these questions with a partner. This should help pupils to identify gaps in their learning, and enable them to be involved in setting targets and identify the next steps to improve their learning.

Peer assessment in our school involves pupils assessing each other's work and giving constructive feedback. Self-assessment involves pupils making judgements about their own learning and achievement and deciding how to progress in their learning. Teachers plan for and provide opportunities and

encourage pupils to review and evaluate their own work to help them understand how to make improvements. They do this by modelling a feedback session and giving pupils guidance based on the learning outcomes to enable them to give their peers constructive feedback.

Peer and self-assessment also gives pupils opportunities to celebrate their successes. Pupils identify peers' work that they consider worthy of praise. They often celebrate this as part of a circle-time or talking and listening activity. Teachers make opportunities to introduce the notion of peer and self-assessment and using positive language, as well as a way to celebrate success.

Developing and Assessing Cross-Curricular Skills

Through careful planning, teachers ensure that pupils have opportunities across the curriculum in all Areas of Learning to acquire and develop the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT.

An integrated approach is used to develop these skills alongside Area of Learning knowledge and understanding and the Thinking Skills and Personal Capabilities, taking into account Department of Education strategy on literacy and numeracy.

Depending on the Key Stage and the level the pupils are working at, teachers set assessment opportunities in both familiar (and when appropriate) unfamiliar contexts. This allows pupils to:

- apply their learning in/across all Areas of Learning;
- demonstrate the breadth and depth of their knowledge and understanding; and
- show the range of Cross-Curricular Skills and Thinking Skills and Personal Capabilities that they have developed.

Throughout our school, teachers plan a cohesive range of assessment approaches across the curriculum to build up a comprehensive picture of each pupil's progress.

S.E.N.

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

Teachers provide opportunities across the whole curriculum for pupils to think and do for themselves to develop these skills and capabilities. The 'Plan, Do, Review' process promotes and incorporates these skills.

Teachers throughout our primary school give pupils a range of challenging assessment opportunities across all curricular areas. They use a variety of assessment approaches that allow pupils to demonstrate what they know, understand and can do. Teachers provide opportunities for pupils to be assessed as individuals, when working with a partner, and as part of a group. Teachers use a broad range of assessment approaches, for example:

- effective questioning;
- teacher observation;
- peer and self-assessment;
- assessment activities;
- CCEA Assessment Tasks.

Effective Questioning

This is an integral part of good assessment practice. Effective questioning has two main purposes, it:

- helps teachers with assessment;
- encourages pupils to develop their communication skills, through listening and responding.

Teachers encourage pupils to use thinking skills to inform their answers. In Key Stages 1 and 2, pupils build on and develop their experiences from Foundation Stage. Teachers encourage pupils to think and ask meaningful questions to develop their understanding. They create a safe learning environment where pupils feel affirmed. They use questioning strategies to enable pupils to:

- become effective learners;
- take risks;
- analyse their mistakes

Standardised assessments carried out during the last term of the school year:

Year 1 – Classroom Assessments

Year 2 – Classroom Assessments

Year 3 – PT Maths, Mental Maths (GL), PT English, Suffolk Reading and Parallel Spelling

Year 4 – PT Maths, Mental Maths (GL), PT English, Suffolk Reading and Parallel Spelling

Year 5 – PT Maths, Mental Maths (GL), PT English, Suffolk Reading and Parallel Spelling

Year 6 – PT Maths, Mental Maths (GL), PT English, Suffolk Reading and Parallel Spelling

Year 7 – PT Maths, Mental Maths (GL), PT English, Suffolk Reading and Parallel Spelling

Cognitive Ability Assessments:

Beginning during the school year 2015-2016 – Children in all classes will complete the CATS assessment.

Each year thereafter the CATS assessment will be completed by children in years four and seven only.

Reporting to Parents

Reports to parents are given verbally at parents' evenings along with written information on the children's attainment. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:-

- How their child is performing.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.