

Assessment Policy

The governors and staff at Nazareth House Primary School view Assessment as an integral part of the Learning and Teaching process. We view Assessment in the broadest context, referring to

- all methods used to appraise the performance of an individual or group in relation to knowledge, understanding, skills and attitudes;
- ways in which we gather data to inform future planning;
- ways that we gather and use data to impact upon the strategic planning in our school.

Rationale

At Nazareth House Primary School we believe the key purpose of Assessment is to help achieve improvement in children's learning and their holistic development as individuals. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what knowledge has been retained, what concepts have been understood, and, what skills have been acquired. This enables teachers to reflect on how children are doing and informs parents and future planning. The outcomes of our assessments should help children become involved in raising their own expectations. Such attainment is compared with the child's previous attainment, and it is also set in the context of internal, local and national data.

Assessment should also help children engage in, and take responsibility for, their own learning, and make them aware that while we value and strive for success, "*failures*" can become stepping stones in the learning process.

Aims

- Raise standards for our children.
- Recognize and celebrate the positive achievements of pupils.
- Diagnose the strengths and weaknesses of pupils so that appropriate development can take place.
- Provide feedback to pupils to inform them, motivate them and raise their expectations.
- Help evaluate teaching methods to inform future planning.
- Provide information to parents about pupil progress.
- Provide information for other professional and statutory bodies.
- Meet the requirements of the Revised Curriculum.

Our assessments are Diagnostic, Formative, Summative, Evaluative and are in keeping with the values and tenets of the Revised Curriculum.

Assessment Methods

Continuous monitoring by the class teacher using a variety of methods over a period of time allows the teacher to determine the progress made by each child.

This may include ...

- Teacher observation and professional judgement;
- Teacher interaction with pupils e.g. discussion;
- Marking and observation of written work;
- Pupil self-assessment
- Assessment for Learning where pupils are involved in target setting from the outset;
- Class tests: e.g. weekly spelling and Mental Arithmetic tests;
- Book Scoops by co-ordinators and principal.
- Standardised assessment: We use a range of standardised tests in English, Maths, Spelling and I.Q. in order to measure performance and progress both internally and nationally; (Appendix 1)
- Lines of development in ICT leading to CCEA IT Accreditation;
- Special Needs Assessment: Children giving cause for concern are referred to relevant agencies for assessment, e.g. school psychologist;
- End of Key Stage Assessments.
- Diagnostic Tests are carried out in the Autumn term previously using INCAS, now NILA and NILA.

Recording and Reporting

Outcomes of classroom observation and testing are retained by the class teacher and stored in pupils' individual files. This evidence should include copies of tests, samples of work and self assessment documentation, which engages pupils in approval of their own performance and progress, through strategies such as W.I.L.F. and W.A.L.T. These individual portfolios are passed on to subsequent teachers in conjunction with a full class assessment profile. (Appendix 2)

The celebration of our pupils' achievements is communicated to all stakeholders through effective use of display boards, class presentations,

monthly newsletters, foyer monitor, Text2Parents, end of year DVD, assemblies and theatrical productions.

We meet with parents formally 3 times per year;

In early autumn we meet to communicate procedures and to outline work for the year.

We meet with parents of children who have sat diagnostic tests in Oct./Nov.

In June we prepare a report and invite parents to come and discuss it.

Standardised tests are carried out at various times throughout the year and results are communicated to the relevant people, e.g. CCEA, Governors, Parents. (Appendix 1)

Records of Achievement are completed by P7 children and their teachers and a R.O.A. dossier is presented to each pupil at our Leavers' Mass.

Copies of Current Report Forms are included in Appendix 3