



# Bunscoill Rhumsaa

## Assessment Policy

### Introduction

At Bunscoill Rhumsaa we believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress.

Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

### School aims

The aims and objectives of this policy are:

- 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 information for parents that enables them to support their child's learning
- To provide the information that allows the Senior Managers 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 national standards

### Types of Assessment

At Bunscoill Rhumsaa, we use a combination of formative and summative assessment as outlined below:

#### **Formative Assessment (Assessment for Learning – AfL)**

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle 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.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed

- facilitate the setting of appropriate targets for the class, group, and individual
- track the child's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

### **Summative Assessment - Assessment of Learning**

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide information about cohort areas of strength and weakness to build from in the future

### **Planning for assessment**

- Lessons are planned with clear learning objectives, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. The format of our lesson plans ensures that our lessons are planned in detail, taking into account the needs of all pupils.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.
- Assessment Schedule (see Appendix 1)

### **Assessment and Reporting in the Foundation Stage**

**Long Observations:** two children are to be identified each week and a long observation will be carried out on these children. This involves following the child for approximately ten minutes and documenting what they do. This is then analysed against the objectives set out in the Curriculum Guidance. Next steps will be identified and planned for, for the following week.

**Short observations:** these are spontaneous 'capture the moment' short observations. Teachers and ESOs document onto post-it notes what the child has done e.g. Mary made a model of a camera, she used a small box and stuck a silver rectangle on the front, she put a circle on the top and said 'this is the button you press to take the picture'. These are then filed into their individual records along with long observations.

Both the long and short observations are used to provide evidence to assess and complete the Isle of Man Department of Education, Sport and Children's Early Years Foundation Stage assessment.

### **Assessment and Recording in Key Stage 1 and 2**

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers submit Teacher Assessment data at the end of each term which is imputed on to tracking grids for reading, writing, speaking and listening, science and maths.

- During pupil progress meetings teachers set aspirational targets for individual children to reach at the end of each academic year.
- Cumulative Pupil Progress Trackers are kept for each class to record progress, identify under-achieving pupils, in Reading, Writing, Speaking and Listening and Maths for individual pupils and groups.

### **Assessment Methods/Materials**

Teachers use a range of assessment tools and materials (including analysis of children's work in books, guided reading records and results of class tests) alongside on-going focused marking and notes of pupil observations to inform their assessment of progress for individual pupils and groups.

Results of any tests are used to inform teacher assessments against assessment focuses using the tracking grids for reading, writing, speaking and listening, science and maths.

### **Moderation**

Regular moderation of levelling takes place each term to ensure consistency of levelling. Teachers meet in phase groups or in cross phase groups to analyse children's work against level descriptors or Early Years Foundation Stage Profile (EYFSP).

Routinely external Moderators from the Department of Education and Children will visit school to look at work that has been moderated internally.

### **Links to other policies and documents**

Please refer to:

- Teaching and Learning Policy
- Marking and Feedback Policy

### **Review**

This policy is subject to regular review, as part of the school self-evaluation process. Its success in relation to the school's attainment targets will be evaluated. The policy will be revised in line with the new action plan targets set.

**Review Date: September 2020**

## Appendix 1: Assessment Schedule

Autumn 1	Spring 1	Summer 1
<ul style="list-style-type: none"> <li>• On entry data for Foundation Stage Profile - input onto Arbor by October half term</li> <li>• Senior Leaders analyse data results</li> <li>• Language Link and Speech Link</li> <li>• Class profiles updated and end of year targets set</li> <li>• Parents' Evening Meetings</li> <li>• Moderation meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Parents' Evening Meetings</li> <li>• Update writing targets</li> <li>• Guided reading AF assessments for all groups &amp; update targets.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress meetings.</li> <li>• Moderate writing</li> </ul>
Autumn 2	Spring 2	Summer 2
<ul style="list-style-type: none"> <li>• Pupil Progress Reviews</li> <li>• SEN intervention trackers reviewed</li> <li>• Individual and class intervention trackers updated</li> <li>• SEN Reviews</li> <li>• Class data to be handed in and inputted onto Arbor</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Progress Reviews</li> <li>• SEN intervention trackers reviewed</li> <li>• Individual and class intervention trackers reviewed</li> <li>• SEN Reviews</li> <li>• Moderate Writing</li> <li>• Moderate Maths</li> <li>• Moderate Science</li> <li>• Class data to be handed in and inputted onto Arbor</li> </ul>	<ul style="list-style-type: none"> <li>• End of year reports produced</li> <li>• Prepare class hand-over folders</li> <li>• Submit all assessment data to the office June (date to be advised)</li> <li>• Class data to be handed in and inputted onto Arbor</li> <li>• SLT begins data analysis.</li> <li>• SEN Reviews</li> <li>• Handover meetings</li> </ul>
Ongoing		
<ul style="list-style-type: none"> <li>• Class assessment folder updated (on-going)</li> <li>• Update Maths, Writing and Reading targets</li> </ul>		

## Appendix 2: Assessment materials, tools and tests:

Maths	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Results of class tests (e.g. tables tests)</li><li>• End of unit tests</li></ul>
Reading	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided Reading Records</li><li>• Running Records ( PM Benchmark)</li><li>• Phonics assessment materials (including flashcards, real/invented word tests, robot-talking words; sight recognition of high frequency words)</li><li>• Teacher planned comprehension tests/ activities</li><li>• Phonic phase assessments (including flashcards)</li></ul>
Writing	<ul style="list-style-type: none"><li>• Focused marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words; Best Bet assessment activities; observation of spelling of graphemes/ alternative graphemes)</li><li>• Results of class tests (e.g. weekly spelling tests)</li></ul>