

VICTORIA PARK PRIMARY SCHOOL



Assessment Policy

Date	Policy Reviewed	Policy Amended	Added to Website
Sept 2018	June 2018	June 2018	Sept 2018
September 2021	September 2021	September 2021	September 2021
September 24	September 24	September 24	September 24

Victoria Park Primary School

**Assessment Policy
Updated 2024**

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September 2024
Assessment Policy

Policy Statement

Teachers at Victoria Park Primary School recognise that systematic and continuous assessment is an integral part of the learning and teaching process. We comply with statutory assessment requirements and agreed internal indicators to ensure progress, continuity and progression for each pupil. We celebrate each child's strengths and successes with respect of the attainment targets and statements of attainment set out in the Northern Ireland Curriculum. We involve pupils in their own learning and encourage them to reflect on their achievement and have high personal expectations. We ensure that we keep all relevant parties informed of progress and statutory tests results by complementing ongoing parental discussion with interviews, examples of best work and pupil profile at the end of the year.

What is assessment?

Assessment is a general term that refers to the ways in which pupils or groups of individuals are appraised. It may involve a broad appraisal including many sources of evidence and aspects of pupil knowledge, understanding, skills and attitudes on a particular occasion or test. An assessment may be formal (standardised or statutory) or informal for producing information about pupils e.g. a class test, quiz or a practical activity.

Why do we assess?

Diagnostic

So that we can recognise the strengths and weaknesses of pupils and take appropriate steps.

Formative

To identify pupil's achievement and plan the next steps.

Summative

So that overall achievements of pupils may be recorded in a systematic way and at a particular time e.g. end of year reporting to parents, records of achievement or pupil profiles.

Evaluative

So that the information gained about pupil achievement informs curriculum development, planning resource decisions and target setting.

How do we assess?

The achievement of pupils is monitored through:

Systematic teacher observation.

Teacher interaction with groups or individuals.

Written work – class work, test or IT.

Pupil self-assessment.

Pupil level tracking.

Statutory Requirements

Pupil assessment at the end of Key Stages 1 and 2.

Pupils are assessed in Year 4 and Year 7 to provide an end of Key Stage level for numeracy and literacy and ICT.

Non-Statutory Requirements

Standardised Tests

Class teachers administer standardised tests in early Spring. They are analysed to:

- Identify strengths and areas of weakness.
- Identify areas of class learning that need improvement.
- Identify children who may have specific learning difficulties.
- Select ability groups.
- Identify children who may be underachieving.
- Inform planning.
- Set class, group or individual targets.
- Track children's performance across year groups.

Standardised Tests 2024/25

Year Group	Numeracy	Literacy	Non-Verbal	Pass	Reading Age-completed termly
P1		Well-Comm	Bury Infant Check		
P2		Well-Comm			
P3	PTM 7	PTE 7 Dyslexia Screener	CAT 4 Pre – Level A	Pass 1	BAS
P4	PTM 8	PTE 8	CAT 4A	Pass 2	BAS
P5	PTM 9	PTE 9	CAT 4A	Pass 2	NGRT
P6	PTM10	PTE 10	CAT 4B	Pass 2	NGRT
P7	PTM 11	PTE 11	CAT 4C	Pass 2	NGRT

Results are kept on Assessment Manager on Sims.net, and in a folder in Central Resources.

Pupil Tracking

Pupil levels for Literacy, Numeracy and ICT are assessed three times a year and recorded on a class teaching sheet.

Underachieving Children

Children who have been identified as underachieving, in either PTM or PTE, will be provided with an individual plan.

Pupil Samples of Work

- Samples of writing and problem solving are collected and levelled for each child, during the year.
- Year group portfolios in Literacy and Numeracy are also collated using annotated samples of each level. These progress through the school with the class.
- The school uses the CEFR to assess the pupils as appropriate.
- Assessment tasks are completed in IT each term and saved in the Public Library.

Marking

See schools marking policy.

End of Term Evaluations

Teachers evaluate their topics at the end of each term. This evaluation of learning outcomes is used to inform future planning.

End of Year Information

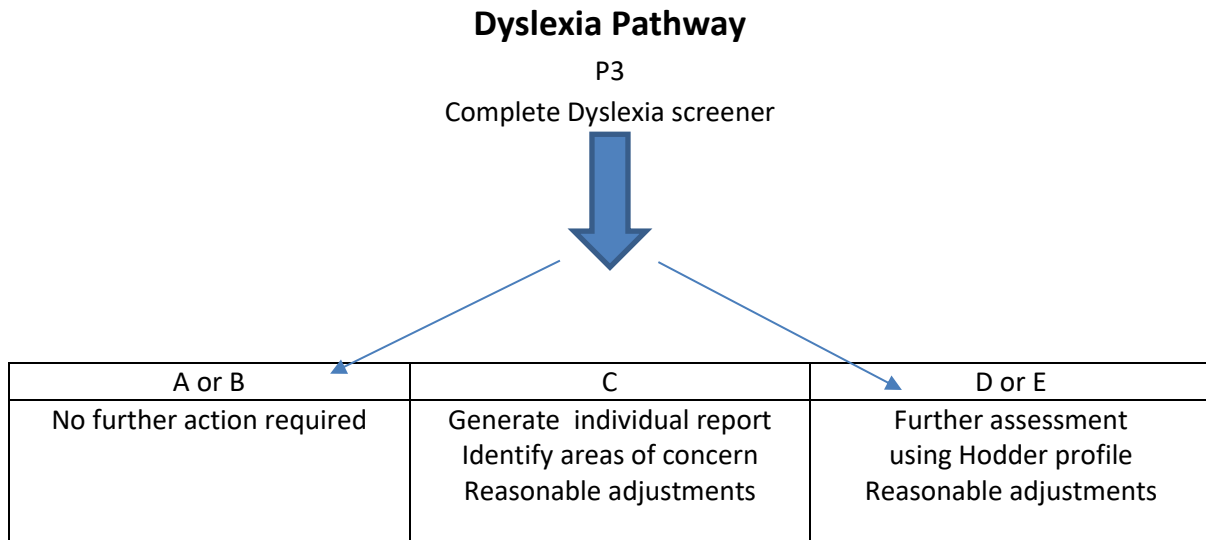
Teachers are provided with end of year levels via the Passage of information sheet.

Additional Assessment Materials

- Maths Mastery end of unit assessment tests.
These are now available to use with all year groups. In addition there are pre and post unit quizzes.

- Dyslexia screener

This comes as part of the schools' digital test package. It can be used from P2 to P7. This is not a diagnostic test but can highlight children who may need further investigation. It is completed with all P3's at the end of the year.



Reasonable adjustments include.

- Use of the visual timetable
- Reading ruler
- Reducing workload
- Regular rest breaks
- Cream photocopying paper
- Using a key board
- Using voice activated software
- Pencil grip
- Using the Read to me function
- Prompts by an adult
- Avoid copying from the board
- Dyslexia friendly classroom
- On occasions access to ICT to support writing tasks

Ideas for intervention include:

- Games to improve working memory- kim's game, Twinkl resources
- Multi sensory approach to spelling

[dyslexiascreener-samplereports.pdf \(gl-assessment.co.uk\)](https://www.gl-assessment.co.uk/dyslexiascreener-samplereports.pdf) for examples of reports

Profile	Description	GL Recommendations	SEN recommendations
A	No signs of dyslexia	The results show us that X has a profile typical of someone with no signs of dyslexia. It is most unlikely that X needs to be investigated further.	No action required
A	Flat high profile	The results show us that X has a profile typical of someone with no signs of dyslexia. It is most unlikely that X needs to be investigated further. The scores suggest that X is capable of achieving at a high level across the curriculum.	No action required
A	Flat low profile	The results show us that X has a profile typical of someone with no signs of dyslexia. However, the scores suggest that X is experiencing learning difficulties of some kind so further investigation should be considered. X may need some additional support in the classroom.	No action required
A	Reverse dyslexia	The results show us that X has a profile typical of someone with no signs of dyslexia. However, further investigation may be required as the scores suggest X is achieving at a higher level in literacy that might be expected from their ability scores. It may be that the ability scores underestimate the true ability of X and reasons for this should be investigated.	No action required
A	Low attainment	The results show us that X has a profile typical of someone with no signs of dyslexia. However, further investigation may be required as the scores suggest X is underachieving in literacy, but without the information processing difficulties typical of someone with dyslexia. This level of underachievement could mean X is unable to access the curriculum and achieve at the level of his/her ability. Reasons for this should be investigated.	No action required
B	Few signs of dyslexia	The results show us that X has a profile typical of someone with a few signs of dyslexia. The recommended next steps for X are for his/her progress to be monitored in the classroom. If it is felt necessary, further investigation and assessment may be carried out at a later date.	Class base adjustments to be made to accommodate need if necessary – see list of reasonable adjustments above

C	Mild dyslexia	The results show us that X has a profile typical of someone with mild dyslexia. Most dyslexic children fall into this category. The recommended next steps for X are for his/her progress to be monitored in the classroom, and for specialist tuition and resources to be considered and used wherever possible. If it is felt necessary, further investigation and assessment may be carried out at a later date.	Class base adjustments to be made to accommodate need if necessary – see list of reasonable adjustments above
D	Moderate dyslexia	The results show us that X has a profile typical of someone who is moderately dyslexic. The recommended next steps for X are for further investigation and assessment to be carried out. If this supports the screener results then we would recommend specialist tuition and resources.	Possible Dyslexia Portfolio assessment to be completed. Based on the outcome of this report, in addition to pupils scores showing an IQ above 90 and a discrepancy of 23 or more between PTE, CAT Verbal or Non Verbal the child may be referred to the EA's Literacy Service. Advice will be sent to teacher and possible 1:1 intervention with pupil will be explored. Additional testing may occur in order for this referral to take place in consultation with ED Psych.
E	Severe dyslexia	The results show us that X has a profile typical of someone who is severely dyslexic. X should receive further diagnostic assessment. If this supports the screener results then we would recommend specialist tuition and resources.	Dyslexia Portfolio assessment to be completed. Based on the outcome of this report, in addition to pupils scores showing an IQ above 90 and a discrepancy of 23 or more between PTE, CAT Verbal or Non Verbal the child may be referred to the EA's Literacy Service. Advice will be sent to teacher and possible 1:1 intervention with pupil will be explored. Additional testing may occur in order for this referral to take place in consultation with ED Psych.

Assessment for Learning

Teachers at Victoria Park Primary School recognise that an important attribute for all learners is the ability to recognise their own achievements. Without this, learning is always dependent on someone else's view. Pupils are encouraged to become independent learners who are able to judge their own learning needs and set targets for themselves.

Opportunities for self-assessment in the classroom arise in a number of ways.

1. Where appropriate, pupil marking own work as it is completed, with the pupil adding their own evaluative comments.
2. Use of self-assessment grids on Independent writing work.
3. End of topic reflective reviews.
4. Reflection on success criteria.
5. Self-evaluation prompts on display or in work books.
6. Traffic light system for younger children and for Key Stage 1 and Key Stage 2 children on maths work.

Self-Assessment is facilitated when teachers ensure that –

1. Lesson objectives and success criteria are made clear to pupils.
2. Learning intentions are shared with pupils.
3. Pupils are encouraged to talk about their work.

Peer Assessment

Peer assessment is first modelled by an adult.

Using Seesaw, the work is commented on by pupils using the TAG reminder.

T- tell them something you like

A-Ask a question

G- give them a positive suggestion

Plenaries

A variety of plenaries can be used by the class such as creating a Forms quiz, True or False, drawing a picture and the 'Give me Five' strategy. Teachers are provided with a variety of ideas to work with.

Conferencing

This is where one to one time is provided with the teacher to discuss the child's work in either maths or literacy.