

HOLY TRINITY PRIMARY SCHOOL

ASSESSMENT POLICY

AIMS FOR ASSESSMENT

Our aims for assessment will be;

1. To assess the effectiveness of teaching and learning
2. To improve both the content and delivery of the curriculum.
3. To ensure agreed policies are implemented.
4. To improve curriculum content and delivery.
5. To check whether systems are operating and how efficiently.
6. To celebrate and share good practice.
7. To identify areas for development/improvement.
8. To plan and provide relevant support and development through INSET, to raise staff confidence and expertise.
9. To provide information on development and school improvement to:
 - Government
 - Inspectorate
 - Governors
 - Parents
 - Pupils
10. Provide evidence that will inform the School Development Plan.
11. To provide a baseline for teaching.
12. To help identify learning needs, strengths and weaknesses.
13. To ensure continuity across the curriculum and classes enabling us to build on previous work and progress.
14. To give children and parents regular, detailed and comprehensive information on pupil achievement and progress.
15. To ensure that the contribution of each member of staff is valued.
16. To ensure that formal and informal assessment of pupils work is undertaken as part of normal teaching.
17. Information gained from assessment will be used to influence teaching and learning strategies

KEY PRINCIPLES OF ASSESSMENT

To provide effective support in the classroom, assessment should

- Be integral to the processes of curriculum planning, teaching and learning.
- Take account of previous levels of pupil performances and be capable of detecting any significant changes.
- Indicate learning successes and identify weaknesses.
- Focus upon learning processes as well as learning outcomes.
- Be based on clear and concise criteria.
- Be objective and consistent.

KEY PURPOSES OF ASSESSMENT

Information derived from assessment should be

FORMATIVE

So that positive achievements of pupils may be recognised and discussed and the appropriate steps planned.

DIAGNOSTIC

So that the strengths and weaknesses of the pupils may be identified and scrutinised and appropriate next steps taken.

SUMMATIVE

So that the overall achievements of pupils may be recorded in a systematic way and at a particular time e.g reporting to parents, end of key stage.

EVALUATIVE

So that the information gained about pupil achievements may be used by schools to make curriculum planning and resource decisions.

Assessment in Holy Trinity

In Holy Trinity assessment is crucial for assessing the quality and effectiveness of teaching and learning, the curriculum, school policies, staff expertise etc. We use a variety of assessment procedures which include:

- **Assessment of Planning**

In Holy Trinity we have created a very positive school culture and ethos which is built on collaboration, joint participation, and collegiality. Every member of staff works as part of a team which involves, co-operation, participation, consultation and sharing of ideas, expertise and resources.

Once a month each year group meets and collectively plans out their programme of work for the following month. The completed notes for both core and foundation subjects must include aims, content, resources, skills, learning outcomes, assessment strategies etc. The completed notes are examined by the vice-principal and are then passed to the relevant co-ordinator who must examine and assess them on the content, organisation, provision for differentiation and if outcomes have been achieved. Any difficulties or problems can be quickly identified and addressed. The co-ordinator will produce a written report for the principal on his assessment findings.

Each term the co-ordinator must also provide a report to summarise their work with regard to planning, resources and implementing the curriculum.

- **Classroom Observation-**

Raising standards and improving the quality of teaching and learning is the primary focus for our school. As high standards will only be achieved when there is effective teaching, it is therefore essential that staff development is placed at the centre of school improvement. The principal has ensured that structures and systems are in place to review and develop every member of staff. Staff appraisal in the form of classroom observation is an integral part of assessment, monitoring and evaluation in our school.

- **MONTHLY MONITORING MEETINGS**

Throughout the year every subject is monitored by the co-ordinator. Each teacher completes a monitoring sheet and the books are examined and expertise and good practice shared.

- **HOMEWORK MONITORING**

Twice a year the Senior Management Team collect and examine the children's homework books. Written feedback is provided to every teacher.

- **TESTS**

The children undertake standardised and in house tests throughout the year. These results are placed on the Assessment Manager System and are carefully analysed and used to set targets..

In 2007-2008 P5 children undertook InCAS tests and these will be done by P6 children in 2008-2009 and by all children in P4-P7 from 2009.

- **TARGET SETTING AND ASSESSMENT UNITS**

Children in P4 and P7 complete end of Key Stage assessments in the form of Assessment Units. These are sent to CCEA for analysis against similar schools in Northern Ireland. Our school always compares very favourably with other schools.

- **CONTINUOUS MONITORING OF PUPIL PROGRESS**

Continuous monitoring is based on existing good practice. From assessment material gathered over a period of time, teachers will be able to determine the progress made by each pupil in relation to each attainment target. It also supports the summative aspects of assessment since it provides information which can be used at particular times e.g end of key stage.

Holy Trinity recognises that our parents are equal partners in the education process and as such we ensure that information on assessment is always shared with them and with the children.