

Killean Primary School

Assessment Policy.

In accordance our mission and aims, we believe assessment to be an essential part of the teaching and learning process. It enables us to recognise the talents and abilities of the individuals in our care and to plan to develop their potential and meet their individual needs. Therefore formal and informal assessment will be undertaken as part of normal teaching.

Aims of Assessment:

- To inform pupils, parents and teachers about individual progress and achievement within each class
- To monitor progress by highlighting strengths and identifying areas which need further attention
- To encourage children to become more involved in the work they do, that is, to promote approaches to self assessment
- To use the results of assessments to assist teachers with future planning.

Forms of Assessment.

Assessment will be formal and informal.

Formal assessment will take the form of standardised tests, assessment units and class tests.

Informal assessment will include observations, discussions, quizzes, practical activities and presentations.

When a child is identified as having difficulty in any curricular area remedial action shall be planned and implemented. If in the judgement of the class teacher, in consultation with the SENCO, it is deemed necessary, a child may be placed on the schools special needs register. The procedures of the school special needs policy will then be invoked.

Reporting.

Parents are welcome to contact the school and arrange to meet the class teacher to discuss a child's progress at any time.

However, parents will be invited to meet their child's teacher for a progress report during the first term of the year. This will be followed up in the third term by a general written report.

Children at the end of Key Stage One, primary four, will also receive their end of key stage assessment results. Children at the end of Key Stage Two will also receive their records of achievement. Each child will play an important part in the production of their own record of achievement.

Procedures.

In order to ensure continuity of provision each child will be issued with an assessment folder. This folder will contain a sample of the child's work as he or she progresses through the levels of attainment in English and Mathematics. Furthermore, any standardised tests which have been completed will also be kept in this file. It may also contain some samples of class tests.

Each teacher will keep a class record book of results. This book will travel through the school with the class.

A copy of each child's annual written report will be kept centrally. This can be accessed by teachers as and when required.

Tests.

A variety of tests will be employed to achieve our assessment goals. These will include:

- End of topic class tests,
- Spelling tests,
- Annual standardised tests;
 - Reading ages,
 - Base line assessment,
 - Quest Reading and Mathematics Tests,
 - Non-verbal reasoning tests.
 - NFER Standardised Mathematics, English and Spelling Tests
 - NRIT

Assessment Cycle.

There will be ongoing assessment which will take a variety of forms, formal and informal.

The more formal tests will take place annually. Where appropriate these tests will be used to gather baseline information.

Review.

This policy will be kept continually under review. It will be amended from time to time in accordance with the needs of the school.