
Penrhyn
Strathearn Preparatory Department
Assessment for Learning POLICY

Approved by Board of Governors –

Signed: _____

(Chair of Governors)

Version History:

Date	Amendment



Introduction

In Penrhyn we strive to provide a safe, caring and stimulating learning environment which offers a broad-based education within which our pupils will be supported to reach their full potential.

We recognise that our analysis of pupil performance has a vital role to play in informing planning for teaching and learning and in supporting school improvement. We focus at all times on the following question

- How do our assessment procedures **promote learning, improve pupil performance and raise standards?**

Our aims

At Whole School, Year Group, Class and Individual Levels we aim to:

- facilitate the monitoring of standards over time in order to inform the development of policy and practice leading to better pupil outcomes;
- provide an efficient programme of assessment across the curriculum that is accurate, complementary to, and supportive of, the key aims of the NI Curriculum;
- establish an agreed understanding of the importance of careful analysis of assessment data and a full understanding of how assessment information can be used effectively;
- use the outcomes of assessment to set realistic targets and influence planning for teaching and learning;
- communicate assessment information accurately and clearly to parents, pupils, the Penrhyn Committee and, if appropriate, outside agencies;
- maintain confidential, detailed and useful records on pupil performance.

Key Points

Assessment in Penrhyn will

- complement and support the key Penrhyn aims;
- be fit for purpose;
- be manageable; and
- be supported by teacher professional judgements that are consistent and reliable;
- be **diagnostic** identifying strengths and areas for improvement and to inform next steps;
- be **formative** - assessment information used to make specific improvements in learning;
- be **summative** - acknowledging, recording and reporting pupils' overall performance and achievement at a point in time;
- be **evaluative** - informing curriculum planning and to providing information for monitoring and accountability

What will we be assessing?

1. Pupil performance and achievements in cross curricular skills (CCS)
2. Thinking skills and personal capabilities (TSPC)
3. Pupil progress in each Area of Learning (AoL)

How will we report pupil progress?

1. Two pupil reports February (short report) and May (full report)
2. Parent/Teacher Consultations in October and June
3. GL Prep 3 – 7 computer-based assessments
4. Annual Reviews for statemented pupils

Roles and Responsibilities

Class Teacher

- assessing the level the pupils are now;
- identifying where do they need to be next (with an appropriate level of challenge);
- identifying and implementing the best strategies to help pupils reach the 'next steps' in their learning.

Subject Coordinator

- monitoring whole school performance in their subject area;
- comparing performance with recent 3 year trends;
- monitoring how their area of responsibility is performing compared with other curriculum areas;
- identifying the priorities for improving provision within their area of responsibility;
- reporting to the Penrhyn Committee.

Learning Support Coordinator (LSC) / SENCO

- use data from tests to identify and assess children with SEN;
- maintain records of test results for children on the SEN register;
- carry out diagnostic tests for individuals with areas of concern in order to ascertain strengths and areas for improvement;
- use data from tests to inform target setting for PLPs liaising with class teachers;
- provide parents with information on tests to monitor progress and advise on support;
- provide information to outside agencies on individuals with areas of concern;
- provide information to pupils on areas of strengths and areas for improvement;
- provide teachers with data from tests to inform future teaching and learning.

Assessment Coordinator

- hold and communicate a vision for assessment incorporating individuals, year groups and whole school across the breadth of the curriculum which supports improvement and raises standards.
- manage and support administration of all types assessment throughout the school;
- establish and maintain effective analysis of assessment;
- promote good practice in the effective use of assessment information in target setting and decide how the GL data can be best presented and communicated;
- maintain and improve the quality and effectiveness of reporting to all stakeholders;
- ensure statutory assessment requirements are fulfilled;
- establish and maintain accurate and secure records of assessment;
- examine pupil performance to identify target groups for support;
- examine school performance data compared with recent 3 year trends;
- report to the Head of Prep and the Penrhyn Committee on Assessment and Learning Support.

Senior Management (Head of Department and School Improvement Officer)

- liaise with Assessment Coordinator to get an overview of pupil performance;
- monitor and evaluate how Penrhyn is performing compared with other schools in similar circumstances;
- work with subject coordinators to identify whole school priorities and plan strategic actions that will improve pupil outcomes, especially in Literacy and Numeracy and represent these on the SDP;
- report to the Penrhyn Committee.

Head of Prep

- ensure that the progress of the pupils of the school is monitored and recorded;
- oversee the arrangements for parents to be given regular information about the school curriculum, the progress of their children;
- identify staff training needs and facilitate the delivery of training

Summative Assessment

*These tests are an assessment **of** learning; the evaluation of learning is indicated by a mark, level or grade and takes place after a period of learning.*

Foundation

- assessments of skills across the six key areas. Details in year Group Summary
Appendix 4

Key Stage 1 and 2

- assessment across all areas of learning with a focus on the core skills of Communication, Using Maths and Using ICT.
- End of Key Stage Assessment of Core Skills is completed in Y4 and Y7 and incorporates the use of CCEA Assessment Tasks.

- GL assessments are designed to be diagnostic tests these results also provide an indication of performance at a point in time.
- Records on performance in GL and End of Key Stage are collated by the assessment coordinator and distributed to staff.

Assessment of Pupils' Progress

See Assessment Overview Grid



Analysis of Records

Class teachers and pupils

review performance in class tests and write comments on tests

Class teachers

contribute to the process of internal standardisation

Class teachers, Core Subject Coordinators, LSC and SMT

analyse overview of performance data

Core Subject Coordinators and Assessment Coordinator

analyse strengths and areas for improvement within year group data



Targets within Planning

Class teachers and pupils

set short term targets based on class tests when appropriate

Core Subject Coordinators, Prep 4 and Prep 7 teachers and SMT

target set for End of Key Stage Performance

LSC and class teachers

use performance in class tests, GL and individual tests to inform Personal Learning Plans for those identified as underachieving and for pupils with Special Educational Needs

Core Subject Co-ordinators

target improvements indicated by data in Action Planning and in the SDP



Reported to Audience

Class teachers

- *report outcomes of class test and assessments to parents orally in parent teacher interviews, by sending tests home or by sending results home
Parents and pupils are invited to comment on assessments*
- *assess and report to parents on each pupil's performance across the breadth of the curriculum on pupil reports in February and June*

Y4 and Y7 teachers

report to parents End of Key Stage performance data in Communications and Using Maths together with the school and N. I. data. (NI data not available due to Union action)

Assessment Coordinator

- *informs Penrhyn Committee annually*
- *return End of Key Stage performance data to CCEA. (not completed in recent years due to industrial action)*

and the cycle begins again.....

Penrhyn Assessment Overview Grid

Class	Assessment	Frequency/Timings
Prep 1	GL BASELINE	Term 1
	NFER Reasoning 5 Paper copy	Term 1
Prep 2		Term 1
Prep 3	NGRT	Term 1 and Term 3
	NGST	Term 1 and Term 3
	Young Reading test on paper	Term 1
	PTM 7	Term 3
	PTE 7	Term 3
	CAT 4 Pre-A	Term 3
	Class assessments on paper	Term 3
Prep 4	NGRT	Term 1 and Term 3
	NGST	Term 1 and Term 3
	Young Reading test on paper	Term 1
	PTM 8	Term 3
	PTE 8	Term 3
	CAT 4 A	Term 3
	Class assessments on paper	Term 3
Prep 5	NGRT	Term 1 and Term 3
	NGST	Term 1 and Term 3
	Young Reading test on paper	Term 1
	PTM 9	Term 3
	PTE 9	Term 3
	CAT 4 A	Term 3
	Class assessments on paper	Term 3
Prep 6	NGRT	Term 1 and Term 3
	NGST	Term 1 and Term 3
	Young Reading test on paper	Term 1
	PTM 10	Term 3
	PTE 10	Term 3
	CAT 4 B	Term 3
	Class assessments on paper	Term 3
Prep 7	NGRT	Term 1 and Term 3
	NGST	Term 1 and Term 3
	PTM 11	Term 1
	PTE 11	Term 1
	CAT 4 C	Term 1
	AQE/GL optional- on paper	Term 1
	Class assessments on paper	Term 3

CAT = Cognitive Abilities Test NGRT = New Group Reading Test NGST = New Group Spelling Test

PTM = Progress Test in Maths PTE = Progress Test in English. These are all GL assessments.

Formative Assessment

Formative assessment informs the learning process.

*Observations and Assessment **for** Learning are used to inform learning. Formative assessment is an integral process within lessons and involves teachers and pupils.*

This powerful approach to teaching and learning will improve performance when embedded effectively in regular classroom practice. We are committed to developing the use of assessment for learning throughout the school across the curriculum.

Formative assessment is used to inform short term planning, identifying next steps towards improvement at individual and class levels.

Foundation

Observations at Foundation Stage detailed in *Appendix 4*

Assessment for Learning

The key strands of Assessment for Learning are: -

- Sharing of Learning Intentions
- Use of Success Criteria
- Effective Questioning
- Peer and Self-Assessment
- Constructive Feedback

Assessment of Pupils' Progress

- **Teachers** provide oral and written feedback reflecting upon the success criteria, emphasising strengths and identifying, where appropriate, short term targets for improvement.

- **Pupils** assess their own work against pre agreed success criteria.
- **Pupils** assess their peers' work against pre agreed success criteria.



Analysis of Records

- **Pupils and teachers** use examples of work to model success.
- **Pupils and teachers** reflect upon learning during lessons.



Targets within Planning

- Short term achievable targets are set either by the **teacher or by the pupil** themselves.
- **Teachers** incorporate opportunities to address targets in weekly planning.



Reported to Audience

- **Pupils** report on their own learning.
- **Pupils** report to their peers and the teacher.
- **Class teachers** report to pupils and review progress being made.



Effects on Learning

- Learning is an active process for all **pupils** and they are aware of learning intentions throughout activities.
 - **Pupils** use thinking / talking partners and respond to open ended questions.
 - **Pupils** have an opportunity to think before responding to questions.
- **Pupils** can identify their strengths and describe their work in terms of learning.
- **Teachers** place an emphasis on transferable learning and the acquisition of skills.

and the cycle begins again.....

Diagnostic Assessment

Diagnostic tests support the process of identifying learners' needs or barriers to learning to inform future teaching and learning.

Aims - Using Diagnostic Testing

- to support learning and teaching;
- to provide evidence of strengths and weaknesses;
- to inform planning at individual, class, year group and whole school levels;
- to report to stakeholders on strengths and weaknesses.

Assessment of Pupils' Progress



Analysis of Records

- **LSC** analyses data to identify individual's areas of strengths and weakness
 - **SMT, Core Subject Coordinators and class teachers** analyse GL data
 - **Assessment coordinator** collates a report on analysis of GL data
- Test information is **reported** to teachers, parents and outside agencies



Targets within Planning

- **Class teachers and LSC** use GL data to inform target setting for PLPs

- **Class teachers and LSC** use data to identify low achievement, under achievement and high achievement. Target setting and interventions are planned and resourced
 - **Class teachers** use data to inform six weekly planning notes
- **Core Subject Coordinators** use data to target developments in strategic action plans within the School Development Plan



Reporting to Audience

- **LSC and class teachers** report to parents
- **Assessment coordinator** reports to Penrhyn Committee
 - School performance in GL Assessments
 - **LSC reports to parents**
 - PLP Targets and review information to parents
 - **LSC and class teachers** report to SENCO
 - individuals with areas for concern



Effects on Learning

and the cycle begins again.....

Evaluative Assessment

The purpose of evaluative assessment is to inform planning and provide information for monitoring and accountability.

Appendix 1 School Report February

Appendix 2 School Report June

Appendix 3 GL report

P1-P3 Report Format

PENRHYN, STRATHEARN PREPARATORY DEPARTMENT FEBRUARY 2021 REPORT



Name:
Attendance:

Class: P1

COMMUNICATION – Language and Literacy
USING MATHEMATICS – Mathematics and Numeracy
PERSONAL DEVELOPMENT AND MUTUAL UNDERSTANDING
AREAS OF FOCUS

Class Teacher: _____

Head of Department: _____

FEBRUARY 2021

P4 – P7 Report Format

PENRHYN, STRATHEARN PREPARATORY DEPARTMENT FEBRUARY 2021 REPORT



Name: P4 .

Attendance:

COMMUNICATION – Language and Literacy
USING MATHEMATICS – Mathematics and Numeracy
USING ICT
PDMU
AREAS OF FOCUS

Class Teacher: _____

Head of Department: _____

FEBRUARY



PENRHYN, STRATHEARN PREPARATORY DEPARTMENT

NAME

Form: P1

Attendance:

COMMUNICATION (Language & Literacy)

Over type this here

USING MATHEMATICS (Mathematics & Numeracy)

Over type this here

USING ICT

Over type this here

THE WORLD AROUND US

Over type this here

THE ARTS

Over type this here

PHYSICAL DEVELOPMENT and MOVEMENT

Over type this here

PERSONAL DEVELOPMENT and MUTUAL UNDERSTANDING

Over type this here

AREA OF FOCUS

Over type this here

CLASS TEACHER _____

HEAD OF DEPARTMENT _____

Appendix 2 School Report June P4 – P7

**PENRHYN, STRATHEARN PREPARATORY DEPARTMENT
JUNE 2021 REPORT**



Name

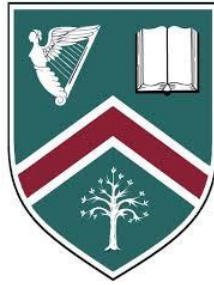
Form:

Attendance:

SUBJECT	%	CLASS AVE.
COMMUNICATION (Language & Literacy)		
USING MATHEMATICS (Mathematics and Numeracy)		
USING ICT	over type this	
THE WORLD AROUND US	over type this	
ART AND DESIGN	over type this	
MUSIC AND DRAMA	over type this	
PHYSICAL EDUCATION		
AREA OF FOCUS		
PERSONAL DEVELOPMENT and MUTUAL UNDERSTANDING over type this		

CLASS TEACHER _____

HEAD OF DEPARTMENT _____



Penrhyn (Strathearn Preparatory Department)

P4 GL Standardised Scores

Autumn 2020

Name	
CAT (Cognitive Ability Test)	
PTE (Progress Test in English) P3 Test	
PTM (Progress Test in Maths) P3 Test	
NGRT (New Group Reading Test)	
NGST (New Group Spelling Test)	