The Assessment Policy
The greatest danger for most of us is not that our aim is too high, but that it is too low and we reach it.

Michelangelo
• How do you make sure no one is left behind?
• How can all the staff move forward even though they have different starting points?

Lead by example
How to start?
School Development Plan

- Identify the need through the questionnaires, focus groups, committee meetings

- Develop an action plan under the heading teaching and learning
  - A group of teachers headed by an SMT member will develop a method that will inform what needs to be included in the Action plan, who is responsible and the time frame. These are the success criteria of the action plan.
The School Development Plan

Learning & Teaching

- **Curricular Entitlement**
  - The school curriculum reflects the vision of the National Curriculum Framework (*in alignment with national implementation*)
  - The school implements curricular intentions as set by the directorates

- **Effective Teaching and Learning**
  - Teachers plan in advance
  - Teachers organise and manage classroom environment effectively
  - Teachers employ appropriate teaching processes
  - Learners experience successful learning
  - LSAs and teachers work in synergy for the benefit of learners

- **Assessment**
  - Teachers implement ongoing formative assessment
  - The school’s assessment policy and practices sustain quality development through both formative and summative assessment
Next step
How?

- Involve everyone from the beginning
- Share a common vision with all the staff

How do you ensure this?
- Build a team that is able to work together and collaborate with all educators
- Use consistent language and actions
What are the underpinning principles?
Underlying Principles that need to be discussed with all teachers through the committee:

• Growth mindset
• Constructivist approach
• Refining the existent good practice
• Reflection on learning for a lifelong learner
• Develop a ‘nutritious’ environment
• AfL vs AoL
What is the purpose of Assessment?
Why do we assess?

- to define **learner’s ability**
- to reveal learner’s **strengths and weaknesses**
- to inform future **planning and target setting**
- to communicate **accurate information** about the learner to all stakeholders
- to comply with statutory requirements –
  - NCF
  - Education for All
Framework for the Education Strategy 2014-2024

1. Reduce the gaps in educational outcomes between boys and girls and between students attending different schools, decrease the number of low achievers and raise the bar in literacy, numeracy, and science and technology competence, and increase student achievement.


3. Increase participation in lifelong learning and adult learning.

4. Raise levels of student retention and attainment in further, vocational, and tertiary education and training.
NCF

- raise the standards of learning through a quality education for ALL

- Assessment for Learning puts the child at the centre of the teaching and learning process and the purpose of assessment is learning
Education for All

- To provide systems of support;
- To provide educational quality assurance processes;
- To evaluate policy and practice against the Standards.
Schools’ Performance Dashboard

- To capture the school data and inform our own planning;
- To set evidence-based school priorities;
- To provide value added educational experiences for all.
Ready to start with a Rationale
Why an assessment policy?

Rationale:

To provide a streamlined and coherent system of assessment that will ensure that pupils, parents, teachers and other professionals have the feedback they need about each student’s learning and development needs.
Aspects of Assessment
ASSESSMENT IS FOR LEARNING

CURRICULUM: What is to be learned

Assessment AS Learning: Learning how to learn

LEARNING AND TEACHING: How it is to be learned

SELF-EVALUATION:

EVIDENCE AS FEEDBACK

ASSESSMENT: Knowing about learning

Assessment OF Learning: Gathering and interpreting the evidence

Assessment FOR Learning: Supporting classroom learning and teaching
• **Day-to-day assessment for learning**: this is formative assessment - an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement.

• **Periodic review**: This helps teachers to track pupils’ progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.

• **Transitional assessment – this is the use of summative tests and tasks** that formally recognise pupil achievement and are shared with pupils and their parents.
Will students be tracked at your school?
Performance of a learner is tracked from day 1 till last day of school to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in her learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils’ rates of progress and consider the reasons for this.
Kindergarten

- Checklists
- Narratives
- Learning Stories

How often?
How is reporting and conferencing done?
Year 1-3

Day to day Assessment for Learning: Attainment levels and LOF

Periodic Assessment

Reporting and Conferencing

What will be reported?

- Identification of Pupils who need intervention
- Objectives of intervention and success indicators/criteria identified
- Adaptations in class by class teacher
- Help by complimentary teacher
- Assessment using Checklists

What is the purpose of each assessment?
Year 4 - 6

Day to day Assessment for Learning:

Attainment levels and LOF

Periodic Assessment

Reporting and Conferencing

What will be reported? Average?

- Identification of Pupils who need intervention
- Objectives of intervention and success indicators/criteria identified
- Adaptations in class by class teacher
- Help by complimentary teacher
- Assessment using Checklists

What is the purpose of each assessment?
Half Yearly and Annual Exams

- Access arrangements
- Exemptions..... What instead?
- Adapted papers
- Alternative papers
- Reporting Assessment
- Scaffolding Comments
Other Assessments

Reading Level

Reading Running records assess a student's reading performance as she/he reads from a benchmark book. Benchmark books are books selected for running record assessment purposes.
Targets should be both aspirational and ambitious. The teacher’s level of expectation for pupils should be very high.

High expectations have been described as a ‘crucial characteristic of virtually all unusually effective schools’. 
Profiles and Portfolios
Profiling

- Information about the pupil
- Levels achieved
- Next steps in learning
- Any Interventions
Portfolios

• **Working Portfolio**
  
  A working portfolio is so named because it is a project “in the works,” containing work in progress as well as finished samples of work. It serves as a *holding tank* for work that may be selected later for a more permanent assessment or display portfolio.

• **Showcase**
  
  Probably the most rewarding use of student portfolios is the display of the students' best work, the work that makes them proud. Students, as well as their teachers, become most committed to the process when they experience the joy of exhibiting their best work and interpreting its meaning.

• **Assessment Portfolio**
  
  The primary function of an assessment portfolio is to document what a student has learned. The content of the curriculum, then, will determine what students select for their portfolios.
Conferencing
How is information about the learner’s achievement shared with others?

- Samples of work
- Talk about outcomes achieved
- Viewing learner’s work on website
- Invite former teachers to show skills achieved.

**Students can take a lead role.**
Please notice my improvement in _______________

<table>
<thead>
<tr>
<th>In sample 1</th>
<th>Nick</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Oct 13\textsuperscript{th})</td>
<td></td>
</tr>
<tr>
<td>In sample 2</td>
<td></td>
</tr>
<tr>
<td>(Oct 28\textsuperscript{th})</td>
<td></td>
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</tbody>
</table>

Response (someone interested in child’s learning)
I notice your improvement...

Other Comments:
## Portfolio Afternoon

<table>
<thead>
<tr>
<th>Name ____________________________</th>
<th>Subject ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Samples that show</strong></td>
<td><strong>Your sample</strong></td>
</tr>
<tr>
<td>A strength</td>
<td></td>
</tr>
<tr>
<td>Improvement</td>
<td></td>
</tr>
<tr>
<td>Successful collaboration</td>
<td></td>
</tr>
<tr>
<td>Originality</td>
<td></td>
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</tbody>
</table>
More for portfolio:

Two reasons I chose this piece.....

Date_________________  Signed________________
More information:

Please notice:

- Favourite
- Improvement
- Trash it!
- Challenge
- __________

Date____________    Signed _______________
Response from audience

Portfolio Afternoon **Audience response**

Two compliments I have for ____________________

Something I would like to see next time:

Date__________________  Signed____________________
Roles: At College Level

A vision needs to be developed at College level. The Principal together with Heads of schools share and understand the importance of an Assessment policy and what measures to be taken to ensure implementation and effectiveness.
Committee

A committee made up of a number of teachers from different departments/year groups is set up and a member/s of the SMT together with HOD (Assessment) are involved in the discussions.
Eduaction Officer / HoD

The Education Officer and the Head of Department will support the college/school during all the stages of development of the policy.
SMT

The SMT are partly responsible of the implementation and review of this policy. They are also responsible of informing the stakeholders about this policy. They can share this responsibility with the parents and learners by providing information on the ways learning can be enhanced at home.
Teachers

Teachers to be involved in gathering information about pupils’ learning and encouraging pupils to review their work critically and constructively.

Use a variety of assessment tools.

.... What other responsibilities?
LSAs

Support teachers in the adaptation of AfL strategies and give feedback to the learner according to the learning intention explained.

What about IEPs?
What adaptations are done in class?
What access arrangements does the LSA provide?
What assessment is performed to identify improvement?
Learners

Learners are responsible for their learning.

- What is the learner expected to do in class and at home?
- How can the learner do self-assessment?
- What is the best way to reflect on learning?
- Is practice leading to understanding the concept?
Parents

• How will they be informed about this policy?
• What are they expected to do?
• How can they help their children to progress?
What kind of **resources** are needed?

What support is required?
Teaching starts when assessment starts.
'ASSESSMENT IS FOR LEARNING'
Policy into practice

Build informed research

Create informed policy

Grow informed communities of practice
Anything else?

Questions are guaranteed in life; Answers aren't.
Thanks for all your valuable contributions.

Good luck