



## What is the purpose of assessment at All Children's CIPS?

Assessment plays a key role in helping us to improve outcomes. Knowing how each pupil is performing allows teachers to implement strategies to help individuals improve. This in turn promotes improvement at class level, then at school level, allowing the school to set meaningful and challenging targets in our School Development Plan.

Learning, teaching and assessment should be viewed as a continuous cycle. In order to have a positive impact assessment should enable both teachers and pupils to use feedback effectively to improve learning. The assessment element of the cycle is achieved through the use of a range of techniques and tools.

Assessment can be categorised under the following headings: -

- Formative
- Summative
- Diagnostic
- Evaluative

What do these terms mean?

Ongoing **formative assessment** is at the heart of the learning and teaching cycle. In All Children's this includes teacher observations and the use of Assessment for Learning strategies such as peer and self assessment, two stars and a wish, tickle pink and green for growth and questioning techniques etc.

**Summative assessment** is taking stock at particular points and adding this information to a full range of evidence to make reliable summative judgments. In All Children's this includes: -  
Class tests  
Standardised tests (PTE, PTM, CAT4, Single Word Spelling Test & Mist)  
Statutory assessment of Cross Curricular Skills

**Diagnostic tests** are designed to identify strengths and areas for improvement and to inform next steps. In All Children's CIPS this includes: -  
Specific tests such as Salford Reading Test.

**Evaluative Assessment** informs planning at all levels. Assessment data is collected, analysed and used to set targets for improving outcomes. At All Children's CIPS all staff are involved in this process.

What does this mean for your child?

## Foundation Stage P1 – P2

- Baseline assessment on entering school in P1
  - Ongoing observational assessment across the curriculum is central to the assessment process at this stage
  - Range of AFL strategies including self and peer assessment
  - Running records and other assessment tools
  - Class tests to check phonics/spellings/tables
  - P2 MIST (Middle Infant Screening Test) assessment administered in Jan/Feb and June
  - Initial Sounds & Phonological Awareness (P2) in October with phonics tracked throughout year
- The results of these are shared at the parent / teacher interviews.

### Key Stage 1 & Key Stage 2

As well as teacher observations, AFL strategies, running records, cross curricular skills assessments and class tests staff use: -

- NFER Progress in Maths (PTM) / English (PTE) standardized tests administered in May
- Single Words Spelling Tests P3 – P7 in September, March (P3 & P4) and May
- Year 3 and 6 complete CAT4 cognitive ability test administered in May
- Salford Reading Test (P3-P5) administered in Sept/October and repeated (P3-P4) March & June
- Quest (Maths) P3 in September
- CCEA Cross Curricular Skills Portfolio for external moderation
- PASS attitudinal tests (P3-P7)