THE BIG PICTURE OF ASSESSMENT AND REPORTING

AIM OF ASSESSMENT

To facilitate the monitoring of standards over time in order to inform the development of policy and practice leading to better pupil outcomes

PRINCIPLES
Assessment should:

1	2	3	4	5
be complementary to, and supportive of, the key aims of the NI Curriculum	be fit for purpose	be manageable	be supported by teacher professional judgements that are consistent and reliable	be appropriate at all levels for system-wide accountability

PURPOSES

DIAGNOSTIC	FORMATIVE	SUMMATIVE	EVALUATIVE
To identify strengths and areas for improvement and to inform next steps	To use assessment information to make specific improvements in learning	To acknowledge, record and report pupils' overall performance and achievement at a point in time	To inform curriculum planning and to provide information for monitoring and accountability

WHAT IS ASSESSED?

Pupil performance and achievement in ...

CROSS-CURRICULAR SKILLS (CCS)	OTHER SKILLS (Thinking Skills and Personal Capabilities: TSPC)	AREAS OF LEARNING (AoL)
Assessment: a robust model of moderated teacher judgement	Assessment: delegated to schools	Assessment: delegated to schools

ASSESSMENT AND REPORTING REQUIREMENTS

FOUNDATION STAGE

Assessment
- Assess pupil progress in each CCS
- Assess pupil progress in each of the Other Skills (TSPC)
- Assess pupil progress in each AoL

Reporting
- Annual Report
- Parent Meetings
- Annual Review*

KEY STAGE 1 & KEY STAGE 2

Assessment
- Assess pupil progress in each CCS
- Use of CCEA designed tasks Years 4 & 7
- Assess pupil progress in each of the Other Skills (TSPC)
- Assess pupil progress in each AoL

Reporting
- Annual Report
- Years 4 & 7 numerical outcomes for CCS and additional school/system information to parents
- Years 4 – 7 computer-based assessments, autumn term
- Parent Meetings
- Annual Review*

KEY STAGE 3

Assessment
- Assess pupil progress in each CCS
- Use of CCEA approved tasks Year 10
- Assess pupil progress in each of the Other Skills (TSPC)
- Assess pupil progress in each AoL

Reporting
- Annual Report
- Year 10 numerical outcomes for CCS and additional school/system information to parents
- Parent Meetings
- Annual Review/Transition Plans*

USING ASSESSMENT OUTCOMES TO INFORM NEXT STEPS PLANNING

AT CLASSROOM LEVEL:	What level are my pupils now?	Where do they need to be next (with an appropriate level of challenge)?	What are the best strategies to help pupils reach the 'next steps' in their learning?
AT CO-ORDINATOR LEVEL:	How is my area of responsibility performing, compared with recent 3 year trends?	How is my area of responsibility performing compared with other curriculum areas?	What are the priorities for improving provision within my area of responsibility?
AT WHOLE SCHOOL LEVEL:	How is our school performing, compared with recent 3 year trends?	How is our school performing compared with other schools in similar circumstances?	What are our whole school priorities for improving pupil outcomes, especially in Literacy and Numeracy?

* EDUCATION (NORTHERN IRELAND) ORDER 1996 Code of Practice on the Identification and Assessment of Special Educational Needs 1 September 1998