



**SACRED  
HEART  
COLLEGE**

# **ASSESSMENT POLICY – 2023**

**JUNIOR SCHOOL**

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I thank the Secretariat for Catholic Education who contributed with their professional help in guiding the staff to understand the principles which outline the design of an assessment policy.



Elaine Siegler

Head of Junior School

# 1.Introduction

## 1.1 Rationale

The Assessment Policy is based on the principle to promote effective teaching and learning whereby assessment practices are more qualitative and formative. Hence the philosophy amongst school educators is that to create consistency between different levels in the junior school so that students experience a progressive and holistic curriculum based on valid and reliable practices.

## 1.2 Principles of Assessment

The following principles aim to support the teacher's professional judgement and support accountability.

- Commit educators to exercise assessment within a clear framework
- Standardise approaches in monitoring students' progress
- Address gaps in learning by targeting weaknesses
- Celebrate each student's progress following set criteria
- Provide effective feedback to all stakeholders
- Enhance standards of achievement
- Enable the process of building on student's prior knowledge
- Highlight that assessment is an ongoing process
- Design of assessments reflect syllabi as set in the Learning Outcomes Framework

## 1.3 Assessment Policy Aims

The Junior School aims to provide a policy which celebrates **inclusive education** as heightened by the National Curriculum Framework and therefore offers **equal opportunities** in assessment by offering graded tasks.

Assessment is to be **owned by students** to enable them to be actively involved in their process of learning as self-directed learners who can act upon their needs with the guidance and support of the educator. Consequently, learners acquire the skill to be independent learners and also to be able to **transfer learning** within the different areas of the curriculum. Independent learning demands that students learn how to assess their own work based on guided criteria to validate whether they have achieved a specific learning intention.

The policy is to bind **educators to collaborate** closely to ensure smooth transitions between levels to sustain valid and reliable practices. It is to ensure that the teaching and learning areas are assessed throughout all the year levels.

Provides **parents** with regular information about formative and summative assessments to be able to support the student's progress. Hence, students experience a progressive and consistent approach.

A standardised policy aims to provide Senior Leadership Team with information about assessment procedures for regulatory purposes. It also enables the identification of overlap or gap in learning between year levels.

The policy is to inform the Senior Leadership upon the needs to be acted upon.

The Senior Leadership Team is to support the policy, monitor that it is being implemented and evaluate its effectiveness at defined time intervals.

It is to inform different stakeholders about different areas of assessment the school endorses.

## **2. Types of Assessment**

### **2.1 Diagnostic Assessment**

The purpose of diagnostic testing at the beginning of the scholastic year is to inform the teacher to gauge where students stand in their learning in the core areas of the curriculum, specifically in Numeracy and Literacy. The class teacher administers diagnostic testing to adapt classroom techniques in order to help all students achieve their academic potential. Diagnostic tests are to determine what students already know, guides differentiated instruction, discover students' preferred learning styles as well as their strengths weaknesses and misconceptions.

Once the students adapt in their new class and the teacher feels that they have gained confidence in their new surroundings, the teacher is to organise Diagnostic assessments in Literacy and Numeracy. These assessments are to reflect Learning Outcomes learned during the previous scholastic year. Tasks are to assess different components so that the class teacher is able to adapt the teaching and learning programme. The year group teachers are to plan a common diagnostic sample of assessments.

Typical diagnostic assessments applied in the different year groups may vary as follows:

In the early years specifically in Year 1 and 2 the teacher can apply a letter/sound assessment and blending on an individual basis. Numeracy is assessed using the Concrete, Pictorial and Abstract model to observe the student in an informal way.

Teacher, Learning Support Educator and Complementary teacher for Year 1 and year 2 students are involved for Diagnostic Assessment.

In Year 3, teachers are to conduct a spelling assessment on high frequency words, red words and green words learned in Year 2. Further, a sample of writing helps the teacher understand the level in the writing component.

In the upper years the different components in both languages are assessed. The four strands of numeracy are also assessed to understand the basic competence in the specific areas.

## **2.2 Formative Assessment**

Formative Assessment across the primary years is an integral component in the teaching and learning practice experience for the students. It provides valuable information both to the student and the teacher as it informs the next step in learning.

Assessing prior knowledge when introducing a new concept helps the teacher manage the learning of students more effectively. Several different techniques are to engage students at the beginning of the lesson to express their understanding. The use of questioning techniques are to provide the teacher with feedback where students stand in their learning.

The teachers across the junior years communicate the Learning Intention (WALT- We Are Learning To ...) to students, to understand the purpose of the lesson. The role of teacher in creating valid formative assessments is important in order to align the purpose of the process of teaching with the learning taking place.

Teachers and Learning Support Educators are to give feedback in various manners following their observations not necessarily only through written scripts. Evidence can be collected from students verbally or through hands-on activities. Outdoor activities such as learning trails can be also a source of evidence for teachers to assess students' progress.

The implementation of success criteria in the next two scholastic years will support students' learning as it promotes self-assessment. Therefore, a list of steps in the process of learning is to inform the student to understand her achievement and the next step which she needs to work upon. This is to accentuate the sense of ownership, as the student is encouraged to be more responsible of her own learning.

Questioning techniques which vary in difficulty are to help students gain the experience to think creatively and outside the box. Planned questions during lessons are to encourage students to leave their comfort zone which is normally synonymous to answering standard closed questions. Planned open ended questions are to engage students to think creatively and validate more the use of formative assessment.

## 2.3 Summative Assessment in Year 4, 5 & 6

It is essential that the quality of Summative assessments is highly valid and reliable. Tasks assigned are to be varied in difficulty and graded appropriately. Tasks are to:

- have clear instructions
- be well presented on paper using Andika Font 12/14
- be relevant by clearly indicating the learning outcomes
- be shared with the Senior Leadership Team prior to administering

Starting scholastic year 2019-2020, the school is to implement a system which supports a Continuous Assessment approach instead of Half-Yearly Exams. This means that when the year 4 students (of scholastic year 2019-2020) are introduced to the Learning and Assessment programme using Learning Outcomes approach, they are to follow a new Assessment procedure. Year 5 and 6 are to continue to proceed with Half Yearly Exams in Maths, Maltese and English until the learning outcomes are nationally introduced.

### Assessment Programme (2022-2023)

#### 2.3.1 Mathematics

##### Year 4 and Year 5 assessment for Half Yearly reporting

- 2 tests (25 marks each) to be scheduled in November and January. These tests are to:
  1. assess a number of broad learning outcomes
  2. be graded
  3. planned to be done by the teachers on the same day
  4. reported with a repertoire of outcomes ( i.e the outcomes are listed in the Half Yearly report and ticked)
- Learn Pad Activity/ies (10 marks)
- Problem Solving Project (10 marks)
- Maths Trail (10 marks)
- Mental (20 marks)

##### Year 6

Half Yearly Exam are distributed as follows:

- 80% core paper reported in strands as a list of outcomes and
- 20% Mental paper test

The assessment is based on outcomes in the following strands:



1. The Number System
2. Numerical Calculations
3. Shape, Data and Measures
4. Data Handling

**Final exam** for Year 4 & 5 are distributed as follows: 80% core paper reported in strands as a list of outcomes and 20% Mental paper test.

1. The Number System
2. Numerical Calculations
3. Shape, Data and Measures
4. Data Handling

**Final Exam for Year 6** students will be assessed through the National Benchmark Mathematics Exam.

## Languages

### Year 4 and Year 5 (Half Yearly)

The different components in languages are assessed as follows:

<p><b>Writing</b> (It is at the discretion of year group teachers when they think they are to start assessing for reporting) Short Writing - Two Genres 10% Long Writing - Two Genres 30%</p>	<p><b>Reading</b> 2 Comprehensions 30%</p> <p><b>Grammar in context</b> 2 samples of work - 10%</p>
<p><b>Listening</b>  2 samples of work - 10%</p>	<p><b>Speaking</b>  2 samples of work - 10%</p>

### Year 6 (Half Yearly Exam)

The exam set for Year 6 students is based on Benchmark procedures.

**Final exam** for Year 4 and 5 is assessed as described above in the table Year 5 (Half Yearly Exam)

### 2.3.2 Science Assessment for Year 4 , 5 and 6

The learning outcomes across the different topics are part of the yearly curriculum programme across the junior years. The assessment is carried out as follows:

## Half Yearly

Assessment in Science is distributed as follows

- ▶ 30% Inquiry Investigation (2 investigations) **The investigations should include the prediction, observation with an analysis and an evaluation to conclude the investigation.**
- ▶ 50% Tests (2 tests)
- ▶ 20% Project work

## Final Exam

Assessment in Science is distributed as follows

- ▶ 30% Inquiry Investigation (2 investigations) **The investigations should include the prediction, observation with an analysis and an evaluation to conclude the investigation.**
- ▶ 50% Exam
- ▶ 20% Project work

### 2.3.3 Social Studies Assessment for Year 4, 5 and 6

Social studies is not assessed through formal half yearly or annual examinations.

Continuous assessment is to target topics learned through different means such as project work, research and fieldwork. The distribution of percentages in line with the themes to be learned is assigned by each year group teachers at the beginning of the scholastic year. Each year group team of teachers are to have a common criteria for each assessment.

The distribution of marks is as follows:

- ▶ 20% Fieldwork
- ▶ 20% Classroom project
- ▶ 15% Group work/Debate
- ▶ 45% Test

### 2.3.4 Religion Assessment for Year 4 , 5 and 6

Religion is not assessed through formal half yearly or annual examinations. The following assessments are set for Half Yearly and Annual reports.

- ▶ 40% Project and debate to be done in class (Common criteria set)

- ▶ 30% Bible study and doctrine related formation
- ▶ 30% Tests (LO related - continuous summative assessment- one per term)

## **2.4 Evaluative Assessment**

Evaluative assessment is a continuous process exercised throughout the scholastic year where the Senior Leadership Team (SLT), together with educators assess the effectiveness of the learning programme employed throughout the junior years. The SLT ensure that there is a smooth transition from one-year level to another and that there is a coherent approach in assessments, with clear criteria communicated and followed by all stakeholders.

Such an exercise can be implemented through the SLT's sensitivity to the context and continuous snapshots of the school's developmental needs. Consequently, this is to strengthen the effectiveness of different types of assessment employed by the school to monitor student's progress.

Periodic visits by external stakeholders support the needs with such an evaluation.

## **2.5 Continuous Assessment**

### **2.5.1 Continuous Assessment in the Early Years**

The team of teachers share and plan common practices across the year group to assess students in the different areas of the curriculum. A sound coherent plan in Numeracy and Literacy is implemented by the teachers to ensure a smooth development in basic skills. Students join the junior school with various and broad range of abilities and with the possibility of being previously exposed to different Literacy programmes. Teachers employ different strategies to address the different needs of students and multiple intelligences.

### **2.5.2 Continuous Assessment in Year 1**

#### **English**

Students are assessed individually in the following components:

## **Reading**

On weekly basis through observation of alternating groups teachers formatively assess students in their progress of letter sounds, reading CVCs<sup>1</sup>, CCVC, CVCC words and reading high frequency words. Students are also assessed on individual basis. Students are assessed at reading simple sentences on individual basis on weekly basis. The level is adapted according to the progress of the student targeting different levels in decoding words.

## **Writing:**

Students start writing letters on hearing their phonetic sound and then writing develops to the writing of CVCs, CCVC, CVCC. Educators make use of different mediums such as a sandpit, mini white boards etc. to assess students in this area. Therefore, students are not to be only exposed to paper and pencil.

## **Listening**

In the first term, the students are induced to follow instructions and comprehend them. Then in the second term, listening activities are to extend to other activities through Interactive White Board activities and various audio activities.

## **Speaking**

Different topics are to expose students to speak about different subjects and increase their vocabulary. Different mediums are used to stimulate their verbal ability and assess their development using their personal learning pattern.

## **Malti**

### **Reading**

In the second term students start their Maltese Literacy programme by reading the letter sounds of the alphabet and match words that start with a specific letter. Multimedia activities through online access support the continuous assessment of reading skills. This is to lead students to read words by developing their ability to decode syllables. In the third term students start to read sentences and show understanding of what has been read orally. The continuous development in reading is to enable students to read simple books by the end of the third term.

### **Speaking**

Students are exposed to a bank of new words and assessed through themes. Informal assessments are to identify their progress in orally describing illustrations. Comprehension of meaning of new words is identified through the use of object pictorials or vice versa.

### **Writing**

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<sup>1</sup> CVCs (Consonant-Vowel-Consonant)

Students are exposed to pictorials and encouraged to label or write a phrase. The emphasis is on thinking creatively about what students are seeing.

## **Listening**

Students listen to a story through Podcasts and show understanding pictorially or orally. Different tasks are varied taking into consideration different learning patterns and multiple intelligences. This gives students the opportunity to demonstrate their understanding following a listening task.

## **Maths**

The Concrete, Pictorial and Abstract approach (CPA) is the intrinsic pedagogy used to develop a deep and sustainable understanding of mathematical concepts. The CPA approach provides an effective framework to support learners as they progress from the concrete to more abstract concepts. Students are assessed through various media, concrete, pictorial or abstract, depending on the stage of their learning.

At the concrete stage, students learn and are assessed through doing. Students use objects to model problems. This stage enables problems to come to life by allowing students to practically experience physical materials such as their personal Maths tool box, the use of outdoor space and table top activities.

At the pictorial stage, students learn and are assessed through visual representations which encourages learners to make a mental connection between the concrete and the more abstract visuals. This stage enables learners to visualise and draw problems, a step closer to the abstract stage.

The abstract stage is the symbolic stage which is only undertaken once the learners have mastered the concrete and the pictorial stage.

The three stages are distinct, yet they go hand in hand since teachers go back and forth through the stages to effectively teach, reinforce and assess a concept.

## **Science**

Different topics in the learning programme are taught and assessed through an enquiry approach. Hands on tasks and experiments, using basic equipment and resources is support the notion of a better understanding of scientific concepts. Students are assessed upon their development in the ability to observe and apply concepts to real life situations.

## **Studji Socjali**

This subject is mainly assessed through questioning techniques and discussions.

## **Religion**

As practising Catholics in a Church School, students are encouraged to live the experience of faith through the gospel values. Rather than being assessed, lessons discussed in class about different values and morals are extended to be experienced amongst their peers.

### 2.5.3 Continuous Assessment in Year 2

#### **English Reading & Comprehension**

English reading skills are assessed weekly on an individual basis where the teacher listens to each student read parts of their English library book taken from the school library.

Reading skills are also assessed through observation when carrying out activities which include paired reading or choral reading.

Individually, students are also assessed on phonological awareness - namely the ability to read phonic sounds, digraphs as well as initial and end blends and their ability to segment words and blend phonemes to read words.

Reading Comprehension skills are assessed throughout with 2 standardised assessments taking place in February and June.

#### **English Writing**

Children are taught how to spell using the phonics - sounding out approach. On a daily basis, the children are being assessed on their ability to use “Fred Fingers” and write the sounds they hear. This is done through various games and media. Children are then formally assessed on their ability to spell using this method on a weekly basis. This weekly assessment includes previously covered phonetically spelt words and “red words” - words considered to be tricky to spell.

Writing tasks are given throughout the year and are carried out mostly in class. These writing tasks are assessed constantly for spelling, punctuation and sentence construction and given feedback. Furthermore, the children are formally assessed on sentence writing using the appropriate punctuation in February and June.

Grammar in context is also assessed regularly through exercises done in class and assessments carried out at regular intervals.

#### **English Listening and Speaking**

A number of specific listening tasks are carried out throughout the year and the child’s ability to listen and follow instructions is to be assessed throughout.

The children are constantly encouraged to participate and air their ideas or views in class discussions for all subjects. Their ability to express themselves on various matters is constantly observed by the teacher.

Furthermore, through “Show and Tell”, the children are assessed on their ability to use the English language correctly, stay on topic and answer questions appropriately. The audience is expected to use good listening skills whereby active listening is assessed as well as the ability to ask appropriate questions that are on topic. Through this exercise, the use of good structured questions which include open-ended ones is encouraged and modelled by the teacher.

### **Maltese Reading and Comprehension**

Maltese reading skills are assessed weekly on an individual basis where the teacher listens to each student read parts of their Maltese library book taken from the school library.

Reading skills are also assessed through observation when carrying out activities which include individual reading, paired reading or choral reading when reading the class readers.

Reading Comprehension skills are assessed throughout with 2 formal assessments taking place in February and June.

### **Maltese Writing**

During Term 1, the focus is on vowels, consonants and syllables in words. Children practise recognising vowels in words and practise splitting words in syllables in order to help them both with their reading and also their spelling. These skills are assessed throughout and children are given appropriate feedback. Children are then formally assessed on their ability to spell using this method on a weekly basis.

In the second term, the focus of writing shifts towards sentence writing whereby children start working on building good sentences and various writing tasks are carried out and assessed in class. The children are then formally assessed on sentence writing using the appropriate punctuation in June.

### **Maltese Listening and Speaking**

A number of specific listening tasks are carried out throughout the year and the child’s ability to listen and follow instructions is assessed throughout.

The children are constantly encouraged to participate and air their ideas or views in class discussions held during the Maltese lesson as well as some other subjects. Their ability to express themselves spontaneously on various matters is constantly observed by the teacher.

Furthermore, through “Show and Tell”, the children are assessed on their ability to use the Maltese language correctly, stay on topic and answer questions appropriately. The audience are expected to use good listening skills whereby active listening is assessed as well as the ability to ask appropriate questions that are on topic. Through this exercise,

the use of good structured questions which include open-ended ones is encouraged and modelled by the teacher.

## **Maths**

Initial diagnostic testing takes place during the first week of school in order to find out at what stage each child stands.

Maths is taught using the CPA approach and is continually assessed by the teacher. Topics covered in class are assessed formatively through continuous assessment throughout the year. This is done through observation and the use of various media such as pen and paper tasks, hands-on tasks in class, Maths trails, group work, paired work and interactive games on the whiteboard. Written assessments are also given at regular intervals and previous topics covered are also assessed.

Mental Maths strategies are practised in class and also assessed at regular intervals.

## **Science**

Science topics are assessed through a variety of ways. These include observations during science activities, hands-on tasks, experiments, pen and paper tasks, questions, quizzes, group work and project work.

## **Religion and Social Studies**

In these 2 areas, assessments are carried out as an integral, ongoing and informal part of teaching with the whole class or in smaller groups, depending on the activity.

This is to take place through:

- conversations with students about what they know and can do.
- differentiated questions to provide opportunities for pupils of different abilities to demonstrate their knowledge and understanding.
- the gathering of information from the children's learning experiences, for example - their writing, art work, pop quiz, oral responses to reflective experiences, role plays, circle-time and other activities.

### 2.5.4 Continuous Assessment in Year 3

In year 3, as well as throughout the school, we bear in mind that the main purpose of formative assessment is to improve the students' learning and teachers' teaching as both simultaneously respond to the information it provides. Formative assessment is ongoing and it is a process that arises out of the interaction that goes on between the teaching and the students' learning. Continuous assessments are carried out to gain information about the students' learning and to determine the next learning steps as well as the next teaching



steps. To this reason, continuous assessments in all subjects are integrated in the lessons and the work assigned for home. Parents are kept informed of the progress being made to enable them to play an active role in their daughter's learning. The assessment process is systematically recorded and carried out concurrently. The teachers are subject coordinators to ensure that assessment strategies are based on the same content throughout the year group.

### **Literacy**

Fluency in all four core language skills are continuously assessed.

### **Reading**

In Year 3, the teachers support the reading culture which is encouraged throughout the school for students to become engaged and motivated readers. Reading for understanding is carried out weekly in both Maltese and English. Diverse techniques are used to develop the students' skills in comprehension. Students are exposed to different genres and texts are followed by varied comprehension tasks which include story recall, inferential questions and open ended writing prompts.

### **Writing**

Students are assessed in their spelling skills in both Maltese and English. A diagnostic assessment is held at the beginning of the year to determine the current spelling ability of the students. Students are then set in three fluid groups A, B and C and given a weekly spelling quiz targeted to their level. These spelling quizzes provide the teachers with information about the students' phonological awareness and their spelling patterns. After ten spelling quizzes, children are re-assessed to identify progress and gaps in their spelling skills. At this point, the fluid dynamics of the setting allows students to move up a group.

Besides assessing students at single word level, students in Year 3 are assessed at sentence level. A diagnostic assessment determines the setting of the students according to their writing abilities. Students are provided with varied opportunities for writing. The teachers carefully monitor students' writing in order to assess their strengths and to target their teaching to specific skills and strategies in response to the students' needs. Creative writing is assessed through a star sheet stating different criteria namely for ideas and expression, structure, cohesiveness, vocabulary, grammar, punctuation and spelling. Teachers mark a rubric on the students' copybooks to identify the level attained. This is followed by giving students careful feedback to reinforce the newly learned skills and to correct recurring problems.

## **Listening**

Listening is the cornerstone to effective communication. Students are exposed to read as well as audio-recorded texts and their understanding is assessed through different techniques and questions.

## **Speaking**

Fluency in speaking is the ability to communicate ideas as naturally as possible using the right pronunciation, articulating words in a clear way and using the appropriate vocabulary. Year 3 students are encouraged to express themselves during all language lessons but speaking competences are also practiced during fluency lessons and through exercises such as 'Show and Tell'. Teachers assess their students' confidence in communicating what they have to say in a clear manner.

## **Maths**

In Year 3, the students are assessed on their quantitative reasoning, their problem solving abilities and their analytical thinking. Assessments are formative and include problem solving activities, hands-on activities, group or pair work, maths trails, and integrated maths tasks which connect Maths to other subjects. The tasks set are low floor high ceiling tasks to cater for all abilities.

## **Science**

In Science, assessment tasks probe into the students' ability to inquire and their understanding of the natural world. Assessments include hands-on activities, pair and group work, classroom discussions, observations, predictions and experiments as well as picture sequencing.

## **Social Studies**

In Social studies, students are assessed on their understanding of culture and how people behave in society. The students' understanding is carried out through pair and group work, class discussions, case studies as well as field work.

**All assessments taking place in the teaching and learning programme are to be shared with the Senior Leadership Team specifying the learning outcome targeted.**

### 2.5.5 Continuous Assessment in Year 4, 5 and 6

As described in the section: Summative Assessment, the students are to have a number of continuous assessments in the different learning areas. Classrooms assessments which are varied tasks assigned during the student's teaching and learning programme contribute to the development of the individual students. Aligned tasks assigned with a purpose to provide the right access to learning outcomes is a means how students get continuous feedback. This feedback is acknowledged by the student and acted upon to ensure progress. Task can range to outdoor, fieldwork, group work, hand-on, through tablets etc.

### **2.6 Learning Difficulties**

The class teacher is to express his/her concern and report to the Senior Leadership Team if a student requires further support, whether it is in house or that offered by the Secretariat for Catholic Education.

Diagnostic assessments are also communicated to parents in order to be able to work together with the class teacher, for the benefit of the child.

The school is to adopt a combination of both formal and informal diagnostic testing which are to be age and level appropriate.

The following steps are taken to analyse the problem the student is experiencing in order to make the appropriate modifications in the educational programme of the student.

- i. The student is referred to the SLT by the class teacher/activity teachers.
- ii. The student is monitored in class by SLT/INCO.
- iii. If need be, the student is referred to the complementary teacher, depending on the learning needs.
- iv. The parents are called and concerns communicated to them.
- v. A discussion is held with the parents to seek professional help.
- vi. A psychological report is drafted by a specific professional in the field and communicated to the school.
- vii. Recommendations outlined by the psychological report are discussed by the SLT, class teacher and parents.
- viii. If the psychological report advises that the student requires the support of a Learning Support Educator, an application is sent to Statementing Moderating Panel with the necessary documents.

ix. If the student is statemented, she is provided with the support, and an IEP is drawn. The following outlines the procedure in drawing an IEP report:

- a. Statemented students are asked to join for a short part of the IEP so that the targets discussed are owned and endorsed by the student herself.
- b. An IEP evaluation session is held in May in preparation for the next scholastic year. Depending on capacity building, the current LSE and the future LSE are present for handover and planning for the next year.
- c. At the beginning of the new scholastic year, the teacher is briefed about any assessed or statemented pupils in his/her class. Copies of recommendations as per psychological reports are handed to the class teacher and LSE, so that they are informed about the students' needs. Recommendations are to be taken into account during lesson preparation and adaptations done accordingly.
- d. At the beginning of the new scholastic year, both the teacher and LSE of the particular student allow 2 weeks for observing the child to see how she is responding to the new class setting and to her peers.
- e. The seating plan of the classroom is as such to accommodate as much as possible any children who have a psychological report or are statemented. It is at the teacher's and LSE's discretion to change places in class for the benefit of all students.
- f. The class teacher and LSE are responsible of any peer preparation needed, so that all students feel welcome, safe and accepted in class.
- g. Access arrangements for school set exams are to be seen to by the Assistant Head responsible for inclusion. Access arrangements during continuous class assessments are to be followed by the class teacher with the support of the assigned LSE. As for students in Year 1, 2 and 3 the class teachers are to follow the recommendations for any access arrangements during assessment.
- h. **The LSE draws up the online IEP document** as follows:
  - reflects on the recommendations and conclusion section set up by the psychological report
  - observes the learner at the beginning of the new scholastic year for two weeks where the LSE is to take notes about the child
  - discusses the observations with the class teacher
  - designs a draft copy of the IEP document and share it with the INCO and Inclusion representatives of the Senior Leadership Team
  - finalises the IEP document after the IEP meeting send it to the INCO in charge for approval.

Once this is approved, the document is signed by all stakeholders. A copy is handed to the parents and another copy is kept in the student's file at school.

- i. Teachers and LSEs are to follow the IEP during the scholastic year. If it needs to be re-visited due to problems encountered during the learning, the Assistant Head is informed who in turn is to set an appointment for a meeting with the INCO and parents. Any amendments done in the IEP need to be approved by all parties.
- j. All documents need to be signed by BOTH parents if there is joint custody. Parents who have sole custody of the child are eligible to sign the said documents and the school is not liable to inform the other party of any meetings and action taken regarding the student.
- k. Parents who have joint custody are both given a copy of the IEP document.
- l. Students who are statemented and have the support of the LSE, no longer avail of the service of the complementary teacher.
- m. Complementary lessons are offered to students from Year 1 to Year 4 for English only. In extreme cases according to the needs the Complementary teacher is to assist Year 5 students in Creative Writing.

## **2.7 Other aspects of Assessment**

Student assessment include evidence-based practices in all areas of instruction, including health education and the performing arts. The National Curriculum Framework for All (2012) states that education is to enable students *“to acquire the knowledge, skills, values and attitudes that make them capable of sustaining their life chances in the changing world of employment, and to become actively engaged citizens.”* (pg. 33).

### 2.7.1 Health Education

This area includes Physical Education and Personal Social and Career Development. *“The learning experiences that take place during health education activities aim at equipping learners with the necessary knowledge, competencies, skill, attitudes, and values which they need to maintain, promote and enhance physical, emotional, psychological and social well-being throughout their school life and as lifelong learners.”* (NCF, 2012, pg. 53).

### 2.7.2 Physical Education

Assessment in Physical Education is directly linked to the Subject Learning Outcomes (SLOs) that set out what the learner is expected to know, understand or be able to do as a result of a process of learning. The PE programme has as its ultimate objective the aim to inculcate a love for physical activity that goes beyond schooling. In the primary years,

students participate and are assessed in a range of movement contexts and the focus lies on Fundamentals of Movement, Athletics, Gymnastics, Games and Dance.

Assessment is mostly skill based and has many variations depending on the task at hand at the end of each unit. It is assessed at the end of each unit. Some foci have clear cut technical instructions as to how to perform a skill - this not only ensures accuracy but also safety. Other foci allow for more exploration and discovery until they learn a skill or how to best handle equipment. Learners are continuously challenged to progress from expected goals to exceeding learning goals. When practicing team sports, the Teaching Games for Understanding (TGFU) approach is used. This model is a methodology that promotes a greater understanding of structured games yet which also encourages engagement and enjoyment. Students are also assessed informally for their creativity in group choreography in dance and gymnastics. Students are assessed on a set of criteria based on the Learning Outcomes Framework.

### 2.7.3 Personal, Social and Career Development (PSCD)

*“PSCD equips learners with knowledge, understanding, skills and attitudes so that they can live healthy, safe, productive, and responsible lives. PSCD education also enables children and young people to reflect on and clarify their own values and attitudes, and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.”* (Educators’ Guide for Pedagogy and Assessment, DQSE, 2015).

Learners are assessed on a set of criteria listed in the Learning Outcomes Framework. This is done through oral activities such as discussions and questions related to the topic at hand, checklists based on ticking/circling statements/pictures related to the topic, and hands on tasks such as reading short stories as well as interactive activities. Students are also assessed on active participation, listening skills, turn-taking, co-operation and collaboration as well as with expressing one’s opinion in a clear way. Students are generally assessed after every topic. Respect for self and others although not formally assessed as skills are key components of the PSCD process.

### 2.7.4 Visual and Performing Arts

*“This learning area which includes Art, Music, Dance and Drama provides opportunities for learners to be creative and imaginative, to experience enjoyment and inspiration, and to develop skills in the visual and performing arts. Participation enables learners to experience and enjoy the energy and excitement of making images and forms, performing and presenting for different audiences and of being part of an audience for others.”* (NMC, 2012, pg.36).

### 2.7.5 Art

Assessable elements in Art are:

- knowledge and understanding (the students’ learning of practical and technical knowledge of the visual arts);

- creating (the students' ability to draw shapes, objects, or drawing from observing pictures and the ability to develop personal expressions and ideas in artwork);
- presenting (the learners' ability to shade and paint neatly);
- responding and reflecting (the students' ability to appreciate and evaluate art and visual imagery.)

Students are continuously assessed on every artwork carried out throughout the scholastic year. Informally students are also assessed on other skills such as learning how to convey constructive positive with their peers.

### 2.7.6 Music

In music lessons, students are encouraged to develop their musical ability, appreciation and expression. The three main areas which are assessed in Music are:

- Performing
- Composing
- Listening/Music Appreciation.

Students are taught and assessed on basic musical skills such as music rhythm, pitch, tempi, note recognition, sound recognition, musical patterns, music for different occasions and of different moods. Students are also taught and assessed on a basic introduction to the history of music and its composers. Music Assessments are carried out on a monthly basis.

### 2.7.7 Drama

In drama lessons, students learn communicative and theatrical skills. As per the NMC (2012, pg.37) students are to *“experience enjoyment and contribute to other people’s enjoyment through creative and expressive performance and presentation.”* Students are assessed informally through teacher observation, discussion and reflection on performances, class participation in exercises, role-play activities, rehearsals, scripting, improvisation and storyboarding.

## **3.Data Processing**

### **3.1 Record Keeping**

Different types of records commissioned by the school

#### 3.1.1Cumulative Files

These files contain information about the students gathered from enrolment and all throughout her years at school. The data contained in these files include any legal,

academic, psychological assessments and any other important documents. Any other support service which they have been referred to is also included.

### 3.1.2 Report Sheets

Standardized tests reveal how students performed: advanced, proficient, basic or below basic. These are then used to inform how to choose student groups and how to differentiate for individuals.

### 3.1.3 Teacher's Records

Teachers collect information through **informal**, low-stakes assessment such as thumbs-up or thumbs down, entry/exit cards, brief quizzes - to measure learning immediately. Information gleaned from this process allows for quick modification of lesson plans before the difficulties show up in a summative assessment. It also informs future planning to suit the learner's needs. Information is also gathered from **observations**. These observations lead to adjust the pacing or to scaffold the lessons. Teachers' files also include **summative assessments** which allow teachers to measure the growth of the individual student.

The teacher is to keep a record of the late or missing work. Parents are to be informed following three late/missing work and acknowledge the teacher's notification with a signature. Following such measures if the student keeps on not delivering work accordingly, this is to be reported to the SLT.

Teachers are to have a copy of IEP and MAPs documents for students who are have specific needs.

### 3.1.4 Records of late comers/early school leaving

This is recorded on the online portal and parents sign in when they bring their students late to school and sign out whenever students are to be excused to leave early.

### 3.1.5 Records of reports

Each student has an online profile which keeps record of all reports and teachers fill in periodically throughout the scholastic year. Parent can access these records once they are put on the platform and can revisit the records by accessing the profile of the student.

## **3.2 Using Records**

- (i) Data analyses students at individual level. These findings acknowledge individual student needs and strengths, and also give teachers a deep understanding of learning styles, interests, personalities and abilities. Records suggest the required support that a student might need such as attending complementary classes.



- (ii) Assessment data supports teachers to modify or improve their instruction, make the necessary adaptations for the benefit of the students' needs.
- (iii) Students are given the chance to act upon their needs and attempt to bridge their gaps in learning. It is important to remember that mistakes do not mark the end of learning, but the beginning of learning. Students learn how to identify learning roadblocks or overall curriculum dysfunction.
- (iv) Records can provide different stakeholders such as the parents and external agencies with feedback. This information is subject to General Decree of Protection of Data regulations.
- (v) Data provides information for teachers as means of a handover from one scholastic year to the other. Teachers are then be able to adapt according to needs of students.
- (vi) Records support SLT to classify students and ensure that a class is composed of a balanced mixed ability cohort in the process of its classification.

### 3.3 Reporting

The purpose of reporting is that to support students to improve their learning progress. It provides specific information to students and parents how they can improve in their learning. Reporting gives feedback on how the student progressed throughout the scholastic year.

At different intervals during the scholastic year teachers can input assessment data. Parents can view assessment data of their child once the reports are set live and parents can assess the profile to view. Reports are recorded and parents can assess according to their demands. Reporting includes all the learning outcomes of all the subjects learned during their planned educational programme.

Scripts of continuous assessments are corrected and given back to students to evaluate and learn from their mistakes. This is a tool whereby continuous feedback is given to each student to understand better areas needed to improve upon.

<b>Key used for reporting</b>
<ul style="list-style-type: none"> <li>• Requires attention for improvement (RA)</li> <li>• Progressing (Pr)</li> <li>• Achieved (A)</li> <li>• Mastered (M)</li> </ul>

- Requires attention for improvement (RA)
- Progressing (Pr)
- Achieved (A)
- Mastered (M)

Requires attention for improvement suggests that the student requires support to identify the gap/s in learning and act upon them to overcome them.

Progressing means that the student has shown a significant progress but still needs to work at an outcome to achieve it fully.

Achieved means that the student has grasped the outcome taught.

Mastered suggests that the student has not only grasped the concept but is able to apply in different contexts and make use of it at a higher order level.

The key above describes the attainment of the student in specific criteria. Clear criteria are included in the report to inform the progress of the student.

A comment is written at the end of the final report only as half yearly reports are followed by Parents' Day.

### **3.4 Marking**

The aim of marking students' work is that to give individual feedback on task assigned according to the its purpose that is the learning outcome and the success criteria required to achieve it. Therefore, students can understand the necessary action needed to go a step further in their learning.

There are various forms of marking students' work, amongst which can be comments given when the student is actually doing the task. Students can acquire the skill of marking their own work, thus promoting a more active role in their learning.

Teachers have the duty to give timely feedback so that students can still relate to the work assigned and do the necessary correction that is needed for improvement. All tasks are to be marked and a date assigned when the task was corrected. Teachers are to seek ways to ensure that students do the necessary correction before going to the next task assigned.

Parents are asked regularly to sign the given feedback throughout the year. Further, parents are encouraged to monitor their child's scripts to ensure that the child is acting upon the feedback given by the teacher.

If a student fails to do the correction, the teacher is to discuss the consequences with the student and parents need to be on board for a common vision with regards to the progress of the child.

### **Early Years (Year 1 and 2)**

Tasks can be marked as Mastered, progressing or needs to improve. Teachers also give written feedback on students' scripts accompanied with verbal feedback. The specific feedback aims to help the student act upon her progress.

In year 1 due to the limited ability for students to read, generic benchmark assessment for the year level is not done in a formal manner since students' assessment is done continuously.

### **Junior Years (Year 3 to Year 6)**

The performance of students is marked according to the success criteria for a specific outcome.

In Creative writing students are expected to go through the process of publishing their work after the teacher marks their work. The scripts are marked through two stars and a wish where students identify their strengths and weaknesses.

In year 4, 5 and 6 after students are given a summative assessment, the teacher distributes the assessments for students to see and act upon during class correction.

### **3.5 Moderation**

Teachers use national level descriptors when marking students' work. Moderation practices among year level teachers ensure consistency when assigning marks.

Also the year level is to proceed to the next level with a clear indication of the needs for that specific cohort of students. Once the assessment criteria are streamlined through this process of moderation, teachers can therefore plan adequately the learning programme of the students to suit their needs.

Teachers use exemplars of students' tasks to correct fairly students work using common criteria.

Teachers provide a Marking Scheme alongside with an Exam/test. However, following the assignment of a test, teachers meet to clarify marking queries.

**This policy will be reviewed at the end of June 2023 to amend in order to align to national educational policies.**