



Assessing the Cross-Curricular Skills



Northern Ireland
Curriculum

Guide to Assessment

Supporting Schools in Meeting Statutory
Requirements for Assessment and Reporting

Foundation Stage to Key Stage 3

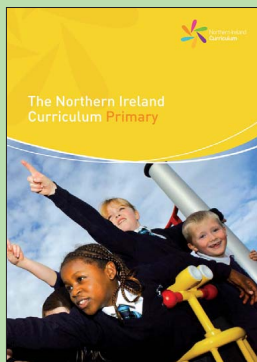


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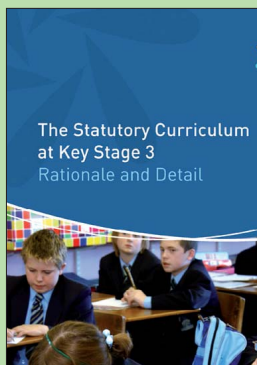
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Related Materials

This booklet should be used in conjunction with the Statutory Requirements for the Northern Ireland Curriculum. The following documents are available from www.nicurriculum.org.uk



The Northern Ireland Curriculum: Primary



The Statutory Curriculum at Key Stage 3: Rationale and Detail



Coming Soon ...

Assessment Arrangements in Relation to Pupils in the Final Years of Key Stages 1 and 2

Assessment Arrangements in Relation to Pupils in the Final Year of Key Stage 3

Introduction

Purpose of this Booklet

The purpose of this booklet is to set out and explain the statutory assessment arrangements for the following Cross-Curricular Skills:

- Communication and Using Mathematics to be introduced from 2012/2013; and
- Using ICT to be introduced from 2013/2014.

The information relating to statutory assessment and the non-statutory guidance provided build on existing effective practices in schools. An outline of the requirements for reporting to parents and guardians is also provided.

You may wish to refer to legislation and the Department of Education's (DE) circulars for assessment and reporting (see Appendix 1).

Aim and Principles of Assessment

These assessment arrangements aim to aid the monitoring of pupil standards. Information gathered from assessment of pupil standards should develop policy and practices to improve pupil outcomes.

Statutory assessment should be treated in accordance with the following principles. It should be:

- complementary to, and supportive of, the key aims of the Northern Ireland Curriculum;
- fit for purpose;
- manageable;
- supported by teacher professional judgements that are consistent and reliable; and
- appropriate at all levels for system-wide accountability.

Purpose of Assessment

Assessment plays a key role in helping schools 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 its School Development Plan.

Summative assessment plays an equally important role. It allows schools to monitor the progress of individual pupils, keeping parents and pupils informed about their progress, particularly at important key stage transitions. Summative assessment provides important information about the overall effectiveness of our education system in providing pupils with appropriate levels of knowledge and skills in literacy and numeracy.

The statutory summative assessment arrangements focus on pupil progression in the literacy, numeracy and ICT skills needed for life and the world of work. These skills are described in the *Levels of Progression for the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT*.

The background is a solid green color with several overlapping, semi-transparent, curved lines in a lighter shade of green. These lines create a sense of movement and depth, resembling a stylized globe or a series of concentric arcs.

Part One: **Guidance for Teachers**

1.1 At a Glance

Statutory Assessment and Reporting	
Assessment	
Assess pupil progress in each of the Areas of Learning.	
Assess pupil progress in the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT ¹ (refer to page 11).	
Assess pupil progress in the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT with reference to the Levels of Progression.	
Assess pupil progress with reference to the Levels of Progression and report ² the numerical outcomes achieved in the Cross-Curricular Skills of Communication ³ , Using Mathematics and Using ICT.	
Assess pupil progress in the Other Skills (Thinking Skills and Personal Capabilities).	
Administer the statutory computer-based assessments in the autumn term.	
Reporting to Parents	
Report, in writing, the outcomes from the statutory, computer-based assessments and offer to meet parents to discuss these outcomes by the end of the autumn term.	
Offer to meet parents to discuss their child's progress.	
Provide an Annual Report to parents by 30 June (refer to page 16).	
State the Level of Progression achieved by each pupil in Communication ⁴ , Using Mathematics and Using ICT in the Annual Report. The Annual Report for pupils in Years 4, 7 and 10, must also include a statement of the percentage of pupils in Years 4, Year 7 and Year 10 in the school who have: <ul style="list-style-type: none"> • attained each level in that Cross-Curricular Skill; • attained the expected level or above in that Cross-Curricular Skill; • worked towards the level expected for a pupil at the end of Years 4, 7 and 10, but who have not yet attained that level in that Cross-Curricular Skill; and • been exempted from assessment in that Cross-Curricular Skill. 	

¹ Guidance is available in the publication *Developmental Stages in Learning for Foundation Stage* at www.nicurriculum.org.uk

² Levels of Progression for Communication, Using Mathematics and Using ICT must be reported to parents, CCEA and also at the end of Key Stage 2 to the receiving post-primary school.

³ In Irish Medium schools and units, pupils at the end of Key Stage 1 will be assigned levels in Communication in Irish only. Pupils at the end of Key Stages 2 and 3 will be assigned levels in Communication in both Irish and English.

⁴ In Irish Medium schools and units, at the end of Key Stage 1, levels should be reported for Communication in Irish only. At the end of Key Stages 2 and 3, levels should be reported for Communication in both Irish and English.

	Foundation Stage		Key Stage 1		Key Stage 2			Key Stage 3		
	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓								
			✓	✓	✓	✓	✓	✓	✓	✓
				✓			✓			✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓	✓	✓	✓			
				✓	✓	✓	✓			
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
				✓			✓			✓

1.2 The Cross-Curricular Skills

Communication

Communication includes the modes of Talking and Listening, Reading, and Writing in a range of contexts across the curriculum. Standards of pupil competence in Literacy are measured through the Cross-Curricular Skill of Communication.⁵

Using Mathematics

Using Mathematics describes the ability to apply mathematical knowledge and skills in a range of meaningful contexts. Standards of pupil competence in Numeracy are measured through the Cross-Curricular Skill of Using Mathematics.⁶

Using ICT

Using ICT describes the ability to use and communicate information, solve problems and pose questions through the use of information and communication technologies in a variety of contexts across the curriculum. It includes collaboration within and beyond the classroom, allowing pupils the opportunity to share and exchange work and exhibit their learning. Standards of pupil competence in ICT are measured through the Cross-Curricular Skill of Using ICT.

Cross-Curricularity

Pupils should be provided with a range of learning opportunities to acquire and develop the Cross-Curricular Skills in a variety of contexts. Once the acquisition and development have taken place, teachers should provide opportunities to allow pupils to demonstrate the Cross-Curricular Skills in a range of relevant and purposeful contexts.

⁵ In the final year of Key Stage 3 it is expected that the assessment of Communication will be led by the English (or Irish) Department, with support being provided by other departments.

⁶ In the final year of Key Stage 3 it is expected that the assessment of Using Mathematics will be led by the Mathematics Department, with support being provided by other departments.

1.3 Levels of Progression for the Cross-Curricular Skills

1	2	3	4	5	6	7
Key Stage 1: Levels 1 to 3						
Key Stage 2: Levels 1 to 5						
Key Stage 3: Levels 1 to 7						
Expected Levels:						
End of Key Stage 1/Year 4				Level 2 ⁷		
End of Key Stage 2/Year 7				Level 4 ⁸		
End of Key Stage 3/Year 10				Level 5 ⁹		

Expected Levels for Most Pupils at the End of Each Key Stage

The expected levels in all three Cross-Curricular Skills (Communication, Using Mathematics and Using ICT) are:

- End of Key Stage 1 – Level 2
- End of Key Stage 2 – Level 4
- End of Key Stage 3 – Level 5.

In addition, individual pupils should progress **at least one level** each key stage. In Irish Medium schools and units, where Communication is assessed in both English and Irish at the end of Key Stage 2, Level 4 is the expected level in both languages.

Making a Summative Judgement

In order to make a summative judgement that a pupil has achieved a level, the teacher must establish that the pupil has demonstrated competence across the breadth of requirements for the Cross-Curricular Skill and in most of the criteria relating to the level at which they are judged to be working.

When judging the level achieved by a pupil at the end of a key stage, teachers are advised to select the level that best describes a pupil's work, based on the pupil's knowledge

and understanding. To arrive at a rounded judgement of the level that a pupil has attained, teachers should form judgements based on the pupil's performance as a whole across a range of work.

The level selected should be carefully compared with those immediately above and below. Teachers should note that Levels of Progression are intended to build progressively on the knowledge, understanding and skills of lower levels. Skills outlined at a lower level should, therefore, be considered to have been subsumed within the higher level.

Note for guidance:

When a teacher judges that a pupil has achieved Level 4, for example, the word 'achieve' means that in the teacher's judgement that pupil has solid achievement in Level 4 because:

- *he/she has demonstrated competence across the breadth of requirements for the Cross-Curricular Skill and in most of the criteria relating to the level across the range of work;*
- *he/she is demonstrating the ability to work consistently and independently in most aspects of the level; and*
- *he/she can apply what has been learned in new and/or unfamiliar situations as appropriate.*

⁷ In Irish Medium schools and units, the expected level for Communication by the end of Key Stage 1 is Level 2 in Irish.

⁸ In Irish Medium schools and units, the expected level for Communication by the end of Key Stage 2 is Level 4 in both Irish and English.

⁹ In Irish Medium schools and units, the expected level for Communication by the end of Key Stage 3 is Level 5 in both Irish and English.

1.4 Assessing and Reporting on the Areas of Learning and the Other Skills

The means of assessment for the Areas of Learning and the Other Skills (Thinking Skills and Personal Capabilities) is delegated to schools and will not be subject to external moderation. Guidance documents are available at www.nicurriculum.org.uk

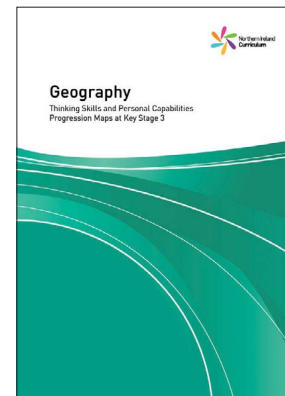
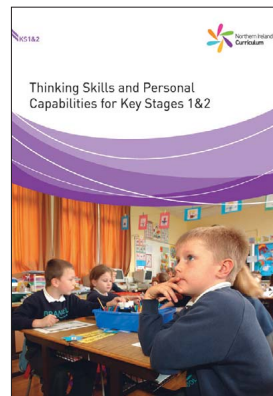
The Other Skills (Thinking Skills and Personal Capabilities)

The Thinking Skills and Personal Capabilities framework is a statutory part of the Northern Ireland Curriculum. It brings together five interlinked strands:

- Managing Information;
- Thinking, Problem-Solving and Decision-Making;
- Being Creative;
- Working with Others; and
- Self-Management.

All five strands are to be assessed and reported each year. The assessments should be embedded in learning and teaching activities during the year. The Other Skills are reported separately in primary schools but it is recommended that they are integrated into Area of Learning comments at Key Stage 3.

In Years 1–10 annual assessment of progress in each of the Other Skills (Thinking Skills and Personal Capabilities) is a statutory requirement.



The *From - To Progress Maps* (Primary) and the *Progression Maps* (Key Stage 3) for Thinking Skills and Personal Capabilities are available to support teachers in planning for, and in making judgements about, pupil progress in developing skills and capabilities across the curriculum.

Available at: www.nicurriculum.org.uk

Coming Soon

A Guide to Assessing Thinking Skills and Personal Capabilities available at www.nicurriculum.org.uk from 2012/13.

1.5 Computer-Based Assessments: Years 4 – 7

In Years 4, 5, 6, and 7, computer-based assessments are a statutory requirement for pupils in Years 4, 5, 6 and 7. They must be completed by individual pupils in the Autumn term. The outcomes are intended to inform learning and teaching at the start of the school year. The outcomes of the assessments are reported to parents/guardians in writing, and through parent/teacher meetings, by the end of the Autumn term.

1.6 Assessment and Reporting: Years 1 – 10

PRIMARY

Foundation Stage: Years 1 and 2

1 What Teachers are Required to Do

- Assess and report on each Cross-Curricular Skill.
Note for guidance: While assessing and reporting, Foundation Stage teachers do not have to make reference to the Levels of Progression.
- Assess and report on the Other Skills (Thinking Skills and Personal Capabilities).
- Assess and report on the Areas of Learning.
Note for guidance: Language and Literacy is to be included within Communication; Mathematics and Numeracy is to be included within Using Mathematics.
- Report on pupils' 'Focus for Development' and 'Interests and Strengths'.

2 How Teachers Should Do This

Assessment of the Cross-Curricular Skills should be carried out in accordance with the school's assessment policy for pupils in the Foundation Stage.

Assessment of pupil achievement in the Areas of Learning and the Other Skills (Thinking Skills and Personal Capabilities) should also be carried out in accordance with the school's assessment policy.

Teachers should ensure assessment activities are planned and embedded in learning and teaching.

Teachers have the flexibility to suit the needs, interests and abilities of the pupils.

The teacher can use a range of assessment techniques that suits the nature of the work being assessed and the purpose of the assessment, for example (for illustrative purposes only):

- planned or spontaneous observation;
- discussions; and
- oral, written, visual or physical demonstrations.

3 Guidance Material

- *The Northern Ireland Curriculum: Primary - specifically Section 2 Foundation Stage:* To ensure coverage of the statutory curriculum requirements and coherence with the requirements for assessment and reporting.
- *Thinking Skills and Personal Capabilities, Progress Maps (Primary):* Teachers may find the Progress Map referring to Foundation Stage useful when planning, assessing and reporting (qualitatively) on the five strands of the Thinking Skills and Personal Capabilities framework.
- *CCEA's Online Exemplification Library:* (for reference only).
- *Assessing the Cross-Curricular Skills online course:* Awareness of the Levels of Progression for Communication and Using Mathematics, Module 2.

Coming Soon

- *Developmental Stages in Learning for Foundation Stage.*

Years 3, 5 and 6

1 What Teachers are Required to Do

- Assess and report on each Cross-Curricular Skill with reference to the Levels of Progression.
Note for guidance: While assessing and reporting the Cross-Curricular Skills, teachers do not have to assign summative levels to pupils or report outcomes to parents as numerical levels in Years 3, 5 and 6.
- Assess and report on each Area of Learning (Language and Literacy to be included within Communication; Mathematics and Numeracy to be included within Using Mathematics).
- Assess and report on the Other Skills (Thinking Skills and Personal Capabilities).
- Report on pupils' 'Focus for Development' and 'Interests and Strengths'.

2 How Teachers Should Do This

Teachers should ensure assessment activities are planned and embedded in learning and teaching.

Assessment activities should have a clear purpose, for example for formative or summative use.

Assessment of pupil achievement in the Cross-Curricular Skills should be made using the Levels of Progression.

Assessment of pupil achievement in the Areas of Learning should be carried out in accordance with the whole-school policies.

Assessment of the Other Skills (Thinking Skills and Personal Capabilities) should be carried out during normal, ongoing classroom activities and be based on qualitative judgements of pupil progress.

3 Guidance Material

- *The Northern Ireland Curriculum: Primary - Statutory requirements for Areas of Learning:*
To ensure coverage of the statutory curriculum requirements, and coherence with the requirements for assessment and reporting.
- *Levels of Progression for Communication, Using Mathematics and Using ICT:*
For reference by teachers when planning, assessing and reporting on the Cross-Curricular Skills.
- *Expansion of the Levels of Progression for Communication and Using Mathematics:*
For further explanation of the criteria within the Levels of Progression.
- *Thinking Skills and Personal Capabilities, Progress Maps (Primary):*
For reference by teachers when planning, assessing and reporting (qualitatively) on the five strands of the Thinking Skills and Personal Capabilities framework.
- *ICT Accreditation Scheme Handbook (Key Stages 1 & 2) - Appendix 3 Desirable Features (Using ICT):*
For further description of possible activities suitable for covering the requirements of the Levels of Progression.
- *CCEA Online Exemplification Library:*
To access current pupil work helping teachers understand level judgements and standards.
- *Assessing the Cross-Curricular Skills online course:*
Awareness of the Levels of Progression for Communication and Using Mathematics, Module 2.

Years 4 and 7

At the end of each Key Stage teachers are required to make a summative judgement about the level each pupil has achieved in each Cross-Curricular Skill. These summative judgements will be reported to parents/guardians in pupil reports at the end of Years 4 and 7 and to DE via CCEA.

1 What Teachers are Required to Do

- Assess and report **the level** each pupil has achieved in each Cross-Curricular Skill, with reference to the Levels of Progression.
- Assess and report on each Area of Learning (Language and Literacy to be included within Communication; Mathematics and Numeracy to be included within Using Mathematics).
- Assess and report on the Other Skills (Thinking Skills and Personal Capabilities).
- Report on pupils' 'Focus for Development' and 'Interests and Strengths'.

2 How Teachers Should Do This

Teachers should ensure assessment activities, including CCEA tasks, are planned and embedded in learning and teaching.

Assessment activities should have a clear purpose, for example, for formative or summative use.

CCEA tasks should be used to support the summative assessment judgement for each of the Cross-Curricular Skills.

Assessment of pupil achievement in the Areas of Learning should be carried out in accordance with whole-school policies.

Assessment of the Other Skills (Thinking Skills and Personal Capabilities) should be carried out during normal, ongoing classroom activities and be based on qualitative judgements of pupil progress.

3 Guidance Material

- *The Northern Ireland Curriculum: Primary - Statutory requirements for Areas of Learning:*
To ensure coverage of the statutory curriculum requirements and coherence with the requirements for assessment and reporting.
- *Levels of Progression for Communication, Using Mathematics and Using ICT:*
For reference by teachers when planning, assessing and reporting on the Cross-Curricular Skills.
- *Thinking Skills and Personal Capabilities, Progress Maps (Primary):*
For reference by teachers when planning, assessing and reporting (qualitatively) on the five strands of the Thinking Skills and Personal Capabilities framework.
- *Expansion of the Levels of Progression for Communication and Using Mathematics:*
For further explanation of the criteria within the Levels of Progression.
- *ICT Accreditation Scheme Handbook (Key Stages 1 & 2) - Appendix 3 Desirable Features (Using ICT):*
For further description of possible activities suitable for covering the requirements of the Levels of Progression.
- *CCEA Online Exemplification Library:*
For reference by teachers to aid the understanding of standards to promote consistency and agreement in teacher-based assessment judgements.
- *Assessing the Cross-Curricular Skills online course:*
Awareness of the Levels of Progression for Communication and Using Mathematics, Module 2.

KEY STAGE 3

Years 8 and 9

1. What Teachers are Required to Do

- Assess and report on each Cross-Curricular Skill with reference to the Levels of Progression.
Note for guidance: While assessing and reporting the Cross-Curricular Skills, teachers do not have to assign summative levels to pupils or report outcomes to parents as numerical levels.
- Assess and report on each Area of Learning.
- Assess and report on the Other Skills (Thinking Skills and Personal Capabilities).
- Report on pupils' 'Focus for Development' and 'Interests and Strengths' as appropriate.

2. How Teachers Should Do This

Teachers should ensure assessment activities are planned and embedded in learning and teaching.

Assessment activities should have a clear purpose, for example for formative or summative use.

Assessment of pupil achievement in the Areas of Learning should be carried out in accordance with your school's departmental and/or whole-school assessment policy.

Assessment of the Other Skills (Thinking Skills and Personal Capabilities) should take place within the Areas of Learning and be based on qualitative judgements of pupil progress.

3. Guidance Material

- *The Statutory Curriculum at Key Stage 3: Rationale and Detail* - Detailed Statutory Minimum Requirements for Areas of Learning and Subject Strands at Key Stage 3 (p 33 – 49):
To ensure coverage of the statutory curriculum requirements and learning outcomes and coherence with the requirements for assessment and reporting.
- *Thinking Skills and Personal Capabilities, Progression Maps at Key Stage 3*:
For reference by teachers when planning, assessing and reporting (qualitatively) on the five strands of the Thinking Skills and Personal Capabilities framework.
- *Levels of Progression for Communication, Using Mathematics and Using ICT*:
For reference by teachers when planning, assessing and reporting (qualitatively) on the Cross-Curricular Skills.
- *Expansion of the Levels of Progression for Communication and Using Mathematics*:
For further explanation of the criteria within the Levels of Progression for Communication and Using Mathematics.
- *ICT Accreditation Scheme Handbook (Key Stage 3) - Appendix 3 Desirable Features (Using ICT)*:
For further description of possible activities suitable for covering the requirements of the Levels of Progression.
- *CCEA Online Exemplification Library*:
For reference by teachers to help gain an understanding of standards to promote consistency and agreement in teacher-based assessment judgements.

Year 10

1. What Teachers are Required to Do

- Assess and report **the level** each pupil has achieved in each Cross-Curricular Skill, with reference to the Levels of Progression.
- Assess and report on each Area of Learning.
- Assess and report on the Other Skills (Thinking Skills and Personal Capabilities).
- Report on pupils' 'Focus for Development' and 'Interests and Strengths' as appropriate.

2. How Teachers Should Do This

Teachers should ensure assessment activities, including CCEA approved assessment tasks, are planned and embedded in learning and teaching.

Assessment activities should have a clear purpose, for example for formative or summative use.

CCEA approved assessment tasks should be used to support the summative assessment judgement for each of the Cross-Curricular Skills.

It is expected the assessment of Communication and Using Mathematics will be led by the English (or Irish) and Mathematics Departments respectively, with support being provided by other departments.

Assessment of pupil achievement in the Areas of Learning should be carried out in accordance with your school's departmental and/or whole-school assessment policy.

Assessment of the Other Skills (Thinking Skills and Personal Capabilities) should take place within the Areas of Learning and be based on qualitative judgements of pupil progress.

3. Guidance Material

- *The Statutory Curriculum at Key Stage 3, Rationale and Detail* - Section 3, Detailed Statutory Minimum Requirements for Areas of Learning and Subject Strands at Key Stage 3 (p 33 – 49):
To ensure coverage of the statutory curriculum requirements and learning outcomes, and coherence with the requirements for assessment and reporting.
- *Thinking Skills and Personal Capabilities, Progression Maps at Key Stage 3*:
For reference by teachers when planning, assessing and reporting (qualitatively) on the five strands of the Thinking Skills and Personal Capabilities framework.
- *Levels of Progression for Communication, Using Mathematics and Using ICT*:
For reference by teachers when planning, assessing and reporting on the Cross-Curricular Skills.
- *Expansion of the Levels of Progression for Communication and Using Mathematics*:
For further explanation of the criteria within the Levels of Progression for Communication and Using Mathematics.
- *ICT Accreditation Scheme Handbook (Key Stage 3) - Appendix 3 Desirable Features (Using ICT)*:
For further description of possible activities suitable for covering the requirements of the Levels of Progression.
- *CCEA Online Exemplification Library*:
For reference by teachers to help gain an understanding of standards to promote consistency and agreement in teacher-based assessment judgements.

1.7 Reporting to Parents/Guardians

Schools should continue to share information on pupil progress and achievement with parents on an annual basis. Comments and information reported should reflect the learning experiences the pupil has had over the course of the year and be meaningful to parents. The report should also contain the information required by the Education (Pupil Reporting) Regulations (NI), 2009.

The Annual Report to parents/guardians should include:

Foundation Stage and Key Stages 1 & 2	Key Stage 3
<p>1 The assessment of the pupil's progress in relation to Communication¹⁰ (taking account of achievement in the Language and Literacy Area of Learning) and Using Mathematics (taking account of achievement in the Mathematics and Numeracy Area of Learning).</p> <p>2 Brief particulars of the pupil's achievement in any other Area of Learning or activity which forms part of his/her curriculum, including:</p> <ul style="list-style-type: none"> • Using ICT; • Other Skills (Thinking Skills and Personal Capabilities): <ul style="list-style-type: none"> – Thinking, Problem-Solving and Decision-Making; – Self Management; – Working with Others; – Managing Information; – Being Creative; • Areas of Learning: <ul style="list-style-type: none"> – The Arts; – The World Around Us; – Personal Development and Mutual Understanding; – Physical Development and Movement (FS) or Physical Education (KS 1 & 2); – Religious Education (optional); • Interests and Strengths; • Focus for Development; and • Any further Optional Content. 	<p>1 The assessment of the pupil's progress in relation to Communication¹⁰ (taking account of achievement in the Language and Literacy Area of Learning) and Using Mathematics (taking account of achievement in the Mathematics and Numeracy Area of Learning).</p> <p>2 Brief particulars of the pupil's achievement in any other Area of Learning or activity which forms part of his/her curriculum, including:</p> <ul style="list-style-type: none"> • Using ICT; • Other Skills (Thinking Skills and Personal Capabilities): <ul style="list-style-type: none"> – Thinking, Problem-Solving and Decision-Making; – Self Management; – Working with Others; – Managing Information; – Being Creative; • Areas of Learning: <ul style="list-style-type: none"> – Modern Languages; – The Arts; – Environment and Society; – Science and Technology; – Learning for Life and Work; – Physical Education; – Religious Education (optional); • Interests and Strengths; • Focus for Development; and • Any further Optional Content.

¹⁰ For pupils, at the end of Key Stage 1 attending Irish Medium schools and units, levels should be reported for Communication in Irish only. At the end of Key Stages 2 and 3, levels should be reported for Communication in both Irish and English.

Additional Information for Parents/Guardians

The following Additional Information must be provided to the parents/guardians of each pupil in Years 4, 7 and 10:

- The Level of Progression achieved in each of the Cross-Curricular Skills. This may be shown within the main body of the Annual Report.
- A statement of the Level of Progression expected for a pupil at the end of each key stage in each Cross-Curricular Skills.
- A statement of the percentage of pupils in the final year of that key stage in the school:
 - attaining each level in that Cross-Curricular Skill;
 - attaining the expected level or above in that Cross-Curricular Skill;
 - working towards the level expected for a pupil at the end of that key stage, but who have not yet attained that level in that Cross-Curricular Skill; and
 - exempted from assessment in that Cross-Curricular Skill.

Where pupils have been assessed as **working towards** Level 1 in the Levels of Progression, this must also be reported as a **W**. A statement should be included where a pupil has been exempted from any part of the assessment arrangements in that school year.

Please contact the CCEA Helpdesk: 028 9026 1274 if you have any queries about reporting.

Examples (for illustrative purposes only):

Communication

The level expected for a pupil at the end of Key Stage 3 (Year 10) in Communication is Level 5.

Communication Level	Percentage of pupils achieving this level
4	20%
5	64%
6	16%

Percentage of Year 10 pupils in (school name) achieving each level in Communication

In (school name), 80% of Year 10 pupils have attained the expected level of 5 or above in Communication.

20% of Year 10 pupils are working towards the expected level in Communication.

Using Mathematics

The level expected for a pupil at the end of Key Stage 1 (Year 4) in Using Mathematics is Level 2.

Using Mathematics Level	Percentage of pupils achieving this level
1	15%
2	70%
3	15%

Percentage of Year 4 pupils in (school name) achieving each level in Using Mathematics

In (school name), 85% of Year 4 pupils have attained the expected level of 2 or above in Using Mathematics.

15% of Year 4 pupils are working towards the expected level in Using Mathematics.

Using ICT

The level expected for a pupil at the end of Key Stage 2 (Year 7) in Using ICT is Level 4.

Using ICT Level	Percentage of pupils achieving this level
2	10%
3	15%
4	65%
5	10%

Percentage of Year 7 pupils in (school name) achieving each level in Using ICT

In (school name), 75% of Year 7 pupils have attained the expected level of 4 or above in Using ICT.

25% of Year 7 pupils are working towards the expected level in Using ICT.

Part Two: **Guidance for Co-ordinators**

For example:

Area of Learning Co-ordinators

Key Stage Co-ordinators

Assessment Co-ordinators

Heads of Department

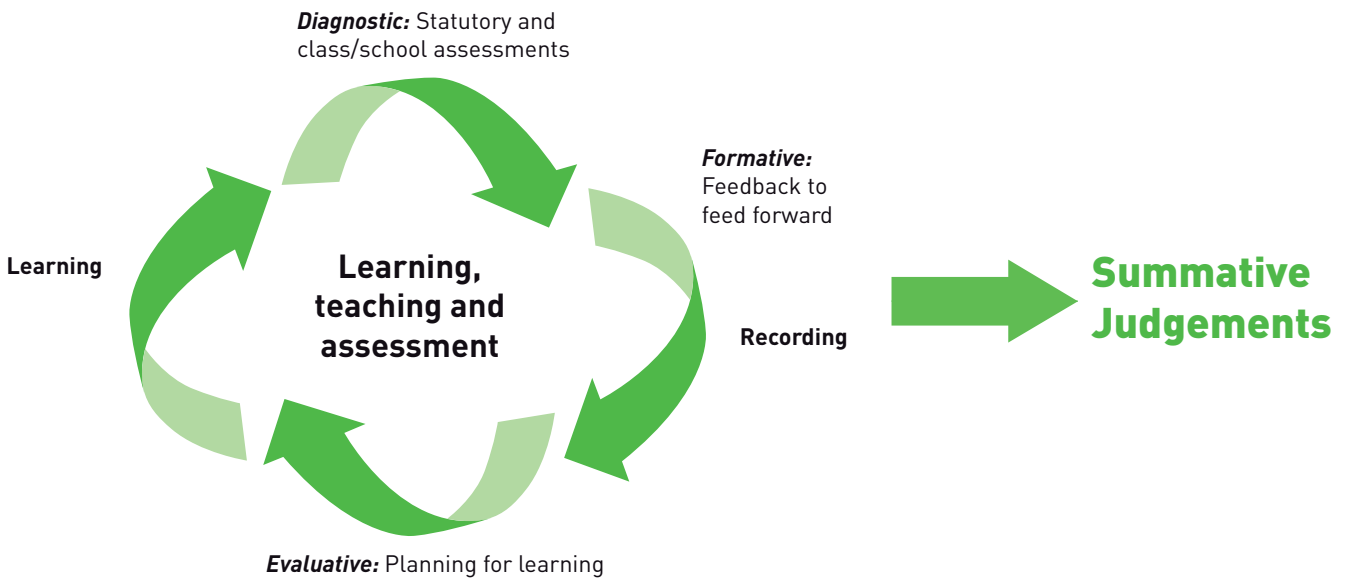
Special Educational Needs Co-ordinators

2.1 Learning, Teaching and Assessment Cycle

Learning, teaching and assessment should be viewed as a continuous cycle. Assessment is an integral part of the learning process. Careful planning and effective assessment are closely related. Since the purpose of teaching and assessment are the same - namely to help pupils learn - teaching and assessment need to be planned as complementary aspects of one activity. In turn, assessment information should be used to inform the planning process.

In order to have a positive impact, assessment should enable both teachers and pupils to use feedback effectively to improve learning (resulting in decisions and actions for both the teacher and the learner). This is achieved in the short term through ongoing day-to-day interactions between pupils and teachers. In the medium and longer term, improved learning is achieved by taking stock at particular points that can draw on a full range of evidence to make reliable summative judgements.

Ongoing day-to-day formative assessment can accumulate to provide the information teachers need to make summative judgements at particular points, for example at the end of a term or year.



2.2 Purposes of Assessment

<p>Diagnostic Assessment</p> <p><i>To identify strengths and areas for improvement and to inform next steps.</i></p>	<p>The Department of Education has formally specified the use of a computer-based method for carrying out statutory diagnostic assessments. These assessments must be used with pupils from Year 4 to Year 7 in the autumn term of each school year. In addition to these computer-based assessments, schools have the flexibility to use other diagnostic assessments where appropriate.</p> <p>These outcomes should enable teachers to identify strengths and difficulties pupils may be experiencing and to target help and support in areas where remediation is required to support learning and teaching.</p>
<p>Formative Assessment</p> <p><i>To use assessment information to make specific improvements in learning.</i></p>	<p>Formative assessment is at the heart of the learning and teaching cycle. Although it is not statutory, formative assessment is considered good practice within schools.</p> <p>For further information and reading on Assessment for Learning, please refer to <i>Assessment for Learning - A Practical Guide</i> (CCEA 2009).</p>
<p>Summative Assessment</p> <p><i>To acknowledge, record and report pupils' overall achievement at a point in time.</i></p>	<p>The statutory assessment arrangements require summative assessment judgements to be made about pupil progress at the end of each school year.</p> <p>In Key Stages 1, 2 and 3 the judgements for the Cross-Curricular Skills should be made with reference to the Levels of Progression.</p> <p>In Years 4, 7 and 10 the levels achieved by pupils are also required to be reported in writing to parents and to CCEA.</p>
<p>Evaluative Assessment</p> <p><i>To inform curriculum planning and to provide information for monitoring and accountability.</i></p>	<p>A key purpose of assessment is to ensure there is appropriate accountability at all levels for the performance of our school system.</p> <p>The Department of Education will require information on end of key stage assessment outcomes for evaluative purposes.</p> <p>Schools are required to provide end of key stage assessment outcomes to CCEA¹¹ for Communication (from 2012/13), Using Mathematics (from 2012/13) and Using ICT (from 2013/14).</p> <p>Schools can make use of evaluative data at a whole-school and co-ordinator/ Head of Department level to evaluate achievement and aims, feeding into school development and action planning.</p> <p>Teachers can also use classroom level data to identify targets for improving specific pupil outcomes.</p>

¹¹ The schools should use the electronic data system to submit the assessment information for each Year 4, 7 and 10 pupil. This pupil information will, in most cases, be transferred to CCEA by Electronic Data Interchange (EDI).

2.3 Planning for Assessment

It is essential that schools and teachers plan coherent programmes for learning, teaching and assessment. These programmes provide opportunities for pupils to apply their skills in a range of curricular and, where appropriate, cross-curricular contexts.

Long-Term Planning

Whole school planning should identify assessment opportunities across the curriculum and within the year and/or key stage. This should help to ensure a coherent programme of learning, teaching and assessment for the pupil. It is recommended that assessment opportunities in each of the Cross-Curricular Skills should be planned for, although some opportunities will also arise naturally. Both planned and unplanned assessment opportunities can be used throughout the school year.

The Levels of Progression provide a useful point of reference for this long term planning.

For example:

One primary school has a curriculum map which comprises the following:

- A grid with seven columns showing each year from Year 1 to Year 7, and three rows marked with each term: Autumn, Spring and Summer. The grid depicts the topic titles for each term, and very brief details of key literacy, numeracy and TSPC skills developed. In some year groups, the terms are subdivided into two half terms, each with separate topic titles.
- Key assessment events are indicated on the grid where appropriate.

Medium-Term Planning

Assessment activities built in at the medium-term planning stage should provide opportunities for teachers to make meaningful judgements about the progress and achievement of pupils and hence build up a picture over time. The *Levels of Progression for Communication*¹², *Using Mathematics* and *Using ICT*, as well as the *Expansion of the Levels of Progression* materials for the Cross-Curricular Skills, can support teachers in this process.

The *From - To Progress Maps* (Primary) and the *Progression Maps* (Key Stage 3) can be used to help plan for the qualitative assessment for the Thinking Skills and Personal Capabilities. These documents are available from www.nicurriculum.org.uk

For example:

Staff use the school's schemes of work to generate six week plans/lesson plans detailing connected learning opportunities, learning activities, resources needed and key assessment opportunities.

Short-Term Planning

Generally, short-term planning is about breaking down the medium-term plan into manageable steps, to meet the needs and interests of the pupils. Teachers should ensure that the design of assessment activities takes account of previous assessments and recent observations.

At the short-term planning stage, the *Expansion of the Levels of Progression* materials (available from www.nicurriculum.org.uk) may be used to identify the focus for assessment activities and therefore provide the evidence which will be used to make judgements.

For example:

Staff generate weekly notes/lesson plans from their six week plans/schemes of work, detailing learning intentions appropriate to pupils' current learning needs. Assessment information from previous learning and assessment activities is used to inform future learning. Assessment activities and opportunities are included in notes and plans.

¹² Levels of Progression are available for the assessment of Communication through English and Irish.

2.4 Assessment for Pupils with Special Educational Needs

For the statutory assessment requirements for computer-based assessments and the Cross-Curricular Skills, pupils with Special Educational Needs fall into three categories:

- Pupils with Severe Learning Difficulties (SLD) or Profound and Multiple Learning Difficulties (PMLD) are exempt from computer-based assessments and from being assessed and given a level for Cross-Curricular Skills using the Levels of Progression;
- Pupils with Moderate Learning Difficulties (MLD) are required to fulfil all the requirements of the statutory assessment arrangements for computer-based assessments and Cross-Curricular Skills; and
- Temporary Exceptions (at the Principal's discretion).
Newcomer pupils and pupils who have medical conditions or have had a traumatic experience may be registered 'exempt' from statutory assessment for a short period of time at the discretion of the Principal. The Special Educational Needs Co-ordinator (SENCO) will ensure teachers know those pupils who are exempt from the statutory assessment, that is the computer-based assessments and of the Cross-Curricular Skills using the Levels of Progression.

Pupils who have statements of special educational needs and who have been assessed as having Severe Learning Difficulties are exempted from end of key stage assessment.

In exceptional cases a pupil may be exempted from part, or all, of the assessment arrangements if this is specified in the pupil's statement of special educational needs.

Other Exemptions

There may be other occasional and exceptional circumstances where the Principal, with the agreement of the Board of Governors, considers it would be inappropriate for a pupil to undertake statutory assessment. In such circumstances the pupil may be exempted on a temporary basis. Details of the circumstances and procedures for making temporary exemptions are set out in Circular 1990/45 issued by the Department of Education in August 1990 (available at www.deni.gov.uk/circular_1990_45.pdf).

2.5 Assessment Materials

CCEA has produced guidance for teachers and SENCOs to assist with the assessment practices for pupils with Special Educational Needs.

Quest for Learning for PMLD:

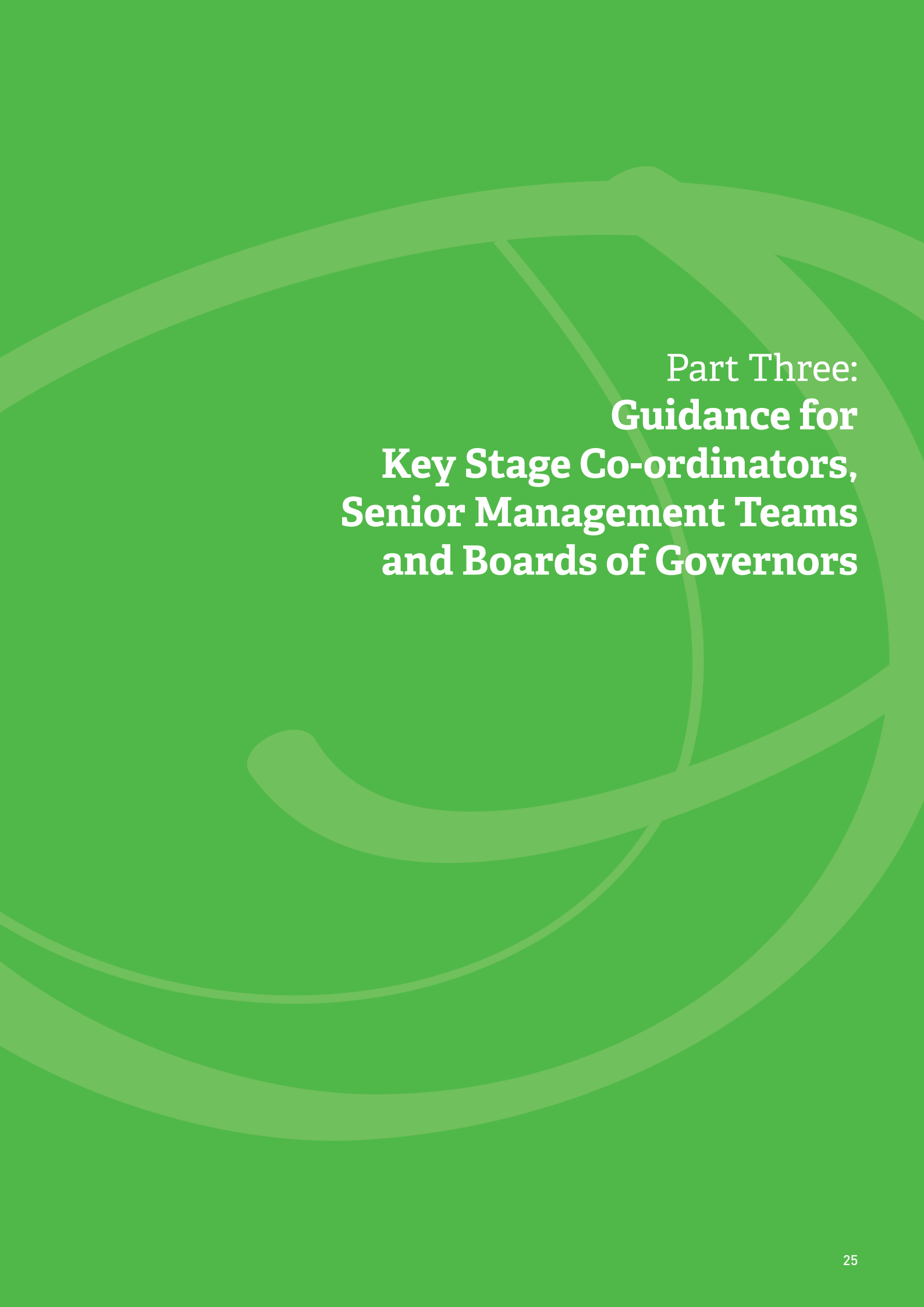
This holistic assessment tool for 3 to 19 year olds tracks progress in communication, social interaction and cognitive development, focusing on skills and capabilities.

Available from www.nicurriculum.org.uk

Coming Soon

Prerequisite Skills (Q Skills) for SLD and MLD:

This assessment tool supports the inclusion of pupils with Special Educational Needs within all school settings.



Part Three:
**Guidance for
Key Stage Co-ordinators,
Senior Management Teams
and Boards of Governors**

3.1 Whole School/Key Stage Use of Assessment Data

Type	Including ...	Examples of Key Issues
Benchmarking	Comparing a school's key stage outcomes with those of other similar schools (according to Free School Meals provision).	<ul style="list-style-type: none"> • Identification of low/underachievement issues.
Trend Analysis	Pupil Tracking Added Value Analysis	<ul style="list-style-type: none"> • Identification of areas of strengths and areas for improvement in individual and/or groups of pupils. • Identification of and overcoming underachievement in year groups or year bands.
Sampling Pupils' Work	Monitoring ability-referenced samples of pupils' work against pre-selected criteria.	<ul style="list-style-type: none"> • Consideration of: <ul style="list-style-type: none"> – consistency in levelling; – adherence to school policy; – teachers' feedback practice; – presentation, handwriting, spelling, aspects of writing.
Targeting Low and Underachievement	<ul style="list-style-type: none"> • Identifying low achieving pupils, for example, in literacy and numeracy, triggering intervention strategies to address the issue. • Identifying underachieving pupils whose performance in literacy and/or numeracy lies below their level of ability, triggering intervention strategies to address the issue. • Identifying specific areas where performance is significantly below national averages, and planning changes to improve performance. • Benchmarking and analysis of end of key stage information. 	<ul style="list-style-type: none"> • Use of appropriate and effective interventions.

3.2 Self-Evaluation of Assessment Practices

The emphasis on teacher-based assessment recognises the professionalism of teachers in making assessment judgements. In this context these guidelines are presented to promote, sustain and share assessment practices in schools.

The school self-evaluation model, provided in Appendix 2 for illustrative purposes only, is

aimed at senior leaders and co-ordinators for use in initiating reflection on current school assessment and reporting practice. The model may assist schools in recognising engagement in effective practices.

It should also complement the indicators set out in the Education and Training Inspectorate *Together Towards Improvement: A Process for Self-Evaluation* (ETI, 2010) and the GTCNI *Professional Competencies*. It is intended that schools will use and add to this tool in line with individual school development and action planning.

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Part Four: **Moderation**

4.1 Moderation

While assessment processes and outcomes for all aspects of the curriculum should be quality assured, formal moderation arrangements will only apply to the Cross-Curricular Skills and the Levels of Progression.

A model of moderated teacher assessment will be used which:

- recognises the primacy and professionalism of teachers as those being best placed to assess the progress of their pupils; and
- ensures that moderation will provide a level of consistency and rigour to the assessment process.

4.2 Purpose of Moderation

Moderation processes must ensure there is confidence in the system and appropriate accountability at all levels for the performance of the system. There are two processes used within moderation:

- Quality Assurance, which focuses on the process of assessment aiming for standardisation or consistency of approach; and
- Quality Control, which focuses on ensuring the outcomes are judged in a comparable way.

Note for Guidance: Quality Assurance is the responsibility of the school, supported by guidance and opportunities for professional development.

4.3 Quality Assurance: Internal Standardisation

Internal standardisation will take place within schools. Schools may schedule this for the time that best suits them. The principal and the Board of Governors are responsible for ensuring that assessment standards, as presented by CCEA, have been applied consistently and accurately. In this way, samples required for external moderation should be an accurate reflection of assessment judgements and standards within the school.

To establish trust within the system and to build teacher capacity for making sound judgements, it is recommended that schools involve teachers from all year groups in collaborative discussions about standards and progression within the school. CCEA will provide a range of guidance and support materials for schools to support internal standardisation professional development.

Note: To enable whole school approaches to assessment, and to meet the individual needs of pupils, CCEA will also provide non-statutory guidance and materials for teacher assessment of pupils in the Foundation Stage and pupils with Special Educational Needs.

4.4 Quality Control: External Moderation

The evidence required for moderation will include the following:

- confirmation of procedures operating within the school to agree consistent standards (i.e. internal standardisation); and
- a specified number of samples of current pupil work from a specified range of levels.

Additional detailed guidance will be issued by CCEA in advance of moderation arrangements coming into effect.

The background is a solid light green color. It features several thick, overlapping, curved lines in a slightly darker shade of green. These lines form a complex, abstract pattern that resembles a stylized 'S' or a series of nested, curved shapes. The lines are smooth and have a consistent thickness.

Appendices

Appendix 1: Legislation and Department of Education Circulars

Regulations	Department of Education Circular
The Education (Pupil Reporting) Regulations (NI) 2009, No. 231	Subject: Pupil Reporting Regulations 2009 Circular Number: 2009/15 Date of Issue: 11 November 2009
The Education (Assessment Arrangements) (Foundation to Key Stage 3) Order (NI) 2007, No. 45	Subject: The Education (2006 Order) (Commencement No. 1) Order (NI) 2007 Circular Number: 2007/06 Date of Issue: 15 February 2007
The Education (NI) Order 2006, No. 1915	Subject: The Education (2006 Order) (Commencement No. 1) Order (NI) 2007 Circular Number: 2007/06 Date of Issue: 15 February 2007 Subject: The Education (2006 Order) (Commencement No. 2) Order (NI) 2007 Circular Number: 2007/20 Date of Issue: 27 June 2007
The Education Reform (NI) Order 1989, No. 2406, Article 17: Temporary Exceptions for Individual Pupils	Subject: Temporary Exceptions from the Statutory Curriculum and Assessment Provisions for Individual Pupils Circular Number: 1990/45 Date of Issue: 28 August 1990

Appendix 2: School Self-Evaluation of Assessment Practices (illustrative model only)

Criteria	Quality Indicators	Examples of range of evidence	Yes/No/Under development	Comments
<p>C1: A coherent school policy</p>	<ul style="list-style-type: none"> • There is an agreed, written policy understood by all staff. • The policy is reflected consistently in school processes, procedures and practices and in school development planning. • There is clear guidance about the purposes of assessment, methods to be used, range of evidence and the use of assessment information. • Staff are actively engaged in the application of the policy. • The policy is reviewed and updated on a regular basis. 	<p>School Assessment Policy School Development Plan School policies School prospectus/ website</p>		

Criteria	Quality Indicators	Examples of range of evidence	Yes/No/Under development	Comments
<p>C2: Consistency in assessment judgements</p>	<ul style="list-style-type: none"> • There are internal standardisation procedures to quality assure statutory assessment judgements. • Assessment judgements stand up to scrutiny from external moderation. • Staff are encouraged to be involved in moderation procedures to develop a shared understanding of standards and to ensure consistency in judgements. 	<p>School Development Plan</p> <p>Action Plans</p> <p>PRSD reviews</p> <p>Minutes/notes from internal standardisation meetings</p> <p>Attendance at local moderation meetings</p> <p>Examples of assessment tasks/activities</p> <p>Examples of moderated work</p>		

Criteria	Quality Indicators	Examples of range of evidence	Yes/No/Under development	Comments
C3: Effective professional development	<ul style="list-style-type: none"> • Staff are encouraged to be involved in moderation procedures to inform, influence and improve assessment practices. • Staff are engaged in ongoing professional development and support to improve assessment practices. • Staff development/training and support is planned to facilitate the development of an enhanced understanding of assessment and assessment practices. • Priorities for staff development are identified clearly and matched to needs identified in the School Development Plan. 	<p>School Development Plan</p> <p>PRSD materials</p> <p>Action plans</p> <p>Teacher planning documents</p> <p>Pupil work</p>		

Criteria	Quality Indicators	Examples of range of evidence	Yes/No/Under development	Comments
<p>C4: Use of assessment information/data</p>	<ul style="list-style-type: none"> • Effective use is made of assessment information to inform learning and teaching. • Assessment information/data is analysed and interpreted appropriately to identify strengths and areas for improvement. • An appropriate data set is selected, captured and analysed to measure the school's performance in key areas over time. • Appropriate use is made of ICT to capture and analyse how the school's key performance data is used. • Transfer of learner records, especially from primary to post-primary, to enable the use of previous attainments in the planning for coherent learning. 	<p>Analysis of assessment information/data</p> <p>Assessment records/portfolios</p> <p>Pupil work</p> <p>An agreed school data set and annual timetable of actions is in place</p> <p>ICT provides rapid analysis and user-friendly presentation of data</p> <p>Use of learner records in planning learning</p>		

Criteria	Quality Indicators	Examples of range of evidence	Yes/No/Under development	Comments
<p>C5: Communication with parents /guardians</p>	<ul style="list-style-type: none"> Formative records of progress and achievements are maintained and progress reported annually to parents/guardians, for example through the annual report and parent/teacher meetings. A manageable system of recording is maintained which provides information that can be easily accessed. Parents are invited to respond to reports during regular consultations with staff. 	<p>School Recording and Reporting Policy</p> <p>Annual reports</p> <p>Opportunities for parental consultations/ meetings</p>		
<p>C6: Pupil voice</p>	<ul style="list-style-type: none"> Pupils play an active role in assessment in accordance with their age, ability and educational needs. Pupils are involved in self-assessment, discussing their progress with peers/ teachers. 	<p>School Assessment Policy</p> <p>Pupil work</p> <p>Annual Reports</p>		

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Addendum

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 be complementary to, and supportive of, the key aims of the NI Curriculum

2 be fit for purpose

3 be manageable

4 be supported by teacher professional judgements that are consistent and reliable

5 be appropriate at all levels for system-wide accountability

PURPOSES

DIAGNOSTIC

To identify strengths and areas for improvement and to inform next steps

FORMATIVE

To use assessment information to make specific improvements in learning

SUMMATIVE

To acknowledge, record and report pupils' overall performance and achievement at a point in time

EVALUATIVE

To inform curriculum planning and to provide information for monitoring and accountability

WHAT IS ASSESSED?

Pupil performance and achievement in ...

CROSS-CURRICULAR SKILLS (CCS)

Assessment: a robust model of moderated teacher judgement

OTHER SKILLS (Thinking Skills and Personal Capabilities: TSPC)

Assessment: delegated to schools

AREAS OF LEARNING (AoL)

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

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