

The Ryde School

Assessment Policy



Reviewed: November 2019

Next Review: November 2021

Assessment Policy

Assessment for Learning is an integral part of the planning, teaching and learning process.

“Assessment for Learning is any assessment for which the first priority is to serve the purpose of promoting pupils’ learning. It thus differs from assessment designed primarily to serve the purposes of accountability or of ranking or of certifying competence.” (Paul Black 2002).

Assessment should:

- Motivate pupils by actively involving them.
- Make explicit links objectives and outcomes.
- Provide accessible information in an intelligible form.
- Identify strengths and weaknesses and indicate targets for progress.
- Form the basis of a dialogue between teacher, pupil and parents/carers.
- Be manageable.

Effective assessment highlights the strengths, needs and potential of individual children and enables teachers to plan the next steps to support their development. It can raise the expectation of success and celebrate a broad range of achievement.

Aims of the Policy

- Providing a common understanding amongst teachers of the standards of The Ryde School.
- Building a profile of the pupil that will reflect attainment in key skills and achievements within the curriculum and provide a record to support progress through The Ryde School and into the next phase of education.
- Ensuring that information passed on to teachers and parents/carers about a child’s achievements and progress are accurate and informative.
- Analysing achievements throughout the Early Years and Key Stages to raise standards, inform the School Development Plan and ensure that the school is providing children with a quality education that is measurable.

Roles and Responsibilities

- It is the responsibility of all teaching staff to meet the assessment requirements set out in this policy.
- It is the responsibility of all domain leaders to highlight opportunities for assessment in their domain area.
- It is the responsibility of the teaching staff to liaise with the SENCO where the need arises.
- It is the responsibility of the Senior Leadership Team, Assessment Co-ordinator and the Language, Literacy and Oracy and Mathematics Domain Leaders to liaise, analyse data and monitor targets setting and standards within the school.
- The Governing Body are responsible for approving annual targets set at KS2 in English and Maths.
- The Governing Body is responsible for analysing and interpreting school data and holding the Headteacher to account.

Assessment at The Ryde School is used in the following ways:

1. Forms of Assessment

Formative: The information gained informs or affects the next learning experience.

Diagnostic: Exploring misconceptions which may prevent pupils making expected progress.

Evaluative: Informing the strategic planning and direction of the whole school by evaluating the planning, teaching and the curriculum on pupils' achievements.

Summative: The systematic recording of information, which leads towards a summary of where pupils have reached at a point of time.

All four methods combine to identify progress over time.

Whole school planning practices enable teachers to write rubrics and/or set clear success criteria based on programmes of study. The assessment process then seeks and interprets evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

Standardised Assessment

The use of standardised tests in school is based on a need to support consistency of judgements and to monitor standards of achievements in basic skills. The results of a standardised test should never be used in isolation to form judgements about individual children but should form part of the data that can support teacher assessment.

End of Key Stage teacher assessments should be based on information and records which have been collected about children across a range of contexts and summative assessments will demonstrate a broad picture of the child's achievements within this context.

Data from Year 1 Phonic Screening, end of Key Stage tests and termly NFER tests will form an important part of the information that is passed on each year. Teachers should act upon this information to ensure teacher expectations and pupil's targets are appropriate.

Analysing and monitoring results from standardised assessments will be an important factor in helping the school to raise standards in teaching and learning. Children will be assessed against age related expectations.

1. Marking

Prompt, consistent and appropriate marking forms part of the ongoing assessment for individual children. In order for marking to be effective it must be based on clear learning intentions and inform future planning.

2. Target Setting and Pupil Tracking

A range of performance benchmark and value added data from the school RAISE ONLINE data and individual year group results are used to set realistic yet challenging targets.

Teachers input assessment data into the Depth of Learning tracker from this targets are generated for each child. The targets are used to inform teaching programmes, monitor pupil progress and to set learning targets for each child in the core subjects. Foundation subject assessments are carried out at the end of each term and annotated on teachers planning which is passed to the domain leader.

Individual samples of work are collected regularly and moderated in order to track children's progress. Children's progress in the Foundation Stage is tracked through the use of learning journals.

3. Special Educational Needs

Ongoing teacher assessment is the framework in which a special need is most likely to be identified. Through carefully planned activities and informed assessment procedures teachers will become aware of children whose achievements are either

below or above yearly expectations. This information will be evaluated and if necessary appropriate support procedures put into place.

4. Reporting to Parents/carers

The Ryde School sends written reports to parents/carers at the end of the year in line with the current statutory regulations. However, reporting assessments to parents/carers takes many forms. Parental consultations, home/school reading records and informal talks with parents/carers all constitute part of reporting to parents/carers. It is important that the school constantly reviews these procedures to ensure that assessments are delivered to parents/carers accurately and in a form that parents/carers find accessible and informative.

5. Equal Opportunities

All pupils, regardless of their race, sex or ability have equal access to the curriculum. Staff will ensure that each pupil's preferred learning style and starting target is taken into account in order to make a valid judgement on progress made.

6. Confidentiality

Information about assessments held on individual children must be treated as confidential at all times.