

# *The Ryde School*

## *Assessment Policy*



Reviewed: April 2023

Next Review: September 2025

## 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 to objectives and outcomes.
- Provide accessible information.
- 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 pupils 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 pupil’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 pupils 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 curriculum leaders to highlight opportunities for assessment in their curriculum 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 and English and Maths curriculum leaders to analyse data (with curriculum leaders providing termly action plans) and monitor standards to ensure development and progress across the school.
- The Headteacher reports on standards to the Governing Body through the termly Headteacher's Report and is held accountable.

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

### **Forms of Assessment**

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

**Diagnostic:** Addressing 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:** Years 2 to 6 complete termly assessments in order to benchmark against national and internal data. At least termly assessments for phonics and reading are carried out across the school to monitor the progress of phonics and reading of every pupil.

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 the evidence to ensure pupils and their teachers understand the next steps needed to ensure progress.

## **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 pupils 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 pupils across a range of contexts and summative assessments will demonstrate a broad picture of the pupil'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 both standardised assessments and teacher assessments contribute to the curriculum action plans and the school development plan to ensure the development and progress of the pupils.

## **Marking**

Prompt, consistent and appropriate marking forms part of the ongoing assessment for individual pupils. In order for marking to be effective it must be based on clear learning intentions and inform future planning. (See Marking and Feedback Policy)

## **Target Setting and Pupil Tracking**

A range of performance benchmarking and value added data from the Family Fischer Trust data and the Primary Gateway are used to set realistic yet challenging targets.

Teachers input assessment data into the Depth of Learning tracker and from this English and maths action plans are created. The actions from these are used to inform teaching programmes, monitor pupil progress and to set learning targets for each pupil in the core subjects. Foundation subject assessments are carried out regularly and annotated on teachers planning and evaluations and assessments are passed to the curriculum leader.

## **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 pupils whose achievements are either below or above yearly expectations. This information will be evaluated and if necessary appropriate support procedures put into place.

## **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.

### **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.

### **Confidentiality**

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