The Rydal Academy
Assessment Policy

Accepted by: The Rydal Academy LGB January 2013
Approving Body: Local Governing Body
Committee: LGB
Review Cycle: 3 years
Last reviewed: December 2018
Date for next review: December 2021

Introduction

The assessment of children's learning is an essential part of the education process. It provides a means of establishing the child's current level of learning, progress that has been made and next steps on the learning ladder.
* *This policy should be read in conjunction with the Schools' Marking Policy and Teaching and Learning Policy.*

Rationale

At The Rydal Academy the key purpose of assessment is to move children forward in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher assesses what has been remembered, what skills have been acquired and what concepts have been understood (Assessment of Learning). This enables teachers to reflect on what learners are doing and then to inform future planning (Assessment for Learning). The outcomes of assessment should help children become involved in raising their own expectations, celebrating their own achievement and increase their self-motivation.

Aims

Assessment aims to provide information for:
- The learner – to aid self-assessment, improve self-esteem, give an idea of attainment and progress of themselves and others, set targets and identify next steps.
- The teacher – to establish current levels of attainment, progress and achievement of the class, groups and individuals to inform planning for the next steps of learning.
- Parents – to show progress, attainment, set targets, identify next steps and concerns as well as involving parents in the learning and teaching process. Enabling parents to work as partners in supporting their children's learning.
- Other agencies – to provide hard evidence of attainment, achievement and progress.

Guidelines

Assessment should be ongoing and should be both formal and informal, covering objective and subjective forms. Assessment of Learning should be used to inform future learning, therefore leading to assessment for learning.

Methods of Assessment

Please refer to the 'School Assessment Map and Assessment Procedures' (Appendix i) for a year group by year group account of the forms of formative and summative assessment which are used through teacher assessment; formal testing; pupil self-assessment and marking to contribute to a holistic picture of achievement across the school from Early Years to Year 6.

Statutory Assessments and tests

Statutory assessment is conducted in accordance with government guidance through: Early Years Development Matters; Individual Education Plans for Special Educational Needs and Disabled pupils; KS1 phonics testing; Key Stage 1 SATs and teacher assessments and Key Stage 2 SATs and teacher assessments. Special arrangement for adapting tasks and tests to make them accessible for EAL pupils and pupils with special needs are in line with government regulations. Parents are informed of test dates well in advance to avoid absence.

Record keeping, moderation and reporting

Pupil progress and attainment information in reading, writing and maths and in all Early Years areas is gathered, up dated, shared and analysed by the Senior Management Team and all school staff on a termly basis. Science and all other curriculum areas are assessed across the school year with attainment information being shared on an annual basis.

A variety of moderation exercises across year groups, key stages, subjects and the whole school are also planned in to the School Self-review map on a half termly basis.

Parents and carers are informed of pupil progress, attainment and targets for improvement at parent/pupil consultation meeting following the autumn and spring terms, and through an end of year report and parent/pupil consultation in the summer term.

Pupils are continually updated as to their working levels and progress as well as next steps to improvement through verbal feedback, marking and more formal reporting. Pupils also participate in termly parent/pupil consultations and report writing.

Roles and responsibilities

The Governing body is responsible for monitoring that assessment, reporting and recording policy and practice are inline with statutory requirements.

The Headteacher is responsible for ensuring assessment, reporting and recording policy and practice are in line with statutory requirement and that all stakeholders are aware of and accountable for the attainment and progress of pupils from Early Years to end of Key Stage 2.

The Senior Management team are responsible for ensuring that statutory requirements and school policy are followed through: moderation, scrutiny, observation, monitoring and evaluation of assessment procedures within their areas of responsibility and across the school, as well as providing feedback to staff and reporting to the Headteacher.

Teaching staff are accountable for the upkeep of ongoing progress and achievement records and records of testing in relation to any classes, groups or subjects they are responsible for teaching. They should ensure assessment information is shared with pupils and parents through feedback and reporting and that future planning takes account of current assessment to allow for best progress.

Support staff are accountable for contributing to teachers' assessment of individuals or groups of pupils to aid in the upkeep of ongoing progress and achievement records. They should also work with the teaching team, pupil and parent to ensure that support or interventions allow pupils to make best progress.

School Assessment Map

Cohort	Teacher Assessment	Marking	Pupil - Self and Peer Assessment	Formal Testing
Early Years	• Development Matters • Tapestry • Letters and sounds phase tracking • Phonological awareness tracking	• Verbal feedback • Observations on Tapestry against Development Matters • Next steps given in maths and writing	• Child initiated curriculum • Pupils given opportunities to review their learning journal files alongside an adult	• Speech and language assessments
IMPs	• P scales • PIVATs assessments for reading, English and maths • Letters & Sounds phase tracking • Phonological awareness tracking	• Verbal feedback • Against LO & next steps • Weekly next step given in maths and writing	• Self-assessment in writing alongside an adult once per fortnight. • Verbal self-assessment alongside adult daily • Purple pens for editing.	• Speech and language assessments • Statutory testing where applicable e.g. phonics testing and SATs testing.
Year 1	• Curriculum assessment grids – reading, English, maths • P scales if necessary • Against curriculum objectives for all subjects • Letters & Sounds phase tracking • Phonological awareness tracking	• Verbal feedback • Against LO & next steps • Weekly next step given in maths • Whole class impact marking in writing	• Self-assessment on maths and Magic Monday weekly target/evidence sheets • Self/peer marking used (occasionally) in all subjects • Extended peer assessment in writing once per fortnight • Purple pens used for editing	• Year 1 Phonics test • Star Reader tests
Year 2	• Curriculum assessment grids – reading, English, maths • Against curriculum objectives for all subjects • Letters & Sounds phase tracking	• Verbal feedback • Against LO & next steps • Weekly next step given in maths • Whole class impact marking in writing	• Self-assessment on maths and Magic Monday weekly target/evidence sheets • Self/peer marking used in all subjects • Extended peer assessment in writing once per fortnight • Purple pens used for editing	• SATs (May) • Year 1 Phonics test re-sit • Star Reader tests
Year 3	• Curriculum assessment grids – reading, English, maths • Against curriculum objectives for all subjects • Letters & Sounds phase tracking (prior lower attaining pupils)	• Verbal feedback • Against LO & next steps • Weekly next step given in maths • Whole class impact marking in writing	• Self-assessment on maths and Magic Monday weekly target/evidence sheets • Self/peer marking used in all subjects • Extended peer assessment in writing once per fortnight • Purple pens used for editing	• Star Reader tests • Optional SATs tests
Year 4	• Curriculum assessment grids – reading, English, maths • Against curriculum objectives for all subjects	• Verbal feedback • Against LO & next steps • Weekly next step given in maths • Whole class impact marking in writing	• Self-assessment on maths and Magic Monday weekly target/evidence sheets • Self/peer marking used in all subjects • Extended peer assessment in writing once per fortnight • Purple pens used for editing	• Star Reader tests • Optional SATs tests
Year 5	• Curriculum assessment grids – reading, English, maths • Against curriculum objectives for all subjects	• Verbal feedback • Against LO & next steps • Weekly next step given in maths • Whole class impact marking in writing	• Self-assessment on maths and Magic Monday weekly target/evidence sheets • Self/peer marking used in all subjects • Extended peer assessment in writing once per fortnight • Purple pens used for editing	• Star Reader tests • Optional SATs tests
Year 6	• Curriculum assessment grids – reading, English, maths • Against curriculum objectives for all subjects	• Verbal feedback • Against LO & next steps • Weekly next step given in maths • Whole class impact marking in writing	• Self-assessment on maths and Magic Monday weekly target/evidence sheets • Self/peer marking used in all subjects • Extended peer assessment in writing once per fortnight • Purple pens used for editing	• SATs (May) • Practise SATs (half termly) • Star Reader tests

Assessment Procedures

Key Stage 1	Key Stage 2
• Transition: analyse Early Years attainment and progress results at beginning of Year 1 to help identify individual working levels. • Use of learning outcome in planning at class level. • Share learning outcome with children during the lesson and discuss throughout where relevant. • Use of learning outcome as title for work and marking to reference whether target met and next steps. • Use of weekly target cards for short term teacher assessments and pupil self-assessment and peer assessment. • Ongoing teacher assessment in all subjects against new curriculum objectives, use of previous year group objectives or P-scales if no progress appears to be made or working below age-related levels. • Analysis of progress on a termly basis from teacher assessment on school tracking system. • Termly parent/pupil consultations to report attainment and progress and share next steps targets. • Use of assessment information to complete end of year parental reports including: current working level, progress over the year, targets met and next steps.	• Use of learning outcome in planning at class level. • Share learning outcome with children during the lesson and discuss throughout where relevant. • Use of learning outcome as title for work and marking to reference whether target met and next steps. • Use of weekly target cards for short term teacher assessments and pupil self-assessment and peer assessment. • Ongoing teacher assessment in all subjects against new curriculum objectives, use of previous year group objectives or P-scales if no progress appears to be made or working below age-related levels. • Analysis of progress on a termly basis from teacher assessment on school tracking system. • Termly parent/pupil consultations to report attainment and progress and share next steps targets. • Use of assessment information to complete end of year parental reports including: current working level, progress over the year, targets met and next steps.