



Assessment Policy

'Opportunity, success and enjoyment for all'



Rationale

Assessment at Radyr is the process of seeking and interpreting evidence for use by pupils and their teachers to determine where the pupils are in their learning, where they need to go and how best to get there. It is therefore essential to the learning process and as such requires a policy and guidelines to ensure it is done well. We recognise two major elements within the term 'Assessment'. These are defined in the Estyn Guidance (revised 2008) as:

Assessment of Learning - summative assessment of learning. A judgement is reached by using level descriptions in a best fit analysis. Moderation of standards by clusters of schools will be key to this process to ensure consistency of judgements.

Assessment for Learning - this should be ongoing, formative assessment that focuses on the learners' achievements and on ways in which they can move forward rather than on National Curriculum outcomes.

The policy and its associated guidelines are intended to provide a common framework within which we can continue to develop effective approaches to assessment.

Purpose

Assessment is an integral part of the process of teaching and learning. Its main purposes are:

- To provide pupils with a knowledge of their strengths and weaknesses so that they can develop strategies to improve their performance with increasing confidence and independence;
- To provide teachers with evidence of pupils' strengths and weaknesses so that an appropriate range of teaching and learning styles can be employed for individuals and classes;
- To provide parents with meaningful and accurate information about what pupils know, understand and can do;
- To provide the school with information which will enable the school to set targets for individuals, for cohorts and the whole school.

Commitments

To achieve the above, the school will ensure that assessment:

- is usually formative, enabling pupils to reflect on their work, helping them to know what they are doing well, and to identify explicitly what they need to do next to improve their performance;
- is sometimes summative, providing pupils, teachers, parents, governors and outside agencies with useful and accurate information about what pupils know, understand and can do;
- is fully integrated into the teaching and learning process;
- is frequent, structured and rigorous;
- involves pupils so that they become reflective learners;
- encourages the involvement of parents by showing clearly a pupil's level of attainment and what he/she needs to do to make further progress;
- is positive in its approach;
- identifies explicitly stated targets for short and long term improvement;
- is conducted using a variety of techniques, matching them to the requirements of the task (including preparation for public examinations) and to the needs and aptitudes of all pupils;
- has a clear focus that is understood by pupils and teachers;
- is monitored in a structured and regular manner so that common standards and effectiveness are assured;
- is understood by pupils and that they are able to make constant reference to relevant information.

In addition the school will:

- Provide regularly updated guidelines for staff on both 'Assessment of' and 'Assessment for Learning'. The extent to which and ways in which, levels and grades are to be used in feedback to pupils and parents;
- arrange for the sharing of good practice within and between departments;
- maintain and keep under review a calendar relating to 'Assessment of Learning', its recording and its reporting;
- maintain and keep under review whole school marking protocols.