



Assessment Policy

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools on the Isle of Man are currently free to develop their own approaches to assessment.

3. Principles of assessment

- Clearly distinguish between the different types of assessment and their purposes: Assessment for learning (formative), assessment as learning, and assessment of learning (summative).
 - Ensure that each assessment has a clear and specific purpose without trying to use it for multiple purposes to avoid confusion.
 - Implement assessment practises that align with best practises in similar schools to enhance effectiveness and reliability.
 - Prioritise assessment practises that aim to benefit all pupils, ensuring inclusivity and equity in the assessment process.
 - Develop strategies to achieve assessment aims without overburdening teachers, such as using a combination of formative assessment techniques like questioning, feedback, and mini whiteboards to provide detailed insights into student progress without excessive workload.
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4. Assessment approaches

At Sulby School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment at Sulby School includes:

- Marking of children's work
- Discussion with pupils about their learning and understanding
- Focused questioning in class
- Informal quizzes and knowledge recall activities
- Self and peer-assessment activities (using learning objectives and/or success criteria)
- Teacher observations and analysis

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment at Sulby School includes:

- End of topic/unit tests
- Regular spelling tests
- Standardised tests in Reading and Maths (using NFER Standardised Tests)
- Producing a piece of independent written work to demonstrate proficiency in writing (either generally or in specific aspects of writing)
- Reviews with pupils with additional educational needs or disabilities (where appropriate)

4.3 Standardised summative assessment

Using standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in a broader context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils more widely

At Sulby School, we make use of:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- NFER standardised tests in Reading and Maths on a termly basis (from Year 2 onwards)

5. Collecting and using data

Pupil progress and attainment data is recorded in several ways at the school, including:

- the Department of Education, Sport and Culture's chosen information system, Arbor
- individual teachers' files

You can see the relevant privacy notice for these on our school website.

6. Reporting to parents/carers

The school holds two Parents evening per year, in the Autumn and Spring Terms. At these meetings, teachers will share with parents:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Comments on general behaviour and attitude to learning and school life

Towards the end of the Summer Term, each pupil will receive a written report from their class teacher, which will provide a more detailed overview of the child's progress and attainment in all curriculum areas and their general behaviour and attitude to school life.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all pupils. However, this should account for effort that the pupil puts in, as well as the outcomes achieved.

For pupils working below the expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

8. Training

We will endeavor to ensure that our teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis. To do this, we will seek to:

- Provide opportunities for training and expert input on the most up to date and research-based assessment processes
- Holding regular staff meetings for teachers to share practice and experience, as well as share any insights from their own study or research
- Look to work with other schools across the Isle of Man to identify and learn from successful and effective practice
- Attend any training or guidance events provided by DESC to ensure the school is in line with Isle of Man expectations.

9. Roles and responsibilities

9.1 Governors

Governors of the school will be:

- Familiar with the school's assessment systems, as well as how assessment captures the attainment and progress of all pupils
- Able to speak to and challenge school leaders about their plans for improving pupil and staff performance, and scrutinise the school's performance and progress data
- Able to check that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

9.2 Headteacher

The headteacher is responsible for:

- Ensuring the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the curriculum they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed by the Senior Leadership Team. At every review, the policy will be shared with the School Governors.

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Senior Management Team will monitor the effectiveness of assessment practices across the school, through for example, moderation, lesson observations, book scrutinies and/or pupil progress meetings.

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures