

Module Three: Part 2

d) Within-school assessment

To consider what type of tests and assessments are most fit-for-purpose in schools

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Within-school assessment

- What type of assessment and testing is most **fit-for-purpose**?
- **Detailed** information needed for **analysis** of learning and **difficulties**, and **formative** provision

Within-school assessment

- **Ongoing** assessment which fully engages the **learners**
- **Periodic** formal (but **simple**) assessment for **monitoring**, **record-keeping** and **planning**

Within-school assessment

For example, focused on:

1. **alphabetic code** knowledge
2. **3 phonics core skills** and *sub*-skills
3. **cumulative word, sentence, text-level**

Prior to **formal** assessment of **comprehension** of reading material

Within-school assessment

School's **ongoing** phonics assessment should be based on the **specific** core (main) phonics programme's content - the **same order** of introducing letter/s-sound correspondences formally

Within-school testing

Standardised reading/spelling tests:

Where the school has established standardised tests, maintain the use of these for year-on-year results