



Oakfield Primary Assessment Policy

Introduction

The Assessment Policy is a whole school policy and it informs the way each subject is taught and the way each pupil learns.

At Oakfield Primary School we believe that assessment is an integral part of teaching and learning. We use assessment to inform us about children's learning and believe that the monitoring and evaluating of pupil progress is vital in raising standards and ensuring all pupils fulfil their potential.

Assessment is a fundamental part of our planning, evaluating, recording and reporting cycle. It identifies what the child knows and can do and provides information to plan the next steps in teaching and learning in response to a child's individual needs.

Assessment will be used to develop our children's self esteem and self confidence by recognising their achievement and attainment. It will be used to diagnose individual and special educational needs and enable suitable differentiated activities to take place in the classroom.

Aims

Our aims in assessing children are:

- To enable teachers and children to recognise and celebrate individual strengths and achievements
- To identify individual needs and set targets for future learning
- To ensure continuity and progression for children's learning within and across year groups
- To provide a differentiated curriculum to meet the individual needs of all children within our school
- To provide information for colleagues within the school, parents, governors, HCC and outside agencies
- To ensure the legal requirements for assessing, recording and reporting are met.

At Oakfield Primary School, we believe that effective use of assessment will lead to...

Teachers who:

- Analyse pupils' oral and written responses so as to adjust the pace, content or methods of teaching
- Review and track pupils' progress to inform teaching and target setting for the whole class, groups or individuals
- Use evidence of pupils' progress to modify short, medium and long term planning
- Use assessments to aid the transition of children between year group and key stage
- Use assessments to plan differentiated work for all ability levels to ensure each child has a suitable level of challenge
- Are aware of children who are already underachieving or who are at risk of underachieving
- Are aware of children who are AGT and provide suitable challenge.

Pupils who:

- Are able to partake in an ongoing dialogue regarding how well they are doing, what they have done well in their work and what they need to improve further
- Are clear about the criteria used to assess their work
- Understand comments made on their work, any targets set for them and how to go about reaching them
- Know that making mistakes is inevitable and that learning to explain where they went wrong and why, makes them more effective learners

Methods of Assessment

Assessment at Oakfield Primary School can involve any of the following activities:

- Early Years Foundation stage profile
- Application of the NC curriculum statements including KPI statements
- Pupil self assessment and peer assessment
- Formal tasks and tests (hot and cold tasks) set by the teacher, including diagnostic tests to provide a snapshot of pupils' progress
- Standardised tests (e.g. NFER optional tests, Rising stars, End of Key Stage 1 tests and Key Stage 2 tests, phonics screening) to provide a snapshot of pupils' progress. The tests are all externally validated with strong empirical research to support their usage.
- At least every term children's literacy and numeracy work will be moderated

- Observations
- Discussing and questioning – use of rich, open-ended questioning. Use of questioning to enable children to extend learning and reason/ apply
- Marking and responding to children’s work (see marking policy)
- Work sampling
- Pupil conferencing

All of the above informs our ongoing teacher assessment of each individual child.

Recording Assessments

At Oakfield Primary School, we recognise that recording needs to be ongoing, manageable and useful. Class teachers record children’s individual progress in reading, writing and maths at the end of each stage. These assessments are then discussed in pupil progress meetings with the class teacher and SLT and subsequently with subject leaders where targets are set and intervention strategies put in place for those children not making or exceeding expected progress.

Planning must include all content stated in Oakfield’s ‘Planning Non-Negotiables’ document. Our planning shows learning objectives and differentiation through use of appropriate objectives and success criteria. We ensure that all tasks are appropriate to each child’s level of ability. Teachers make a record of those individual children who do not achieve at the expected level for the lesson, or who achieve more than expected and use this information when planning for the next lesson.

Target tracker is used as a recording tool, we can use this system to create whole school, class and individual child profiling. Use of Target Tracker enables effective tracking and monitoring to ensure all children make or exceed expected targets and ensures that children who are not making expected progress are identified and appropriate interventions put in place. We expect two steps of progress to be made during each stage. At the end of phase

Stage 1 = assessed against B+ 80+%
 Stage 2 = assessed against W+ 80+%
 Stage 3 = assessed against S+ 80+%
 Stage 4 = assessed against S+ 95+%

At the end of each stage, class teachers complete their ‘Class Tracker’, which analyses both in year progress and attainment. As part of this data analysis, teachers look carefully at individual reading, writing and maths levels and then analyse combined scores for ARE+. Whole cohort analysis takes place and teachers monitor the progress of groups. Every child with SEND have an IEP. Any child who is not on track also has an individual education plan in place. This data then informs planning, grouping and targets to help children perform consistently well across subjects. Expectations for end of stage assessment is made clear in the ‘Assessment Checklist’ document shared with all teachers. All staff receive regular training and assessment updates from the assessment subject leader and external trainers when relevant.

Reporting Assessments to Parents

Reporting through discussion and feedback between teachers and parents, helps to indicate the child's strengths, weaknesses and progress. This liaison helps to identify the child's future goals and enhance the school - home relationship.

Reporting takes place through Parents' Evenings and written reports. Short reports are sent home at the end of stages 1,2 and 3 with a full written report at the end of stage 4. Parents are given an opportunity to discuss their child's progress with teachers during Parents' Evenings, which are held three times a year, with one Parents' Evening held per academic term. These meetings take the form of personal interviews. If concerns are raised outside the formal Parents' Evenings then further meetings with the class teacher can be arranged.

A copy of the written reports are made available for the child's next class teacher, as part of the transition folder, together with other assessment information compiled throughout the academic year.

Developing and monitoring assessment procedures in the school

Assessment procedures are seen at Oakfield Primary as part of a whole school policy with each member of staff contributing and supporting the policy.

The Deputy Head is responsible for the writing of the Assessment Policy from agreed procedures decided by the school staff. The Deputy Head is also responsible for reporting to the Head teacher and to the School Improvement Committee (SIC).

Reviewing the policy

The Deputy head with the advice from the Senior Leadership Team (SLT) and in consultation with the SIC, will review this policy regularly to make sure that it is up to date and relevant to the ongoing school curriculum. It will be adapted to take account of changed national and local education policies. There will be a full review every year in line with the School's Development Plan.

Written: September 2016

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