

The Oaks Community Primary School

Assessment Policy



Our vision: The Oaks is a school where we put our children, families and community at the heart of everything we do. We provide an outstanding environment in which your child will flourish and grow. We instil a lifelong love of learning through supportive and inspirational teaching. Within our rich, varied curriculum we actively create and inspire a love of reading across the school in order to unlock every child's potential and open up a world of possibilities. Our school will ignite your child's imagination to become unstoppable as they strive to reach their dreams. Confidence, curiosity, independence and resilience are promoted through opportunities to question, challenge and explore. It is our aim for all children to leave The Oaks as independent, confident learners ready to achieve in a rapidly changing world.

Introduction

We aim for high quality teaching and learning, informed by effective assessment, underpinned by our belief that all pupils can succeed and that every child's development and progress matters.

Assessment at The Oaks is focused on mapping every student's learning journey.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

In addition our marking guidance details marking procedures to support teachers in assessing pupil work.

Aims of Assessment

The aims of assessment are to enable:

- Teachers to respond accurately to the learning needs of each pupil, to ensure every child makes progress
- Teachers to plan learning experiences to match pupils' needs
- Teachers to identify pupils who are making slower progress and pupils who require additional support or intervention
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to identify what they need to do to improve their own learning
- Parents to support their child's learning
- Leaders to monitor and evaluate and continually improve the quality of teaching and learning

Formative assessment

Purpose

Teachers assess pupils on a day-to-day basis through:

- Daily observations within lessons
- Targeting questions
- verbal and written feedback (refer to our marking policy)
- Conversations with pupils

This day to day assessment is integral in informing teacher planning and the next steps in pupil learning. Pupils are encouraged to and given opportunities to reflect upon and assess their own learning as well as the learning of their peers.

Feedback Friday

Every Friday across the whole school pupils participate in a 15-20 minute 'Feedback Friday' session. The purpose of this session is to:

- Provide pupils with time to reflect on their learning for that week
- Provide additional time for pupils to edit their work and respond to marking

- Provide teachers with time to provide 1:1 feedback to pupils
- Enable pupils to reflect on their Learning Goals (targets)
- Encourage pupils to discuss their learning with their peers

At times teachers may extend the length of this session in order to best serve the needs and progress of their class.

Balance -

Teachers record assessments against learning objectives from the National Curriculum using Balance. Balance allows a child’s learning journey to be mapped closely and an in-depth picture of a child’s learning to be created. This then allows gaps in learning to be identified and misconceptions to be corrected. The objectives that the children are working on can be set up on Balance before the learning has taken place and staff can record a children learning as it is taking place. Literacy is assessed on a weekly basis and this works along side how staff plan for literacy in our Talk for Writing cycle, whole class shared reading and guided reading. The teacher selects 3 to 4 reading and writing objectives a half term to focus on during their literacy, guided reading and shared reading. Maths is assessed on a daily basis. Teachers assess pupils against the year group that matches their ability level, as well as assessing pupils against the ARE for the year group they are in. We do this in order to measure pupil progress more closely. For example, if a child in Year 5 is working at Year 3 expectations the teacher will make judgments against Year 3 objectives, as well as making judgments against Year 4 and Year 5. Balance works on a scale ranging from 0-9.

A child’s learning is assessed on Balance by the following

	Depth of learning
0-3	Shallow learner
4-6	Expected learner, some basic application, confident and competent in context
7-9	Potential for greater depth
WD	Deeper learner - able to apply out of context, make links in learning, solves more complex problems scaffolded by the teacher or independently

Year one to Year six children complete self-assessment using the same approach from Balance. Each classroom has a display explaining the Balance wheel and the depth of learning in child speak.



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In maths, teachers are guided by the following steps to support and assess pupil learning and progression:

Step 1 Fluency - all pupils at their level

This step is supported by Collins and White Rose documents.

Step 2 Reasoning and problem-solving at a mastery/expected level - all pupils at their level

This step is supported by Collins, White Rose and NCETM Teaching for Mastery (Mastery) and Chris Quigley Mastery questions.

Step 3 Greater depth - some pupils (a small number)

This step is supported by Greater Depth questions from Nrich and the NCETM 'Teacher for Mastery' (Mastery with Greater Depth).

Art

In art, children are assessed against the National Curriculum and are judged whether they are working below, at or above age related expectations according to the skill that they are using. This is completed during the art lesson by our specialist teaching assistant.

Physical Education

Physical Education is assessed by our sports company, Premier Sports. The coaches that deliver the physical education lessons record their assessments after each lesson using a personalised online portal that has been created for our school. Our sports lead has access to this and assessments are shared with staff by the Premier Sports coaches half termly. The children are assessed according to the skills that they have achieved in their structured sporting activity.

We ensure consistency and accuracy in teacher assessments by:

- Teachers participating in a fortnightly assessment and moderation meeting.
- Moderating between year groups
- Joining Local Authority moderation meetings
- Joining our local partnership (Ignite & Port Alliance) moderation meetings
- Discussing consistency and moderating between year groups
- Providing feedback
- Conducting Pupil Progress meetings with the Headteacher and SENCO

We inform parents of pupils' learning by:

- Meeting with parents informally and formally
- Hosting open evenings for parents to informally view their child's book and meet the teacher
- Organising parent information evenings
- Inviting parents to a termly 'share & enjoy' morning

The executive leadership team (ELT) and other leaders are responsible for ensuring that:

- Assessments are maintained consistently, and teachers are given advice and support in maintaining them

- Assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment
- Assessment is used to ensure the needs of SEND and Pupil Premium children are being met

Summative assessment

In school summative assessments are used to monitor and support children's progress and attainment. The table below shows the assessments we use for each subject area.

What we use...	What it assesses...	When we assess...
HeadStart Assessment (Year 2-6)	Reading	Termly
White Rose (Year 2-6)	Mathematics	Termly
Key Assessments in EYFS and KS1	Basic skills	Termly
PM Benchmark in in EYFS and KS1	Reading	½ termly
Accelerated Reader in KS2*	Reading	½ termly

* Accelerated reader is used across Key Stage Two and the children complete a Star test each half term which gives the child a reading age. If the class teacher feels that the child would benefit from Benchmarking then this is down to the teacher's professional judgment.

National standardised assessment

National standardised assessments are used to compare how children are performing in comparison to national. National standardised assessments enable the school leadership team to benchmark the school's performance against other schools locally and nationally.

The following national standardised assessments are used:

- Early Years Foundation Stage Profile in Reception
- Phonics screening in Year 1
- National curriculum tests at the end of KS1 (Year 2) and KS2 (Year 6)

Early Years Foundation Stage

During the first few weeks of the autumn term, staff carry out baseline assessments on our EYFS children using Development Matters. Following this staff use Tapestry to record and monitor children's progress on a daily basis. Children's achievements are tracked and monitored by the class teacher and the Early Years Lead. The end of year data is submitted to Cheshire via Sims and children are reported as emerging, expected or exceeding the Early Learning Goal.

Equal opportunity

Wherever required assessment tasks are adapted to enable all pupils to access and to demonstrate their achievements as in line with our Equal Opportunities Policy.

Date: Updated July 2018

Date: Updated September 2018

Originally created: September 2016

Signed:

Review Date: Summer 2019