

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 making procedures to support teachers in assessing pupil work and should be read in conjunction with our home learning policy.

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 time

Every week the staff timetable dedicated time for pupils to participate in a 15-20 minute 'Feedback 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. This could also be done during Ready 2 Learn or at the start of a lesson.

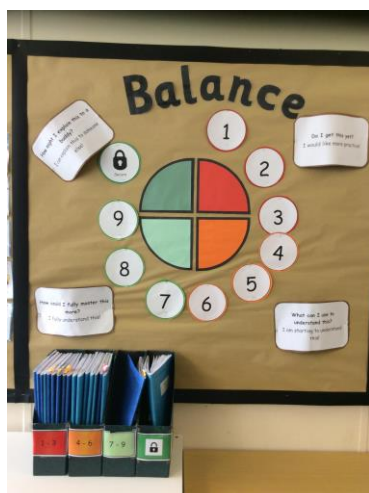
Balance -

Teachers record assessments against learning objectives for some subject areas 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. At the end of each half term, staff then input their professional judgment of where the children are working. We do this in order to measure pupil progress more closely. Balance works on a scale ranging from 0-9 against formative assessment for specific objectives. The professional judgement function allows teachers to give an overall indication of attainment for each subject under a range of categories such as: pre-keystage; working towards; expected -; expected; expected + and greater depth.

A child's learning is assessed on Balance daily for maths 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 two 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.



Maths

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 age related expectations for the year group they are in. 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.

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).

English

Writing is assessed at the end of each half term by staff using writing assessment grids, each half term has a different colour highlighter that is used. Each child has a writing portfolio that follows them through school and showcases their best work. The portfolio shows how the children's writing progresses over their school journey. In Key Stage 1, children are assessed in reading using Read Write Inc. phonics assessments and benchmarking. Teachers record this half termly and this feeds into the teacher's professional judgments. In Key Stage Two, children are assessed using Accelerated Reader (and benchmarking if their reading age is below the age of 8), which provides school with a reading age for children and clarifies any area of difficulty. As well as the standardised methods of assessing children, Year 2 – Year 6 also have a shared reading book where children record work they have completed during Steps to Read whole class shared reading. At the front of the exercise book there is a copy of the Teacher Assessment Framework statements (TAF) that are highlighted at the end of each half term. Teachers input professional judgments half termly for both reading and writing onto Balance.

Highlighters used on writing assessment grids and TAF statements	
Autumn 1	Yellow
Autumn 2	Orange
Spring 1	Pink
Spring 2	Purple
Summer 1	Blue
Summer 2	Green

Science

The Oaks Community Primary School

In Science, teachers use rising stars assessments to assess the children before and after a unit of work. They are also assessed using Balance professional judgement half termly against science objectives including the programme of study and the working scientifically criteria.

Foundation Subjects (Geography, History, Music, Art, Design and Technology, Religious Education, Modern Foreign Languages, Physical Education and computing)

All of the foundation subjects are assessed using Balance half termly. The teachers use professional judgement to assess the children against the subject specific objectives and this is completed by the class teacher. If any specialist teachers have been used, then assessments will be completed in conjunction with the specialist. In PE, 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 half termly moderation sessions.
- Moderating between year groups
- Joining Local Authority moderation meetings
- Joining our local partnership (Ignite) moderation meetings
- Discussing consistency and moderating between year groups
- The assessment lead regularly monitors the use of Balance and provides individual support to teachers.
- Conducting Pupil Progress meetings with the key stage leader and SENCO
- Subject leaders are responsible for ensuring staff are trained to conduct assessments.

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
- Children on the SEND register also received 'My Child's Learning Plan' which updates parents on their child's targets and how well they have achieved on previous targets. These are updated and discussed with parents at various points across the academic year.

The Senior Leadership Team (SLT) 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 with the teacher during pupil progress meetings and improve practice through feedback and advice to improve attainment
- Assessment is used to ensure the needs of SEND and Pupil Premium children are being met
- Ensuring that teacher workload is protected via use of verbal feedback rather than a large amount of written feedback

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...
White Rose (Year 1-6)	Mathematics	End of each unit of work
PM Benchmark in in EYFS and KS1	Reading	½ termly
Accelerated Reader in KS2*	Reading	½ termly
Read Write Inc	Phonics	½ termly
Rising Stars	Science	Start and end of each unit

* Accelerated reader is used across Key Stage Two (some Key Stage One children can also access this and this is up to the teachers professional judgement) and the children complete a Star test each half term which gives the child a reading age. Children that are reading below the age of 8 years old, are assessed using PM Benchmark so children can use the book band level books to take home.

National standardised assessment

National standardised assessments are used to compare how children are performing in comparison to national levels. 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 check in Year 1
- Year 4 multiplications check
- 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 Early Years Outcomes. Following this staff use paper learning journeys 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. In the summer term, an Early Years Profile is created for each child and is submitted to Cheshire via Sims. A scoring system is used for all 17 areas of learning. Children are reported as emerging (1), expected (2) or exceeding (3) the Early Learning Goal for each of the 17 areas. Children must have achieved at least a 2 in the first 12 ELG's to be deemed as having reached a good level of development (GLD).

Academic Year 2020-2021

Year 1

For children who did not achieve their ELG for the different areas of learning in EYFS they continue to be assessed using Early Years Outcomes to ensure that gaps in learning are closed while moving onto the Year 1 curriculum. As baseline period over the first 3 weeks in September has been used to assess what the children know. This has been carried out with some standardised assessments and a range of activities and observations within provision.

For the academic year 2020/2021 all children in Year one will be assessed using Early Years Outcomes for the autumn term at least. Evidence will be kept in the form of a learning journey for each child. This has been decided by SLT as part of our Covid catch up plan and as a result of the children missing crucial learning in EYFS due to lockdown.

When the children are ready, and in agreement with the head teacher, Year one children will increase the amount of formal teaching they are exposed to and move to assessment via Balance as per years 2-6.

Lockdown

In the event of a school lockdown or children isolating, pupils can access learning via the online learning platforms set out in our Home Learning Policy. Teachers can use this platform to give feedback to pupils and monitor progress if needed.

The Engagement Model

The engagement model replaces P scales 1 to 4 and will become statutory from 2021-2022 academic year. Where a child is described as having severe or profound and multiple learning difficulties the engagement model combines a formative and summative assessment enabling a continuous cycle of 'assess, plan, do, review'. The model has 5 areas that children are assessed against: exploration, realisation, anticipation, persistence and initiation. The assessment is completed by someone that knows the pupil well so that the school are able to identify existing educational barriers. As a school we have to report to the DfE which primary-aged pupils are being assessed using the model. We will start to become familiar with this model during the summer term of 2020-2021.

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.

Originally created: September 2016 by SJackson

Date: Updated July 2018

Date: Updated September 2018

Date: Updated January 2020

Date: Updated September 2020

Signed: L.Roberts - Headteacher