



Oakley Cross Primary School

"We believe in respect and success for all"

Assessment Policy

Date of policy: October 2020

Review date: October 2022

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (Written by staff)

Article 3: The best interests of the child must be top priority in all things that affect children. At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

Introduction

Every child has the right to an education which develops their personality, talents and ability to the full (*Article 28 & 29*). At Oakley Cross, we believe that effective assessment underpins high quality teaching and learning. We give children regular feedback on their learning so that they understand what it is that they have achieved and what they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Since the removal of National Curriculum Level descriptors and the implementation of the New Curriculum in September 2014 schools have had autonomy to develop assessment systems which sit more comfortably within the school's ethos and meet the needs of the children within the school.

Aims and objectives

The aims and objectives of assessment in Oakley Cross Primary School are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is about measurement of performance at a given point in time and a way of gaining information to promote future learning. Our first point of principle should be to hold on to aspects of assessment that aim to measure what we value rather than simply valuing what we are able to measure. Secondly, we acknowledge that there are two distinct types of assessment used by the school. These include:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses
- **Assessment of learning** is more associated with judgements based on grades and ranks and with public accountability.

Statutory Assessment

The government continues to measure and compare the outcomes of children nationally; in their reception year, year one, year two, year four and year six. The following statutory, formal assessment takes place at Oakley Cross:

At the end of their Reception year children are assessed against the Early Years Foundation Stage Profile. The aim is that children will achieve age related expectations or the 'Early Learning Goals' (ELGs). To achieve the ELGs children need to be working at the 'expected' standard across the prime areas of learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) as well as within the specific areas of Literacy and Mathematics.

In Y1 the children sit a phonics check and they must be able to read a certain number of words (both real words and pseudo words) to pass the check.

In Y2 children are assessed against the KS1 Assessment Frameworks for Reading, Writing, Maths and Science. Their attainment will be described as 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth within the expected standard'. Assessment consists of teacher assessment, where the class teacher will make judgements based on their knowledge of individual children against the criteria within the assessment frameworks, as well as the children's outcomes from standardised attainment tests or SATs. SATs will take place in May in the summer term and must be attempted by all Year 2 children.

In Y4 all children sit the Multiplication Tables Check. It is expected that all children will achieve a pass by scoring 100% within the check.

In year 6 children are assessed against the Assessment Frameworks for Writing and Science. For Writing, children's attainment will be described as 'working towards the expected standard', 'working at the expected standard' and 'working at greater depth within the expected standard'. For Science, children will be assessed 'at the expected standard' or 'has not met the expected standard'. Children are also required to sit their SATs in May in Reading, Spelling, Punctuation and Grammar and Maths. These tests are externally marked and returned in June. Pupils who have not yet completed the English reading, writing and mathematics programmes of study should be assessed using the pre-key stage standards.

Outcomes from statutory assessment are used by the Government to compare the attainment of our children against children in all schools nationally:

- end of EYFS
 - (% of pupils achieving a "Good Level of Development")
- Phonics Screening Test at the end of Year 1
 - (% of pupils achieving the required mark in the screening check)
- End of KS1
 - (% of pupils achieving the expected standard and above in reading, writing, maths and in science)
- End of KS2
 - (% of pupils achieving a scaled score of 100 or the expected standard in reading, GPS and maths and the % of pupils working at or above the expected standard in writing and at the expected standard in science)
 - (% of pupils making good progress in reading, writing and maths)

**It is important to note that in summer 2020 (for the academic year 2019-2020) there were no statutory assessments undertaken by children in any of the mentioned year groups. This is due to the global COVID-19 pandemic. These cohorts will not have complete assessment records or statutory baselines from which to measure future progress.*

**For the academic year 2020-2021, there is a duty for the Y2 cohort to sit the phonic screen in the autumn term. It is likely that all other statutory assessments will be undertaken in the summer term.*

Whilst we continue to meet our statutory assessment requirements, we are also committed to our good assessment practice in school.

Good assessment practice at Oakley Cross will:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- build on secure teacher knowledge
- guide and support the teacher as planner, provider and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn and draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

What does good assessment practice look like?

Early Years Foundation Stage - Nursery and Reception Class

In Little Acorns (2 years) and Saplings (3 years), the children are assessed within the first few weeks on entry to nursery. We use the Durham EYFS assessment materials to indicate whether the child is working at an age appropriate stage and whether they are emerging, developing or secure within this stage. Our Little Acorns are assessed within the prime areas only and our saplings across all prime and specific areas of learning.

When a child is between 24 and 36 months old a short written summary of a child's development within the prime areas of learning is provided to parents. Where possible, this

EYFS progress check is completed alongside a health visitor during an integrated review meeting. This brings together the 'Healthy Child Programme Review' and the 'EYFS progress check at two.' The integrated review allows the content from both reviews to be brought together and shared with all those concerned in the child's development.

Staff regularly observe and update the children's progress, using this information to plan suitably challenging and stimulating activities to engage our youngest learners. This on-going assessment is crucial for informing staff of children's interests, abilities and skills and when or how to intervene to help the children progress further. Some of the child's successes are recorded within individual learning Journals; a personal record of achievements which is collated using the online platform 'SeeSaw'. At the end of the child's nursery journey we can record the child's level of attainment compared to their starting point and judge how much progress they have made.

In Blossom Class, the children are still assessed within the EYFS curriculum as their journey through Early Years continues. The children's exit from nursery profile and observations made by the YR teacher inform their on entry to Reception baseline. Again, staff regularly observe and update the children's progress, using this information to plan suitably challenging and stimulating activities and where further intervention is required to help the children progress further and narrow the gaps between groups of learners. At the end of the child's Early Years journey we complete their Early Years Foundation Stage Profile using all of the observations made, work produced for books and any additional work or information contained in the child's learning journal (SeeSaw) including parental contributions and comments. Again, we record the child's level of attainment compared to their starting point and judge how much progress they have made.

Key Stage 1 and 2

Children in key Stage 1 and 2 follow the National Curriculum. They are regularly assessed on the skills and knowledge they acquire through good quality teaching and learning. Staff use this on-going assessment information to plan suitable activities to ensure children make further progress and consolidate their skills and understanding. We use the 'Durham Stranded Sheets' taken from the National Curriculum to link our planning and assessment in English and Maths.

At Oakley Cross we provide a very tailored curriculum to groups and individuals to ensure the children are provided with suitably challenging tasks appropriate to their stage of learning. Each child's English and Maths book contains a 'learning journey' at the start of a given unit of work. This identifies the key skills the child will learn over the course of a unit and what they will achieve. The teacher uses on-going formative assessment to judge if the children's skills are secure or not and they can then plan accordingly to ensure learning is secure or move the children on to their next steps.

At the end of each term the teacher will complete in school summative assessments for each child. This incorporates the teacher's judgement about the child's current working stage of the National Curriculum against the Durham Stranded Sheets and short test in Reading, Maths and GPS to confirm assessment judgements. We currently use NFER standardised

tests from Y1 upwards in school. Children's progress is carefully tracked through our cohort trackers; any children who are underperforming are discussed and a suitable programme of intervention is put in place as seen through Cohort Improvement Plans (CIPs).

It is expected that the majority of children will be working within their current Year group curriculum so a child in Y2, for example, will be following the Y2 learning objectives. We know for some children this may not be the case as the child may have some particular need (SEND) or other barrier which slows their progress. Children with disabilities have a right to live a full and decent life and the progress of children on our SEND register will be closely monitored to ensure this is so. (Article 23)

Each year group's curriculum has been broken down into the following developmental stages:

Working securely across the curriculum	Summer
Secure 2	Summer
Secure 1	
Developing 2	Spring
Developing 1	
Emerging 2	Autumn
Emerging 1	

Children's attainment will be assessed as meeting age related expectations (ARE). If the current working stage and the term of assessment match, then the child is meeting ARE. It is anticipated that the majority of children will complete the year secure within their year group's curriculum.

We need to remember that progress can involve developing deeper or wider understanding, not just moving on to work of greater difficulty. Sometimes progress is simply about consolidation of knowledge and skills. At Oakley Cross we are committed to ensuring children are competent at each stage of their curriculum and gaps which will hinder future learning do not develop.

We expect that most children will make good progress moving 6 developmental steps during the year from their given starting point. For example, a child with a given a starting point in the 'Emerging' stage should complete the year at the 'Secure' stage. Some children will make accelerated progress through the stages and some may be assessed as 'working securely across the curriculum' demonstrating their knowledge and skills across the curriculum in a competent way. For some children, possibly at different times during their school career, progress will be slower as they need longer to consolidate new knowledge and skills. Where appropriate, suitable support and intervention will be put in place to help accelerate children's progress.

Monitoring and Evaluation

The assessment co-ordinator and Head Teacher will ensure the policy is implemented consistently throughout the school using strategies such as:

- Discussion with teachers, children and parents/carers
- Sampling teachers' planning where necessary/appropriate (e.g.NQT/Trainee)
- Lesson observations
- Book looks
- Tracking children's progress using teacher assessment and NFER tests

Special Educational Needs

The SENCO will liaise with all concerned to ensure assessment information on individual children with special educational needs is used to support teaching and learning. Children on the SEND register, have their own individual tracker. This tracks progress over time, as we believe children with SEND make progress at different rates. It also allows us to analyse what is good progress for each child. This tracker runs alongside support plans, which tracks progress against interventions based on a child's main area of need.

Children with SEND will be given allowances during testing. This will be based on their individual needs. This may consist of a scribe, extra time or a reader. Evidence for this must be collected through trackers, SEND support plans and CIPs.

Equal Opportunities

The assessment policy and guidelines encourage the practice of inclusion for all.

Guidelines

At Oakley Cross Primary School we recognise the importance of assessment and how it can be used to develop children's learning.

There are three main forms of assessment:

- in-school formative assessment, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly;
- in-school summative assessment, which enables schools to evaluate how much a pupil has learned at the end of a teaching period;
- nationally standardised summative assessment, which is used by the Government to hold schools to account.

In-school formative assessment

This is used on a daily basis and could be:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Annotation of our 'Learning Journeys' and use of these to inform future planning
- Annotation of intervention records, CIPs and SEND support plans

In-school summative assessment

- Short end of topic or unit tests, as seen through NFER tests and on-line tracking system to inform assessment for learning and next steps
- Children to be offered the 'test' according to the curriculum being followed
- Reviews for pupils with SEND and disabilities
- End of term/year teacher assessments against the national curriculum performance descriptors (new Durham sheets)

Nationally standardised summative assessment

- National Curriculum tests at the end of Key Stage 2 for Y6 pupils (May)
- Teacher assessment including assessment of writing and Science at KS2 (Y6)
- Y4 Multiplication Tables Check
- National Curriculum teacher assessments at the end of Key Stage 1 (Y2)
- National curriculum tests at KS1 for Y2 pupils (to be complete by the end of May)
- Y1 Phonics Check in the summer term

- Early Years Foundation Stage Profile for YR in the summer term

Foundation Subjects

For each unit of work covered in the majority of foundation subjects, children will be provided with a 'Knowledge Mat' or unit overview. This focuses on the key knowledge, skills and vocabulary a child is expected to have acquired following the unit of work. It bases teaching and learning around a series of enquiry questions. This also forms the basis for our assessment within foundation subjects.

Foundation subjects are assessed against the programmes of study set out within the National Curriculum. Using short quizzes, questions and answers and their knowledge of how a child performs in class, teachers will indicate which programmes of study have been achieved. They will complete a tracking sheet to indicate which children are working at the expected standard, above or below the expected standard. These tracking sheets are passed to the next teacher to ensure gaps can be identified and learning can be built upon. They also provide a mechanism for subject leaders to effectively monitor performance within their subject area.

Teachers will also maintain a coverage checklist for their class, in each subject, which supports curriculum leaders in the long term planning of their subject. This will focus on which curriculum topics have been covered by the class e.g. 'Instruments' within the French curriculum.

Moderation

Teachers share a common understanding of assessment, feedback and target setting. A staff meeting is designated each half term to the moderation of children's work in both writing and maths. Feedback is given to the children in many forms. Children's work is also moderated by the senior management team and subject leaders regularly. This includes work collated digitally on the child's SeeSaw page as well as work in school books. Subject leaders monitor their own curriculum areas for curriculum coverage, breadth and progression.

Recording and reporting

Teachers use assessment information from previous teachers to inform future planning.

Annual reports inform parents about children's progress. Each area of the curriculum is reported on and targets for future development are included for English and Maths, in addition to general targets.

In Reception the end of year reporting is through an annual report informing parents about their child's progress in each of the EYFS areas of learning.

Parents' meetings are held in the autumn and spring terms and are offered in July following the publication of annual reports.

Transition and Transfer

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling. (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve their full potential.

When children move schools, information is sent through the CTF (common transfer file) and via CPOMS.