



Oxford Gardens Primary School

Assessment Policy

At Oxford Gardens assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning;
- to provide information for target setting for individuals, groups and cohorts;
- to share learning goals with children;
- to involve children with self assessment;
- to help pupils know and recognise the standards they are aiming for;
- to raise standards of learning;
- to identify children for intervention;
- to inform parents/carers and other interested parties of children's progress;
- to complete a critical self evaluation of the school.

Attainment and achievement/progress

There is an important distinction between these two terms:

Attainment refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

Achievement/progress is a relative measure that refers to how much progress a pupil has made from her initial starting point. It refers to the difference between where a pupil started from and where she has reached. Achievement/progress can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

At Oxford Gardens we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of.

Types of assessment:

At Oxford Gardens we use a combination of formative and summative assessment as outlined below:

Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment for learning are opportunities which are a natural part of teaching and learning, they are constantly taking place in the classroom through discussion, listening and analysis of work. They are based around the Learning Intentions and Success Criteria that are set for each lesson. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Throughout 2016-2017 all teachers were trained in the Kagan Structures of Cooperative Learning and these have been discussed in a series of staff meetings throughout 2017-2018 in order to embed practice and support teachers new to the school. These structures now underpins our AfL policy.

Please see *Assessment for Learning* policy to see the strategies which are embedded throughout the teaching and Learning at Oxford Gardens

Summative Assessment - Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents/carers and teachers of a child's attainment and progress.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met along with phonics screening checks in Year 1 and re-takes in Year 2.
- provide information about cohort areas of strength and weakness to build from in the future

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the school and more specifically each pupil in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Oxford Gardens includes:

i) EYFS

- a baseline assessment of every pupil when they start in Nursery and Reception (these take place in the first 3 weeks);
- assessment of all pupils in EYFS every 6 weeks in all 7 areas of the EYFS curriculum;
- statutory end of Key Stage assessment;
- ongoing observations;
- each child has a Development Matters Profile in which progress is recorded;

ii) KS1 & KS2

- a baseline assessment of children when they transfer from another school;
- statutory end of Key Stage assessment;
- statutory Yr 1 Phonics Screening;
- statutory Year 2 Phonics Screening re-takes;
- termly assessment in Years 2 – 5 in reading;
- end of unit Maths Mastery assessments in years 1-5;
- end of year assessment in Maths in years 3-5;
- practise SATs testing in Yr 6 from old SATs papers;
- 6 weekly writing assessments using year group objectives;
- 6 weekly teacher assessments in Maths from either work with focus groups using year group objectives; informal testing; evidence from work in books;
- 6 weekly teacher assessment in Reading from work with focus groups using year group objectives and also using termly reading tests;
- termly phonics assessments in KS1;
- on going teacher assessments in all areas of the curriculum.

Moderation of observations and teachers judgements take place internally along with externally between local schools.

How pupils are tracked

Every 6 weeks teachers are required to update the excel tracking grids in Maths, Writing, and Reading. Every term teachers are required to update the data on SIMs to identify whether the children are working below ARE (Emerging); at ARE (Developing) or above ARE (Securing). For EYFS pupils' attainment across all 7 areas of learning are inputted into SIMs on a 6 weekly basis. This ensures that the SLT can track all pupils. Every 6 weeks all teachers have a 1:1 pupil progress meeting with the Head and/or Deputy Head teachers to discuss the progress of every child in their class or set.

If a child is identified as not making sufficient progress then a number of measures may be put into place:

- targeted support in class by class teacher;
- intervention programme put in place (this may be 1:1 or a group intervention);
- extra work at home;
- letter sent home to let parents/carers know of concerns;
- parents/carers invited to a meeting to discuss their child's progress.

Documentation

A wide range of documentation is in place to support assessment and analysis of assessment. A yearly assessment planner guides staff and also ensures that assessment provision is consistent and continuing throughout the year.

Teachers need to be able to produce evidence of grade judgements through children's work; therefore children's exercise books are a main documentation and should always be kept according to relevant policies such as marking and presentation.

Data is kept on SIMS and on tracking sheets on the shared staff drive.

A data analysis is carried out and presented to staff after every 12 week assessment cycle. This outlines the attainment and progress of every class and every year group. It also shows the difference in attainment between identified groups of pupils (gender and PPG). The data

analysis is shared with the Governors on a termly basis and the link governor for assessment every 6 weeks.

Excel grid sheets are kept for each pupil and this shows the objectives across each year group and when they have been met. This is kept on the school network on the staff drive.

Reporting to Parents/carers

Parents/carers are kept up-to-date with their child's progress and development. This is done through parent/carer consultations which take place twice a year and the end of year report. Parents are also able to request a meeting with their child's class teacher at any other point throughout the year.

Parent/carer consultations take place in the second half of the Autumn term and the second half of the Spring Term. During this meeting parents/carers will have the opportunity to find out which of the objectives have been met, the ones they are working on and what their next steps are. If parents/carers would like to know this information at other points in the year then they are able to make a separate appointment with their child's class teacher. In the Summer Term a written report is sent home for every pupil in the school. This outlines what the pupils have learnt this year, what their next steps are and whether they are working at, above or below the age related expectations in Maths and English for KS1 and KS2 pupils and in all 17 areas of the curriculum for EYFS pupils.

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