



# The Oaktree School

## Assessment Policy

### Autumn 2022

**School name:** The Oaktree School

**Policy owner:** Juliet Larsen

**Date:** Autumn 2022

**Next review date:** Spring 2025

**Date shared with LGC:** Autumn 2022

**Date shared with staff:** Autumn 2022

## **Introduction**

We believe that effective assessment provides information to improve teaching and learning. We use this assessment to inform short term and long-term planning. We ensure that children have the information needed to assess their own learning and encourage them to think about their next steps in learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. This allows us to base our lesson plans on detailed knowledge of each child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Please refer to the Feedback Policy alongside this Assessment Policy.

## **Aims and Objectives**

The aims of assessment in our school are for:

### **Children**

- To enable our children to demonstrate what they know, understand and can do in their learning;
- To involve children in the assessment process by encouraging them to be self-evaluative and to understand what they need to do next to improve their learning;
- To share high expectations and aspirations with individual children;

### **Teachers**

- To use both formative and summative assessment to provide an appropriate programme of work within short, medium and long-term planning;
- To allow teachers to reflect on the most appropriate strategy and plan learning opportunities that accurately meet the needs of each child by identifying strengths and achievements and building upon these (*diagnostic*);
- To provide information about the needs of an individual child including ISPs (*formative*);
- To allow teachers to work as a year group to identify group trends and plan how to consistently address any identified areas of need.

### **Parents**

- To provide regular information for parents that enables them to support their child's learning;
- Inform the children and parents about the progress made and enable them to discuss future targets.

### **Leadership Team**

- Leadership Team to provide the headteacher and governors with information that allows them to make judgements about the effectiveness of the school.
- To provide information for the evaluation of materials and teaching methods (*evaluative*)
- To keep colleagues informed to ensure progression and continuity for future planning (*summative*)
- To give a picture of the child's achievements over a period of time (*evaluative*)
- To keep Governors informed of Standards achieved

## **Assessment procedures at The Oaktree School**

### **Day to day assessment**

- When planning, all teachers in KS1 will use the National Curriculum and Key Performance Indicators (KPIs). All teachers in Foundation Stage use the 'Early Years Outcomes (EYO) descriptors' as guide for establishing units of work and the setting of topic and lesson objectives.
- The KPI or EYO statements will also be used in conjunction with overall topic and lesson objectives to generate specific Learning Challenge (LC) for each lesson.
- These LCs should be recorded on all planning in child friendly language and should provide a guide as to the degree of success each child has had in meeting the overall objective for the lesson.

- In order to provide an effective assessment guide these LC will support the teacher in identifying the needs of the children and therefore the planning for the next lesson.
- In all lessons children will be encouraged to make an assessment as to their own attainment against the learning criteria using strategies appropriate to the year group. This allows children to self-assess in order to become more aware of areas of progress as well as areas of development.
- Updating Educater or Tiny Tracker periodically will enable teachers to make well-grounded judgements as to the extent children have achieved specific KPI or EYO statements.

### **End of topic assessment**

- At the end of each taught topic the teachers will informally meet or set aside time during their PPA to discuss the achievement and progress of their classes and identified individuals. They will assess how well they have met the criteria and what the next steps will be. This information can then input onto Educater or Tiny Tracker to support future planning.

### **Sign off judgements**

- Three times a year, teachers will sign off judgements against each child on Educater or Tiny Tracker. They will use children's work, alongside observational evidence, to make a final judgement as to what each child has achieved against specific KPI and objectives.
- These final judgements will be used to inform assessment across classes, year groups and the school.
- All judgements made should be moderated against the judgments made by the other teachers within the same year group. Regular moderation should be carried out during PPA time and should be overseen by the Year Group Leader (YGL).
- Teachers are aware that the school leadership team will use this data to keep records of children's attainment and progress and should be prepared to be able to justify assessment made within Pupil Progress meetings which take place three times a year following this sign off of judgement.
- Pupil Progress meetings take place to provide the opportunity to discuss the progress, attainment and next steps for all children across the school. Following these meetings, year group leaders are responsible for establishing intervention, pre teaching or 1:1 target teaching across their year group.
- The Inclusion Leader will attend all meetings to support with strategies and suggest additional support that could be provided.
- The results of this data monitoring is reported to governors at subsequent meetings.

### **Writing:**

- Each half term, year group teams set a writing task for all children within their class to complete independently.
- A writing assessment grid should be used to identify children's summative achievement's and next steps.
- Within PPA sessions, moderation of this writing should take place across the year group.
- Writing is moderated across year groups twice a year.
- Writing is also moderated within year groups twice a year within The Swan Trust.

**Reading:**

- RWI assessments are used, at least termly, to moderate children's reading and to identify the level of books (books bands) children should be reading.
- Targets have been set to match the child's book band and should be stuck on the back of Reading Diaries so that parents are informed of their child's book band and their targets.
- Teachers update Reading Trackers following these assessments to track progression.
- Children in Year 1 use the NFER reading assessments in the Spring and Summer term before signing off judgements.
- Children in Year 2 use the NFER reading assessments in the Autumn and Spring term before signing off judgements. SATS take place within the Summer Term.

**Phonics:**

- Phonics is regularly assessed in Reception against a RWI tracker that highlights any gaps in sound knowledge.
- Phonics trackers are passed up to Year 1 and the assessment continues. In Year 1 the children also undertake a Phonics Screening check, at least termly, with the final check formally submitted as part of the national statutory testing.
- Phonics trackers are passed up to Year 2. Once a child has completed their tracker it is retired. Any children who did not pass the Phonics Screening check (or were borderline) continue to use this check every half term before resubmitting in the Summer term.

**Maths:**

- Maths is assessed within year groups using a range of formative and summative assessments.
- Year 1 and 2 complete summative assessments before signing off judgements.
- Year 2 complete one of the End of Key Stage assessments once each term to track progress and attainment towards end of year expectations.
- In Year 1, if a child needs support to access the assessment this can be provided and is reflected in the judgement of their attainment.
- Reception teachers complete the statutory baseline assessment at the beginning of the year. Observations within continuous provision provide opportunities for teachers to assess the children's understanding and independence. This information is then tracked against individual trackers for the ELG.

**Yearly Assessment****National Assessment Tests**

The school complies with all requested National statutory assessment testing.

**Target setting**

- Teachers set challenging long-term targets in Reading, Writing and Mathematics for all children at the start of the academic year.
- Individual and group interventions are established, either through quality first teaching or a graduated response, to support children to meet these end of year target.
- The progress of each child is reviewed informally by teachers (formative) during each lesson but formally when signing off judgements three times a year (summative). This information is communicated to parents during Parent Consultations and end of year reports.
- Individual next steps are discussed with children and communicate with parents during Parent Consultations and end of year reports.
- We ask children to review their Learning Challenge and think about their next steps with peers. We believe that this encourages them to work together and share evidence of progress.

### **Recording**

We recognise various methods of assessing children's learning such as observations, video, and photographic evidence. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear Learning Challenges (LC). When necessary we use assessment sheets and/or Educater to record how successful children have been towards a unit of work. This information is then used to plan the next unit of work.

We take the Learning Challenges for individual lessons from the broad learning objectives within the school's curriculum plans and KPIs. These in turn reflect the demands of the National Curriculum. This allows us to monitor the progress of each child. At the end of the year Educater enables the next teachers to access individual children's records of achievement.

### **Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Once a term we invite parents to come into school so children can share their learning.

Comments on children's reading are recorded weekly so that parents are aware of their child's progress against book band targets.

Each term we offer parents the opportunity to meet their child's teacher.

- At the first meeting of the school year we report the level that the child is working at and explain next steps to reach the end of year target that we have identified for their child.
- At the second meeting of the year we evaluate their child's progress as measured against the end of year target. We explain next steps to be taken.
- At the third meeting of the year we give a final evaluation for the school year measured against the child's end of year target. We explain next steps for the next school year (see next paragraph).

During the summer term, we give all parents a written report of their child's level of attainment and progress and achievements during the year. In this report we also identify target areas for the next school year. We report attainment, progress and effort on all subjects of the EYFS or National Curriculum and on religious education. We also include a space for parental feedback.

In reports for children in KS1 we also provide details of the levels achieved in the national tests.

Each term parents are provided with a termly Topic Web showing the areas of the EYFS or National Curriculum being covered that term.

The School Reading Diary can also be used as a written form of communication between school and home for reading.

On-going concerns can be discussed throughout the year, an appointment system is organised through the school office.

### **Feedback to Children**

We believe that feedback to children is very important, as it tells them how well they have done and encourages them to consider what they need to do next in order to improve their work. This feedback may be written or verbal. When feedback has been verbal, it is indicated by the member of

staff on the piece of work. If feedback is written children are given the opportunity to look at and respond to the teacher's comments.

We give pupils specific verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one or in the plenary.

When we give written feedback to a child, we relate this to the Learning Challenge for the lesson or their own personal next step. By so doing, we make clear whether the objective or individual target has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

As children progress up the school they are taught to self-assess their own learning and (with support from the teacher) to set next steps for their learning. We encourage the children to make comments about their own work and the work of fellow pupils.

### **Consistency**

We ensure consistency by undertaking moderation in the Year Groups, during whole school moderation sessions, Surrey CC moderation sessions, and SWAN year group moderation. Subject leaders, with teachers, use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's' work reflect the full range of ability within each subject.

### **Transition**

- Teachers visit the children prior to transfer and meet with the class teacher.
- Individual records are passed onto the next teacher.
- Samples of work are provided when requested.
- Informal liaison takes place.
- End of Key Stage SATs and teacher assessment are passed to the next school.
- SENCos meet to discuss SEND children moving to Junior School.

### **Monitoring and review**

- Our assessment leader is responsible for monitoring the implementation of this policy. We allocate a special time for this vital task. The assessment leader uses this time to observe the policy being implemented across the school.
- Subject Leaders monitor all aspects of their work during a designated monitoring time each term.
- Governors monitor the assessment process and success.