

Oliver Goldsmith Primary School

Assessment Policy

[February 2017]

Assessment is a tool to inform planning and learning. It is the means by which the progress and attainment of pupils is tracked.

Effective assessment procedures raise children's self-esteem. They encourage children to see learning as a continuum; defining difficult as a new learning, avoiding comparisons with others and creating a learning culture where achievement is the subject of celebration. They create a belief in oneself and the confidence to succeed. They provide motivation and enable children to become lifelong learners.

Why do we assess?

- To define each child's ability: what the child knows, understands and can apply.
- To reveal each child's strengths and weaknesses.
- To ensure early identification of children with SEND.
- To inform future planning and target setting: to ensure continuity and progression for children.
- To communicate accurate information about each child to themselves, other staff, parents/carers and other educational agencies.
- To comply with statutory requirements.

At Oliver Goldsmith we aim to create:

'a learning environment that is a climate of excellence; where ambition and challenge lead to outstanding achievement'

Through Assessment we will:

- Enable children to demonstrate what they know, understand and can do in their work;
- Plan work that accurately reflects the needs of each child;
- Help children to understand what they need to do next to improve their work;
- Provide regular information for parents/carers that enables them to support their child's learning;
- Contribute towards accountability data.

How will we assess?

The two identified ways of assessing children at Oliver Goldsmith will be employed:
‘Assessment Of Learning’ and ‘Assessment For Learning’

Assessment Of Learning consists of two main areas:

1. Formative Assessment which is ongoing Teacher Assessment and is based on the teacher’s observations and evaluations of the pupil’s work and learning through: observations; looking at children’s work and marking; questioning and discussion with the children.

When planning, staff will explore specific attainment expectations for assessment i.e. EYFS Early learning Goals; Phonics Checks; and End of Key Stage Interim Frameworks.

Moderation Meetings will be held termly, led by phase leaders, to ensure assessments are recorded to consistent age-related standards across the school and in comparison to other schools. External Moderators will be employed annually to check ‘whole school’ consistency.

2. Summative Assessment which is a check of a child’s learning and understanding at a particular time i.e practice and statutory tests in Phonics, KS1 and KS2 SATs; Spelling tests; Timestable Tests etc.

The analysis of test results will be used to inform future curriculum planning and targeting of children for specific areas of English and Maths.

Assessment For Learning involves ensuring children play an active part in their own learning:

Assessment for learning has been defined as

‘how learners and their teachers look at and find out, what the learners know, where they need to go in their learning and how best to get there.’

Oliver Goldsmith Definition January 2017

The characteristics of Assessment for Learning are that:

- it is embedded in a view of teaching and learning of which it is an essential part;
- it involves sharing learning objectives, success criteria and targets with pupils;
- it involves modelling of good practice by the teacher;
- it aims to help pupils to know and to recognise the standards they are aiming for, and helps children to recognise ‘what makes good’;
- it involves pupils in self-assessment and peer assessment;
- it provides feedback which leads to pupils recognising their next steps and how to take them;
- it is underpinned by confidence that every pupil can improve;
- it involves both teacher and pupils reviewing and reflecting on assessment data

At Oliver Goldsmith we believe that AFL is the best way to develop learning using assessment (See Feedback Policy).

Pupil Progress Meetings - Class teachers will meet with their Phase Leader, the Deputy Head and the Senco half termly to ensure all children are: engaged with their learning; being challenged; building on previous learning and are making expected or more progress. If necessary 'barriers to their learning' will be discussed and interventions planned.

SCHOOL PROCEDURES

Target Tracker – Record Keeping

At Oliver Goldsmith Target Tracker is used to record assessments for each child from Nursery to Year 6. Each teacher is responsible for entering the assessments for their class half termly.

Nursery & Reception

On Target Tracker each age band in the EYFS is separated into 6 steps representing:

Beginning; Working Within; and Secure.

B B+ W W+ S S+

The maximum number of points achieved at the end of the EYFS is 36.

2simple2buildaprofile software is used to record evidence of children's learning. Tablets are used to record observations and make notes.

Years 1 to 6

- Target Tracker is used to assess Reading, Writing, Mathematics, Science & Spoken Language.
- Each year group is represented by a Band: Year One is Band 1; Year Two is Band 2 and so on.
- Each Band, as with Nursery and Reception, is separated into 6 steps.
- The expectation is that each child makes at least 1 step progress per half term.
- At the end of the year if a child is assessed at W+ and above in their Year Band, they are working at 'age-related expectations'. Throughout the year if a child is within reach of W+ (same number of half terms as steps required) they will be at 'age-related'.
- If a child were to achieve an assessment of 1S+ at the end Year one – they would have a point score of 42. For each consecutive year group, the point score increases by a potential 6 points. At the end of Year 6, an assessment of 6S+ would have accumulated 72 points.

Target Tracker – Planning for Teaching & Learning

Statements on Target Tracker follow the National Curriculum (this ensures that the assessments and the content of the curriculum are aligned).

- At the beginning of the year the majority of children in a class will work on the statements relating to their age (those achieving W+ in their previous Year Band). However, there may be a group of children who are working below their age-related expectations and planning will need to reflect this.

- At the beginning of each half term teachers will highlight in 'Red', statements that will be addressed that half term.
- These statements will be used to form the basis of planning for that half term.
- Learning Objectives and success criteria will be directly linked to the statements.
- When a child demonstrates understanding of a statement, it will be highlighted in blue.
- If a child shows understanding at a greater depth, the statement will be highlighted in gold.

'Phonics Grids' tracking 'phases' will be completed for children in Reception to Yr 3.

Special Educational Needs

Assessments will reflect every child's achievements and progress. Any child experiencing difficulty in making progress in line with expectations for their age, will be assessed using an appropriate system i.e. P Scales.

Target Setting

Analysis of assessment data is undertaken at the end of each year. Overall percentages are shared with school staff and reported to Governors and the Local Authority. Targets based on children making expected or accelerated progress are made for the next academic year (these range from 6 to 9 points). When planning for the whole school, specific focus groups are identified for interventions.

Reporting to Parents/Carers

Parents/Carers are invited to attend parents/carers' meetings each term at which staff discuss progress and targets for their child.

In the Summer Term parents/ carers receive a report on their child's progress during the academic year. The report is generated by Target Tracker. Teachers comment on core subject areas and R.E. They also comment on skills acquired through the topic themed approach to other subjects. There is a section where a child's aptitudes and attitudes to their learning and school life is recorded along with any clubs attended and any support given for their learning.

Year 2 and Year 6 parents/carers receive their child's National Curriculum Assessments, giving both Teacher Assessment and SATs results. Overall percentages of these are published on the school website.

This policy should be read in conjunction with:

The Feedback Policy

Teaching and Learning Policy

SEND Policy

Assessment Map

Autumn 1	Spring 1	Summer 1
Week 1	Week 1	Week 1
Week 2	Week 2	Week 2
Week 3	Week 3	Week 3 KS2 Mock SATs Practise - Maths (Monday)
Week 4 Nursery & Reception Baseline	Week 4	Week 4 Moderation of Maths
Week 5	Week 5 Moderation of Reading Nursery – Year 6 Target Tracker Assessments Submitted	Week 5 Statutory KS2 SATs Week Nursery – Year 6 Target Tracker Assessments Submitted
Week 6 Moderation of Writing Nursery – Year 6 Target Tracker Assessments Submitted EYFS/ Phonics/ KS1/ KS2 Predictions	Week 6 Data Analysis – Progress & Attainment Pupil Progress Meetings Next Steps Planning– Highlighted Red on Target Tracker	Week 6 KS1 SATs Week Data Analysis – Progress & Attainment Pupil Progress Meetings Next Steps Planning– Highlighted Red on Target Tracker
Week 7 Data Analysis – Progress & Attainment Pupil Progress Meetings Next Steps Planning– Highlighted Red on Target Tracker		
Autumn 2	Spring 2	Summer 2
Week 1	Week 1	Week 1 Year 2 Internal Moderation of Reading, Writing & Maths
Week 2 'Curriculum/ Assessment' Expectation Parent/Carer Meetings	Week 2 'Curriculum/ Assessment' Expectation Parent/Carer Meetings	Week 2 Year 6 – Internal Moderation of Writing Years 1 & 2 Statutory Phonics Tests
Week 3	Week 3	Week 3 First half of Parent/Carer Reports due in Phonics Data / KS1 TA / KS2 TA – Statutory Data Submitted
Week 4	Week 4	Week 4 Second half of Parent/Carer Reports due in Moderation of Reading – Nursery–Year 5
Week 5 Nursery – Year 6 Target Tracker Assessments Submitted Moderation of Maths Parent / Carer Meetings	Week 5 Nursery – Year 6 Target Tracker Assessments Submitted Moderation of Writing Parent / Carer Meetings	Week 5 Nursery – Year 6 Target Tracker Assessments Submitted Parent / Carer Meetings
Week 6 Data Analysis – Progress & Attainment Pupil Progress Meetings Next Steps Planning– Highlighted Red on Target Tracker	Week 6 Data Analysis – Progress & Attainment Pupil Progress Meetings Next Steps Planning– Highlighted Red on Target Tracker	Week 6 Data Analysis – Progress & Attainment Pupil Progress Meetings Next Steps Planning– Highlighted Red on Target Tracker
Week 7		Week 7 Set Targets for next academic year