



ST. NICHOLAS SCHOOL CHILD OKEFORD

A CHURCH OF ENGLAND VOLUNTARY AIDED PRIMARY SCHOOL

MISSION STATEMENT

‘At St. Nicholas, we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

ASSESSMENT POLICY

POLICY SUMMARY

Assessment lies at the heart of the process of promoting children’s learning. At Child Okeford School we provide an ‘assessment framework’ that enables every child, regardless of their gender, class, race or ability to maximize their potential. Our assessments inform planning at pupil, class and whole school level and help pupils and teachers enhance their skills and judgments

DATE ADOPTED
March 2018

REVISION NUMBER
1

LAST REVIEW

NEXT REVIEW
March 2021

1. **Rationale**

Assessment lies at the heart of the process of promoting children's learning. At Child Okeford School we provide an 'assessment framework' that enables every child, regardless of their gender, class, race or ability to maximize their potential. Our assessments inform planning at pupil, class and whole school level and help pupils and teachers enhance their skills and judgments.

2. **Principles**

Through assessing, recording and reporting on pupils' work, we aim to:

- (i) Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- (ii) Allow all staff and children to plan more effectively.
- (iii) Involve pupils and their parents/ carers in their own learning.
- (iv) Provide our school with information to evaluate teaching.
- (v) Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- (vi) Ensure that our practices in this area adhere to the equal opportunities policy of the school.

3. **Development of practice**

Assessment continues to be a focus of school development. Existing practice is evaluated annually and developed to provide an effective means of supporting both children's learning and school improvement. The school assessment system is updated to include any recent changes. The current focus is on Assessment for Learning strategies.

4. **Types of assessment (see Appendix 1)**

- (1) We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment *for* learning (Formative) and assessment *of* learning (Summative).
- (2) Assessment *for* Learning (**formative assessment**) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea 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 this aim. Strategies include:
 - (i) observation;
 - (ii) peer marking;
 - (iii) self assessment; and
 - (iv) pupil feedback and many others (see Appendix 2 High Quality Formative Assessment at Child Okeford School).
- (3) Assessment *of* Learning (**summative assessment**) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a section of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of where children are in relation to age related expectations.

5. **Marking**

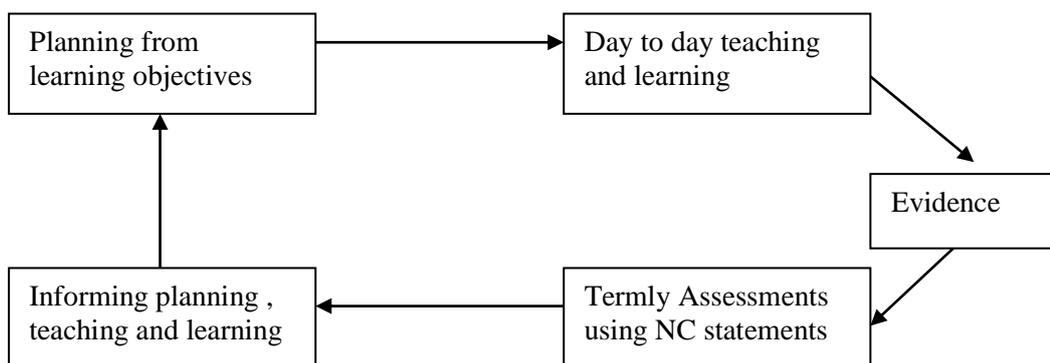
- (1) We give our children regular feedback on their learning. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance. At Child Okeford School we believe that marking and feedback has **three main purposes**:
 - (i) **To help pupils:**
 - (a) **understand what they have done well;**
 - (b) **understand how to improve; and**

- (c) **make visible signs of improvement as a result of feedback.**
 - (ii) To achieve this we offer clear and specific comments (verbal and/ or written). This guidance comes in many forms:
 - (a) questions;
 - (b) instructions;
 - (c) challenge;
 - (d) diagrams;
 - (e) reminders; and
 - (f) Assessment for Learning—children are helped to identify improvements in their own and others work at an age appropriate level.
 - (iii) **The methods of marking** used throughout the school may differ, depending on where the children are in the teaching sequence, their age and ability. However, although approaches may differ, the three purposes of marking should be evident in all classes to ensure a consistency in quality throughout the school.
 - (iv) Teachers and Teaching Assistants **ensure time is given to act upon the guidance** so that pupils make improvements and understanding is reinforced and deepened.
- (2) At Child Okeford School we also mark and comment on pupil’s attitudes to learning, their ability to reflect, work collaboratively, persevere, take risks and display resourcefulness. We believe these attitudes are fundamental in ensuring children become confident life – long learners.

6. **Assessing pupil progress (APP)**

The children’s achievements in Writing, Reading, Mathematics, SPaG (Vocabulary, Grammar and Punctuation), and Science (NC 2014 – APP style) is recorded electronically using ‘School Pupil Tracker Online’. Assessments are based on a selection of work and informed by the teacher’s formative assessments. Judgements are moderated at least termly at Key Stage, Whole School and Pyramid level.

APP Cycle



7. **Planned assessments**

- (1) There are also formal planned assessments of children in school in response to current national requirements.
- (2) Assessment on entry to Child Okeford School: on entry to school all children in the Reception year will be informally assessed known as the ‘baseline’. Prior to children starting school transition meetings will take place between pre-school staff , child minders and parents to share where children are at with their learning and development. Results from the baseline are used to inform planning, target setting and aid early identification of special needs. Children are assessed each term to

ensure that the next steps in learning are appropriately planned in order to help children make progress.

- (3) In Year 1 children complete the phonics screening assessment. At the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6) children are assessed through SATs tasks, tests and through teacher assessment. Teacher assessment will provide the main reported assessment at the end of Year 2.
- (4) The outcomes of these assessments provide evidence of the children's learning against local and national standards and inform both the plans for their learning and the school's review of its teaching. Comparison with benchmarks informs target setting for school improvement (Inspection Data Summary Report -IDSR).
- (5) In order to track children's progress over time and provide comparative data for different cohorts, the results of statutory tests, reading and spelling assessments and teacher assessment for each child at the start, termly and end of each academic year are compiled in Pupil Tracker.
- (6) Each teacher has an assessment folder containing annotated planning and ongoing assessments. This folder is regularly updated and shared with the child's next teacher at the end of each year, to ensure smooth transition.

8. **Annual assessment cycle**

The school has a clear annual assessment cycle for all staff to follow. It states what assessments are to be completed and what assessment materials are to be used. This will be reviewed and updated regularly by SLT to ensure it is accurate. Any updates will be circulated to staff (see Appendix 3).

9. **Very able pupils**

The identification of very able pupils must form part of a continuous whole-school process of assessment. Its purpose is to identify specific potential in order to plan for the teaching and learning needs of each pupil within the cohort. Very able pupils will be identified on the school's Very Able Pupil Register. This register will be discussed and reviewed annually.

10. **Responsibility**

It is the responsibility of the class teacher to ensure their planning provides opportunities for Very Able pupils. It is the responsibility of the subject coordinators to ensure this provision is adequate and they utilise every opportunity to develop the opportunities for these pupils. This will be monitored through planning, observations, scrutiny of pupils' work and pupil interviews.

11. **Children with Special Educational Needs**

Children who experience difficulties across or in specific areas of learning will be assessed. Support will be initiated and continuously reviewed. For details please refer to the 'SEND Policy', on our school website. (www.chilokeford.dorset.sch.uk). Teachers should ensure that classroom assessment tasks and methods enable children of all abilities to demonstrate their learning through the use of appropriate materials or strategies.

12. **Reporting to parents**

Teachers are available to see parents at any time by arrangement to discuss matters of concern. Parents have the opportunity to discuss their child's progress, in the autumn, spring and summer term. In addition, all parents will receive a full written report towards the end of the summer term. These indicate the curriculum areas covered and inform parents of the child's progress, any significant difficulties and the next steps in the child's learning. Parents of children at the end of Key Stage 1 and Key Stage 2 also receive their recorded SATs

results and the opportunity to meet with the class teacher. This opportunity is made available to parents in all year groups and tracking data is included as part of the annual school report.

13. **Target setting: School Data Target-Setting Process**

- (1) When children start our school we make an assessment of their learning within the first term, using the nationally standards. We use the outcomes of these assessments to identify strengths and areas for improvement in individual children and in groups of children. National and LA comparative data allow us to identify the expected levels of achievement for these children in the national tests/ teacher assessments at the end of Key Stage 1. We record these expectations in our pupil tracking system.
- (2) Based on pupils' KS1 teacher assessments we forecast the National Curriculum Age Related Expectations (ARE) that we expect each child to reach at the end of KS2 in Reading, Writing, Grammar, Mathematics and Science. The teacher and Headteacher then set targets for the intervening years. Teachers discuss with the Headteacher these targets during regular pupil progress meetings and reflect on the quality of the teaching and learning, including pupils work and attitudes, to ensure our pupils make good progress across the school.
- (3) Teachers use the targets set for each child to develop classroom activities that are designed to help children meet their targets. Teachers will take account of these targets when planning work for different groups of children. The teacher reviews each child's targets and updates the tracking on Pupil Tracker at least termly. This helps teachers monitor the progress that the children are making towards their targets. Every term we offer opportunities for the children to review their progress with the teacher. The progress the children are making forms part of the discussion that teachers have each term with parents.

14. **Pupil targets**

Teachers use the National Curriculum 2014 on School Pupil Tracker Online (SPTO) to help them identify the next steps of learning for every child and these objectives are then incorporated into their planning.

15. **Roles and responsibilities**

- (1) Classroom teachers are responsible for the planning and integration of assessment in their everyday teaching. They are responsible for carrying out periodic assessment as agreed and maintaining records. They should participate in in-school and pyramid moderation and contribute to policy development.
- (2) Teachers in Early Years, Year 1, Year 2 and Year 6 are responsible for carrying our statutory assessment. All class teachers are responsible for reporting to parents.
- (3) Subject Co-ordinators are responsible for maintaining an overview of progression and standards in their subject areas, particularly in English, Maths, and Science and RE. It is the responsibility on the co-ordinator for supporting teachers in the provision of an extended and challenging curriculum for very able, gifted and talented and provides support for children with SEND.
- (4) The Assessment Co-ordinator attends training and keeps up-to-date with national initiatives and changing requirements. She/ he liaises with the SLT to develop good practice.
- (5) The Headteacher is responsible for overall development of assessment in the school, as part of the process of school development. She/ he co-ordinates overall monitoring of the curriculum.
- (6) The Headteacher and governors are responsible for the provision of human and financial resources.

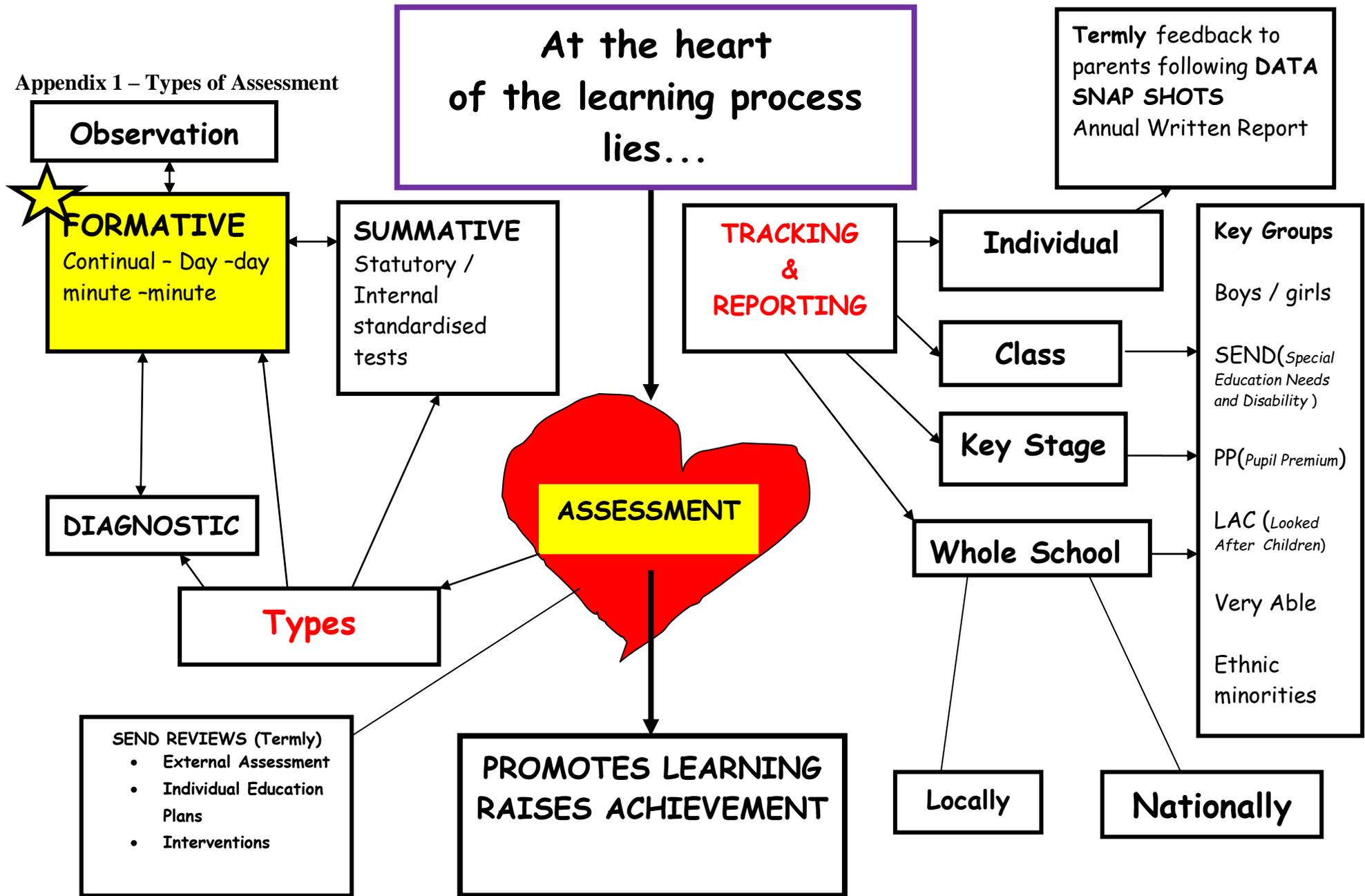
16. **Single Equality Act 2010**

This policy is written in line with our ‘Single Equality Policy’, found on our school website. (www.childokeford.dorset.sch.uk). All children have equal access to the curriculum regardless of their gender, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential.

17. **Monitoring and review**

This policy will be reviewed every three years or earlier if necessary.

Appendix 1 – Types of Assessment



Appendix 2 - High Quality Formative Assessment at Child Okeford School

HIGH QUALITY FORMATIVE ASSESSMENT:

- Highlights areas of strength and weakness for an individual/ group/ class.
- Affirms the value of making mistakes as part of the learning process and thus increases the pupils confidence to take risks.
- Increases pupil responsibility for their own learning.
- Enhances teachers and pupils key skills and judgements leading to improved teaching and learning.
- Deepens pupils understanding and ability to relate new learning to what they already know-can use and apply it!
- Encourages pupils to engage in more complex thinking and problem solving and to hold higher expectations of themselves.

WHAT DOES HIGH QUALITY FORMATIVE ASSESSMENT LOOK LIKE AT CHILD OKEFORD SCHOOL?

	What we need to know /do	Evidence
Need to know/ understand each child's starting point ASSESS TO CONFIRM (Formative and/or Summative)	Increased knowledge of expectations and standards	ASSESSMENTS against New Curriculum-year group expectations SNAPPS-MATHS Summative ASSESSMENTS Assessment folders Mark Books Books Tests Reading journals Observation notes Photographs
Planning – What do I need to do next to enable the children to progress and achieve?	<ul style="list-style-type: none"> • Match tasks the child's needs/standard. • Share LI – this should be focused/ contextual so pupils understand LI are interchangeable. • Promote ENQUIRY/ INDEPENDENCE/ SPIRITUALITY. • Success Criteria–shared, owned and understood. • Targets which the children regularly interact with. • Continually informed by assessment. • Avoiding unnecessary repetition but planning in opportunities to apply their skills knowledge and understanding. 	Medium Term Planning Weekly Planning Cross –Curricular (Medium Term) Skills Roundabout (GR Carousel etc) Early morning Work Homework
Effective feedback/ dialogue–oral and written From/ between Teacher and pupil Pupil to pupil	Quality Questioning – open /closed /3 part-What is the answer? Who agrees? Why? All pupils answers deserve respect. 'Think time' is important. Divergent thinking is important. Regularly encouraged to articulate their thinking/ explore understanding. Feedback promotes motivation and leads to improvement.	Plan Questioning–Short Term/ Weekly /daily plan Lesson Observations Learning Walks Work/Books-should show visible signs of improvement

	<p>High Quality marking-pupils have a clear idea of what they have done well , what they need to do to next – manageable chunks so they are not overwhelmed or confused.</p> <p>Plan in time to respond/ reflect/ discuss–within the lesson or as soon after/ responses inform planning</p>	
<p>Self/ peer-Assessment –What do I need to do next to improve?</p>	<p>Clear understanding of expectations. Deepens understanding/ reinforces concept/ critical reflection. Fosters responsibility/ involvement in the process. Done well can reduce marking and provide clarity! Enhances child’s skills and judgements as well as confidence. At Child Okeford School we use:</p> <ul style="list-style-type: none"> • Visualisers • Success Criteria • Model • Gallery Time • Share and Compare • Post it notes • Relates to targets 	<p>Plan in Self–Assessment/ Peer Manageable chunks–focus on one or two specific things to avoid overwhelming or causing confusion.</p>
<p>TARGETS</p>	<p>Targets which the children regularly interact with. Work is carefully planned to enable them to achieve these. Work is marked against these. Longer term targets SPTO.</p>	<p>Books Pupil Interviews Displays SPTO</p>
<p>Timing</p>	<p>Allowing pupils time to attempt a task or problem before formative assessment takes place. New/ difficult–more immediate formative assessment to reduce frustration etc. Familiar tasks – too early intervention can feel intrusive and hinder their own evaluation.</p>	

Appendix 3

Summative Assessment Overview
Reviewed March 2018

		Reception	Y1	Y2	Y3	Y4	Y5	Y6
AUTUMN TERM Two Big Writes a term September November	Sept	Baseline (First 2 Weeks)						
	Oct	Phonic Assessments (RWI)						
	Nov	Maths Assessments		Past SATS papers	Nfer: Reading & Maths SPAG – Testbase			Past SATS papers
		Arkell Benchmarking						
	Dec							
SPRING TERM Two Big Writes a term January March	Jan							
	Feb	Maths Assessments		Past SATS papers	Nfer: Reading & Maths Tests SPAG: TWINKL Tests			Past SATS papers
	March	Phonic Assessments (RWI)						
	April							
SUMMER TERM Two Big Writes a term May July	May	Maths Assessments		SATS				SATS
	June	Phonic Assessments (RWI)	Phonic Screening		NFER: Reading & Maths (November papers) SPAG– Testbase (November paper)			
		Arkell Benchmarking						
July								
For the Assessment Cycle for Children with Special Educational Needs (SEND) See SEND Policy www.childokeford.dorset.sch.uk								