

The Oak Tree Federation Assessment Policy



Vision

The Oak Tree Federation assesses pupils against the National Curriculum Objectives. Pupils are assigned a standard based on teacher assessment of evidence produced in class to show the objectives achieved.

I The principles and aims of assessment

There are three broad overarching forms of assessment. These are:

- Day-to-day in-school formative assessment, including questioning, marking of pupils' work, observational assessment, and scanning of pupils' work.
- In-summative assessment, including end of year/topic tests, and Support Plans (APDRs) for pupils with SEN.
- National Curriculum tests at the end of Key Stage 2; National Curriculum teacher assessments at the end of Key Stage 1; Multiplication test Year 4; Phonics Screening Year 1 (and retest for Year 2 pupils who didn't meet the standard); EYFS Baseline.

The primary purposes of day-to day formative assessment are:

- To help **pupils** measure their knowledge and understanding against learning objectives, and to identify where they need to target their efforts to improve.
- To provide **parents** with a broad picture of where their children's strengths and areas for development, and what they need to do to improve. This reinforces the partnership between parents and the school in supporting their children's education.
- To enable **teachers** to identify when pupils are struggling, when they have consolidated learning, and when they are ready to progress. It supports teachers to provide appropriate support or enrichment as necessary, and enables them to evaluate their own teaching and plan future lessons accordingly.
- To assure **school leaders** that every child will be appropriately supported and planned for to make progress and meet expectations.

The primary purposes of in-school summative assessment are:

- To provide **pupils** with information about how well they have learnt and understood a topic, and how they can continue to improve.
- To inform **parents** about the achievement and progress of their children over a period of time.
- To enable **teachers** to evaluate pupil learning at the end of a period, and to plan for subsequent teaching and learning.
- To enable **school leaders** to monitor the performance of individual pupils and pupil groups, to identify require interventions, and to work with teachers to ensure that all pupils (EG PPG and SEND) are supported to achieve sufficient progress and expected attainment.

The primary purposes of nationally standardised summative assessment are:

- To provide **pupils** and **parents** with information on how pupils are performing in comparison to pupils nationally, and to provide **parents** with information on how the school is performing in comparison to schools nationally.

- To help **teachers** understand national expectations and assess their own performance in the broader national context.
- To enable **school leaders** and **governors** to benchmark the school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

2 Arrangements for the governance, management and evaluation of assessment

The Assessment Policy is the responsibility of the Assessment Lead within the school and is reviewed by the teaching staff and the Governing Body on an annual basis.

Class teachers are responsible for the ongoing assessment of curriculum subjects. Assessments of core subjects are recorded using the SIMS programme as follows: Assessments for reading, writing and mathematics are reported 3 times each year, speaking and listening in EYFS 3 times a year. Science and Religious Education are reported 6 times a year to the subject leaders and kept on the school system.

Subject leaders are responsible for leading regular moderation of assessment of core subjects in school, working with class teachers and in collaboration with external agencies as appropriate, for example, schools within the alliance and School Improvement Partners to ensure that assessments are effective and supported by evidence. Lesson observations by subject leaders and the school leadership team support the moderation of assessment.

The Assessment Lead within the school is responsible for ensuring that the reporting of assessments is up-to-date and these form the basis for Pupil Progress meetings during the course of the year, attended by the Executive Head teacher or Head of School, SENDCo, class teacher and assessment lead when appropriate.

The School Development Plan sets out the priorities for assessment and moderation and the Executive Head teacher reports whole school assessment overviews to the Governing Body who have responsibility for ensuring that the SDP is implemented rigorously.

3 Information about how assessment outcomes will be collected and used

Teachers will assess against the National Curriculum Objectives in reading, writing, maths and GPS (Grammar, punctuation and spelling) and will give an overall standard for each pupil. Assessment data for reading, writing, maths and GPS will be submitted at the end of term 2, 4 and 6. Assessment data for end of key stage 2 science will be submitted in term 6. In term 1, 3, and 5, there will also be a pupil progress meeting (see appendix A) to further discuss the progress of each year group. In the term 1 meeting the teacher will share the targets that they have set for each pupil in reading, writing, maths and GPS to achieve by the end of the year. These will be discussed and agreed with the Executive Headteacher.

The assessment data and teacher discussions at pupil progress meetings will be used to plan interventions for pupils who are at risk of not making progress or achieving the National Standard by the end of the academic year. Specific next steps or objectives will be shared with pupils throughout the year and an overall standard will be shared with pupils and parents in term 3 and term 6. In term 3, specific next steps will also be shared with parents.

Teachers will use The Oak Tree Federation procedure for assessment, using SIMs to input the standard at which the child is on track to achieve by the end of the year. Teachers will be required to generate information that compares the progress of SEN, disadvantaged and gender groups, as well as information about which children are at risk at not achieving the National Standard in reading, writing **and** maths.

For some pupils with specific learning needs, it may be necessary to collect additional information, such as reading ages, using a range of resources.

4 Arrangements for ensuring teachers are able to conduct assessment competently and confidently

The school has an Assessment Lead who is responsible for ensuring that all teachers understand The Oak Tree Federation procedure and will facilitate training when necessary. The Assessment Lead should keep up to date with statutory changes from the DfE and good practice in other establishments and share it with other staff if appropriate. They are also responsible for reporting to governors regarding assessment in the school and liaising with colleagues in The Oak Tree Federation.

5 Details about the approach to different forms of assessment

5.1 Approaches to different forms of assessment

The school embraces a growth mindset ethos. Pupils are taught in mixed-ability groups. The teachers question pupils, assess their work, and listen to talk partner conversations in order to assess their skills, knowledge and understanding in the current area of learning. This assessment determines whether the pupils work on consolidation or enrichment in follow-up lessons. It also enables the teacher to identify gaps and misconceptions so that the teacher can plan effectively for those lessons.

Teachers provide formative assessment to pupils through marking and feedback. Marking is completed in purple pen across the curriculum. In non-core subjects teachers assess children's understanding using a triangle system. One line for not met the objective, two for partially met and complete three sides for met the objective. Pupils are given regular time to respond to teacher marking and feedback, and to improve their work accordingly. Pupils use green pen to show edits to their work. Pupils are also encouraged to assess their own learning, as well as that of their peers. Teachers use a range of self-assessment strategies with the children for example: colour coding, smiley face system or verbal feedback. These strategies allow the children to self-assess against the given success criteria.

5.2 In School Summative Assessment

Parents and pupils will be informed of an overall standard in terms 3 and 6 in a mid-year and end of year report. Through ongoing formative assessment, pupils will be given next steps to improve their work so that they can move towards working at the expected National Standard. Summative assessments at pupil progress meetings will be used to inform future whole class planning and to plan interventions for individuals or groups, to be run by support staff or teachers.

Pupils in year 5 will be assessed using past or draft National Tests to support them to develop their tests skills, as well as giving teachers information about how pupils can access and demonstrate their knowledge in a test. See Appendix B, Assessment Schedule

Pupils in year 4 will be assessed using the multiplication tables check.

Physical Education (P.E.) assessments are provided by external provider to support teacher assessment in P.E. Schools are provided termly reports and formal, termly review meetings on pupil progress.

5.3 National standardised summative assessment

Statutory Requirements are as follows:

EYFS

Baseline

Year 1

Phonics Screening

Year 2

Phonics Screening (where necessary)

English reading Paper 1: combined reading prompt and answer booklet

English reading Paper 2: reading booklet and reading answer booklet
English grammar, punctuation and spelling Paper 1: spelling
English grammar, punctuation and spelling Paper 2: questions
Mathematics Paper 1: arithmetic
Mathematics Paper 2: reasoning
Teacher Assessment Submitted

Year 4

Multiplication tables check

Year 6

English reading: reading booklet and associated answer booklet
English grammar, punctuation and spelling Paper 1: short answer questions
English grammar, punctuation and spelling Paper 2: spelling
Mathematics Paper 1: arithmetic
Mathematics Paper 2: reasoning
Mathematics Paper 3: reasoning
Key stage 2: science sampling tests (if selected)

6 Implementation

Assessment practices within the school have been developed by the school staff and discussed with pupils, parents and the Governing Body to ensure a shared understanding of the procedures and practice in school.

Parental understanding is important to enable them to support their children's learning. Outcomes of assessments are shared at Parent Consultation meetings twice each year and in the annual summative written report.

Practice and outcomes are shared in order to maintain a dialogue and to allow policy to evolve to allow for continuing improvement.

Appendix A

Pupil progress proforma

Year Group		Term	
Number of PPG children		Number of boys	
Number of SEN children		Number of girls	
Number of EHCP children		Other Information	-

Targets

Term 1	Reading	Writing	GPS	Maths	Combined R, W, M
WB	%	%	%	%	
WTS	%	%	%	%	
EXS+	%	%	%	%	
GDS	%	%	%	%	

% of children

Term 2 Term 4 Term 6	On track					
	WB	WTS	EXS+	GDS	Combined EXS	Combined GDS

Reading	%	%	%	%	% %	% %
Writing	%	%	%	%		
GPS	%	%	%	%		
Maths	%	5%	% %	%%		

PP						
Term 2 Term 4 Term 6	On track					
	WB	WTS	EXS	GDS	Combined EXS	Combined GDS
Reading	%	%	%	% %	% %	% %
Writing	%	%	%	%		
GPS	%	%	%	%		
Maths	%	% %	%	%		

SEND						
Term 2 Term 4 Term 6	On track					
	WB	WTS	EXS	GDS	Combined EXS	Combined GDS
Reading	%	%	%	%	% %	0%
Writing	%	%	%	%		
GPS	%	%	%	%		

Which pupils are not making good progress?	Maths-					
	Reading-					
	Writing (including GPS) -					
What barriers can you identify that stop these pupils making good progress?						

What provision have you planned in to ensure these pupils have an opportunity to make good progress?						
Has there been any tutor support/ if so what has been the impact?						
What has made an impact on those pupils making good progress?						
Do you or your team need any further training to support your class?						
Comments						
Actions (SMART)						
Maths	%	%	%	%		

Appendix B

Assessment Schedule

	National Tests	In School Tests
EYFS	<input type="checkbox"/> Baseline	
Year 1	<input type="checkbox"/> Phonics Screening	
Year 2	<ul style="list-style-type: none"> • Phonics Screening (where necessary) • English reading Paper 1: combined reading prompt and answer booklet • English reading Paper 2: reading booklet and reading answer booklet • English grammar, punctuation and spelling Paper 1: spelling • English grammar, punctuation and spelling Paper 2: questions • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning • Teacher Assessment Submitted 	
Year 3		
Year 4	<ul style="list-style-type: none"> • Multiplication tables check 	
Year 5		Year 5 level <ul style="list-style-type: none"> • English reading: reading booklet and associated answer booklet • English grammar, punctuation and spelling Paper 1: short answer questions • English grammar, punctuation and spelling Paper 2: spelling • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning • Mathematics Paper 3: reasoning
Year 6	<ul style="list-style-type: none"> • English reading: reading booklet and associated answer booklet • English grammar, punctuation and spelling Paper 1: short answer questions • English grammar, punctuation and spelling Paper 2: spelling • Mathematics Paper 1: arithmetic • Mathematics Paper 2: reasoning • Mathematics Paper 3: reasoning • Key stage 2: science sampling tests (if selected) 	
Tests that are used for SEND and PPG pupils		
See separate form attached		