

Ocker Hill Academy



Assessment Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

Introduction

These policy guidelines and accompanying appendices are intended to inform and support staff in using formative and summative assessment. They provide procedures and practices to complement the policy documents of individual subjects. They are not intended for wholesale implementation because each school/academy will present a unique context. The guidelines are intended to promote discussion in order that staff will agree a common approach to assessment, recording and reporting. Furthermore, staff will have a shared understanding of its purpose and power.

The purpose of formal internal assessments should be:

- Providing regular statements of competence, that children have mastered curriculum content (knowledge and skills) well enough to progress onwards.
- A way of assuring the quality of the curriculum and how well it's taught.

With that in mind, assessment needs to be clear in the way that it is used in Ocker Hill Academy. The Assessment Policy and practice in the Academy must:

1. Never assess children on something that hasn't been explicitly taught.
2. Any areas of the curriculum that can be described as 'skills' must be broken down into teachable components of knowledge which can be learned and practised.
3. If children struggle to answer test items, we should assume the fault is with the curriculum (children across multiple classes struggle) or with instruction (children in a particular class struggle),
4. Not only do we need teaching to be responsive to children's needs, but we also need to think in terms of a responsive curriculum.

'The Shape of Assessment' by David Didau – 31st December 2021

Policy Statement

Assessment is an integral part of the teaching and learning process. The policy should be read and used in conjunction with our Curriculum Statement, Teaching & Learning and subject policies. Assessment and the implementation of the assessment policy is the responsibility of all teachers. Parents, governors, learning support teachers and other agencies will all be involved in the outcomes of assessment.

At Ocker Hill Academy we recognise that there are different forms of assessment:

- **summative:** which includes the statutory assessments which must be made at the end of a key stage
- **formative:** the day-to-day assessments we make based on pupil attainment and achievement
- **ipsative:** which involves a comparison of current and past attainment of a particular pupil, irrespective of the attainment of others
- **diagnostic:** used to provide specific information relating to children's strengths and weaknesses in remembering and using knowledge and skills.

We often use formative assessment formally in making decisions about children's learning. These assessments are very important and should be recorded on short-term planning as

well as Formative Assessment grids to serve as a record, and to inform planning for the class, groups, or individual children.

In addition, some planned activities will be used to assess children for a range of purpose:

- plan the way forward
- monitor progress
- diagnose or identify needs
- involve pupil premium children in setting targets for learning

We need to know how children are progressing in all national curriculum subjects. We recognise that the National Curriculum does not encompass all learning and that we will need to monitor children in other curriculum areas, such as personal, social development and behaviour. Records enable such information to be passed on to other teachers.

Weekly short-term plans show specific learning objectives for each activity for each group and recognise the range of needs and abilities within the class. Our day-to-day assessments are made against these learning objectives. Occasionally an activity may be structured to provide an accurate picture of a child's knowledge, skills and understanding. It is expected that the information gained will be used immediately for teaching purposes.

At the end of each year, and particularly at the end of Key Stage 2, information will be collected into a summative record. For all children this will be used to inform annual reports to parents. Recording is ongoing, meets requirements and is used to inform learning. It informs planning and teaching. At the end of Key Stage 2, teachers will make a judgement on the National Curriculum level attained. When children change from one key stage to another, or if a child changes school in the middle of a key stage, the school must complete a statutory transfer form. As well as the annual report at the end of the year, parents will receive two termly reports, again, showing current attainment and achievement, as well as an overview of learning.

Reports are informative, reflecting strengths and identifying weaknesses, and indicating attainment compared against relevant NC expectations.

Monitoring is carried out by senior leaders and subject leaders to ensure that policies are put into practice and procedures are followed, and that planning, teaching, and learning are of a high standard.

Aims and Objectives

Planning, assessment, recording, reporting, and monitoring should:

- ensure the National Curriculum is delivered effectively in a broad, balanced, relevant and rigorous manner.
- recognise and value all our children as individual members of the academy community.
- recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences of all our children.
- identify individual and corporate achievements and celebrate them.
- enable pupils and teachers to plan for future progress and set targets.

- assist with continuity and progression across KS2.
- meet statutory requirements.
- include children in the preparation for their learning.

Teaching and Learning Team's Role

In conjunction with the Principal, the above team will:

- ensure that there is a whole academy policy which meets statutory requirements and reflects local initiatives.
- assist staff in its implementation.
- liaison with subject leaders as subjects are identified for development. Ensuring consistency in both teaching and assessment using exemplification and agreed assessed work which has gone through the process of different levels of moderation.
- liaison with colleagues in across year groups to ensure continuity and consistency
- monitor medium and short-term planning.
- monitor assessment procedures and practices.
- oversee statutory annual assessment testing (SATs, etc.)

Assessment

The aim of the teacher assessment process is to make teachers into confident and capable assessors of children's learning and to provide information about individual pupil progress so that children's learning is continuous. The exercise of professional judgement in this way is part of a continuous cycle of planning, teaching, learning, and assessment to which each element is integral.

Assessment is judgement based on criteria including those from the National Curriculum and National Age-Related Expectations.

Principles of Assessment

- Assessment is first and foremost for the benefit of the learner. It should provide feedback on learning and involve the learner in self-evaluation, setting goals and being responsible for their own learning.
- Assessment should be an essential influence on curriculum planning. It should not determine what is taught but should assist in future planning.
- Assessment should be continuous and should usually take place in the context of ordinary learning situations. It should form part of day-to-day teaching and should not be additional to it.
- Assessment criteria should be clearly understood by teacher and child and appropriate to individual needs (and Learning Support Practitioners/Parents).

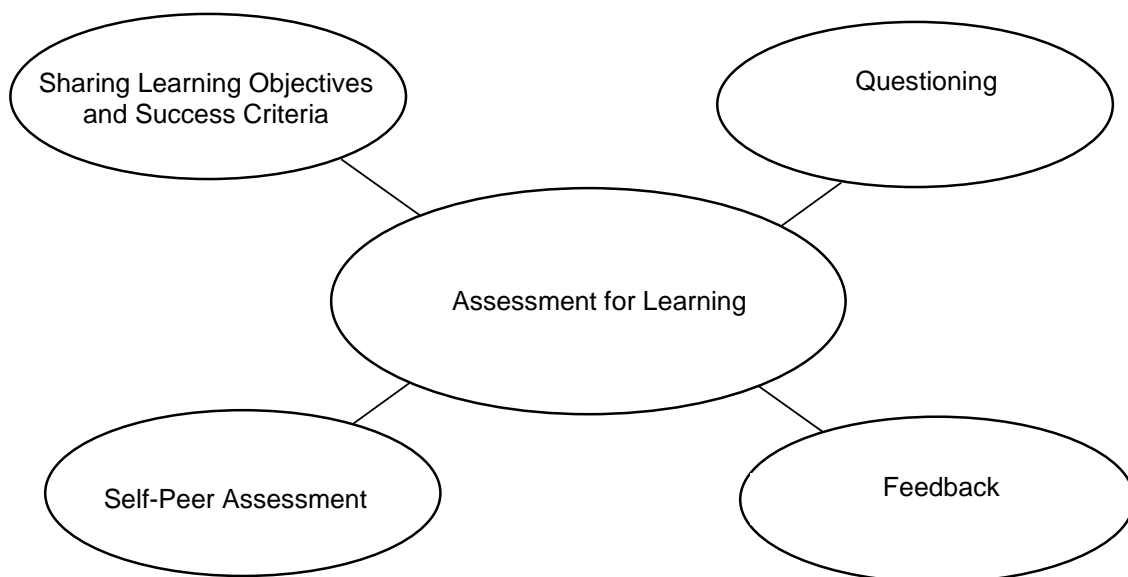
- Assessment should be concerned with the process as well as the product of learning.
- Assessment should maximise opportunities to succeed and celebrate achievement.

These principles will be reflected in procedures which:

- are integral to the teaching and learning process.
- are essentially the same for every stage of development.
- produce a record of a broad range of each child's achievements.
- include a wide range of evidence acquired through observation, listening, discussion, marking and testing.
- include evidence in a range of forms and media drawn from the child's work and indicate the context in which it was achieved.
- include self-assessment and peer-assessment.
- have a primarily formative and diagnostic purpose.
- lead to records that are meaningful to teachers, children and parents and provide evidence for future teaching and learning at appropriate levels.
- are accessible to all pupils including bilingual children and those with special needs.

Procedures for Assessment

Assessment for Learning



Classroom Management - Key Questions? - Evaluation Questions?

- Are learning objectives and learning outcomes (sometimes referred to as success criteria) shared?
Learning Objective: What the teacher intends pupils to learn.
Learning Outcome: How achievement will be demonstrated by pupils?
- Are criteria for assessment identified and agreed upon?
- Are teacher assessment opportunities systematically planned so that all pupils are regularly assessed?
- Are the assessment activities evaluated?
- Are a variety of assessment techniques used: questioning, observing, discussion, interaction and marking?
- Do the children realise the purpose of the assessment activities?
- Are incidental assessments recorded?
- Are assessments an integral part of classroom activities?
- Are there any resources available to aid and confirm teacher assessment?
- Is there a common agreement about terms used relating to assessment?

Progression

- Are the children aware of their own progress?
- How do we make them aware?
- Do we give them time to reflect on their progress?
- Do the children help to set future learning targets?

Wherever possible children should be involved in discussion of their progress

Differentiation and Special Educational Needs

Assessment for learning is continuous and informs planning, teaching, and learning. It is required in the form of observation of **all** children working with provision of oral feedback and monitoring of **all** children's work with provision of informative and critical marking. For further information see SEN Policy and local offer.

Marking will allow teachers to:

- monitor the performance of individuals and groups of pupils looking at strategy and effort.
- assess pupils' achievement.
- develop curriculum planning.

- focus written feedback on the learning objectives and planned learning outcomes of lessons so that pupils can see the immediate relevance of comments.
- develop a strategy to provide written feedback that will help pupils to improve.

Marking will allow pupils to:

- understand what is expected of them.
- appreciate their own performance.
- find and correct their own mistakes.
- identify their own strengths and weaknesses, where and how they can improve.
- be rewarded for their effort.
- be motivated by seeing that their work is valued.

Oral Feedback

- Oral feedback is the most regular and interactive form of feedback. It should focus on being constructive and informative to help pupils take the next steps in their learning.
- It is both direct (targeted to individuals or groups) and indirect (others listen and reflect on what has been said). At times it will be spontaneous and at other times it should be planned.
- In offering oral feedback the teacher is modelling the language that pupils can use in giving feedback to their teacher and peers.
- Oral feedback should be developmental. It should recognise pupils' efforts and achievements and offer specific details of ways forward in relation to the shared learning objectives.
- Oral feedback about pupils' learning occurs in a range of situations on a continuum from the instant, informal reply to the more formally planned reviews.
- While focusing on specific areas of a response it is important to say when an answer is wrong to avoid confusion or reinforcing misconceptions.
- Wait time before and after questions or responses encourages pupils to carefully consider and expand on their responses.

Our marking processes will enable us to:

- respond consistently in acknowledging pupils' work.
- recognise effort and progress as well as attainment.
- respond positively and constructively.
- involve pupils in the marking process, whenever possible.
- be selective in choosing issues for attention in any given situation.
- tell the pupils what they need to do next to progress.

- set the pupil's performance in the context of the learning objective.
- set the pupil's performance in the context of their previous performance.
- set targets as and when appropriate.

Assessment of Learning

Assessment of learning used appropriately will allow judgements to be made about attainment and progress. Opportunities for assessment of learning should be identified in all aspects of planning.

Formal Assessments will take place as follows:

- End of Key Stage 2 Y6 Standard Assessment Tests
- Termly summative assessments in Y3, Y4, & Y5 (National Foundation for Educational Research tests) in Reading, Punctuation and Grammar, Spelling and Mathematics

Moderation

The development of Academy Portfolios of work assessed and agreed by all staff will provide teachers with a reference point when making judgements. The Pobble Platform is used to benchmark writing against national expectations. They will provide sample evidence for audit moderation purposes. Staff will meet at least termly to discuss the assessment of pieces of work in the core subjects from each level of attainment. The Core Subject Curriculum Leaders will be responsible for collating the Portfolios.

Teacher Assessment Levels

When deciding on a particular level for a child, teachers should feel confident that the final teacher assessment level in an attainment target broadly reflects attainment across the statements at that level. Few pupils will be able to demonstrate consistent achievement against every aspect of every statement of attainment, so it is important when reviewing work and records at the end of the key stage that teachers look at the statements at a level rather than focusing on each statement or part of a statement separately. Teachers should use their professional judgement in arriving at levels and not be influenced by National Curriculum test levels.

Recording

Recording of assessment and achievement need not be an onerous task and should not get in the way of teaching and learning.

".....it is not intended or desirable to record everything a child does in relation to every statement of attainment."

(School Assessment Folder 1994 SCAA.)

Recording should be usable, accessible, meaningful, and concise.

Recording will involve the teacher in seven types of activity at varying depths of involvement:

1. **Marking:** This should always be positive while defining the way forward. It should be criterion referenced where appropriate and discussed with the individual child in line with the Academy Marking Policy.
2. **Anecdotal Evidence:** This will be recorded on the short-term planning sheet.
3. **Tracking Sheets:** These should be updated on a termly basis and should be clearly referenced using the FA Grids.
4. **Storage of Pupils Work:** All work will be kept during the academic year. At the end of the year FA Grids for chosen pupils, 2 above AE children, 2 AE children, 2 below AE children and 1 SEN child in each year group class will be passed on to the next classroom teacher. This will be used to illustrate the full range of attainment and achievement in Ocker Hill Academy and help to form part of our Academy Work Portfolio.
5. **Academy Portfolio:** The development of Academy Portfolios of work, assessed and agreed by all staff, will provide teachers with a reference point when making judgements and will provide sample evidence for moderation purposes. Staff will meet termly to discuss the assessment of pieces of work in the core subjects from each level of attainment. The Core Subject Curriculum Leaders will be responsible for collating the Portfolios.
7. **Pupil Records:** Brief records of each child's social and educational circumstances are kept. These will be updated annually. Reports and other relevant information will be stored in these files.
8. **Foundation Subjects:** The focus of assessment and recording will be on knowledge and skills.

Reporting

1. Reporting to Parents

When reporting to parents we should:

- set out what the child has learned, not just what they have been taught.
- write with the reader in mind - succinctly and without too much jargon.
- summarise the child's performance since the last report.
- highlight positive achievement and progress made.
- identify weaknesses and suggest positive future action, set targets.
- write with an eye to motivating the child for the coming year.

National Curriculum Age Expected levels of attainment are required only in the Core Subjects in Year 6.

2. Assessment Transition

There is very close teamwork in the school and all staff know all children. There is continual liaison between members of staff. Reporting will be verbal/conversational, and all records will be passed on. There is also an end of year transfer meeting held about each child for the new member of staff.

3. Reporting to another primary school/academy

It is the responsibility of the Principal and the class teacher to ensure that full and complete records are provided for the new school/academy when children move to another primary school/academy. A Common Transfer File should be created when this happens. (www.teachernet.gov.uk/s2s)

4. Reporting to secondary schools

The Common Transfer File will be used when pupils move to a secondary school. Information on this can be found at www.teachernet.gov.uk/s2s

Monitoring

Monitoring is carried out by the SLT and Curriculum Team Leaders to ensure that policies are put into practice and procedures are followed, and that planning, teaching, and learning are of a high quality. It will be carried out as follows:

Area	Personnel	Timeframe
Planning Long term Medium term Short term	SLT, Curriculum Team Leaders	Annually Termly Weekly
Recording: assessment folders	SLT Co-ordinator	Termly
Reporting	Principal	Annually
Teaching	SLT Curriculum Team Leaders	Termly
Learning: children's books	SLT Curriculum Team Leaders	Weekly
Marking with pupils	SLT and Curriculum Team Leaders	Weekly
Interviews with pupils	SLT and Curriculum Team Leaders	Termly

Policy	Governors	Every 2 years
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