




Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

Assessment (and Academic Data) Policy March 2023

Reviewed by: Phil Chantler	February 2023
Safeguarding approved: Toni Harris	23/03/2023
Ratified by the governing body on:	26/04/2023
Review date: Annually	March 2024
Signed:  Chair of Governors	Rob Cooke

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”

Assessment for Learning: Assessment Reform Group 2002

Principles

At Ashford Oaks “leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils” (*Ofsted, September 2022*). We welcome the contributions and recommendations made in *Making Data Work (DfE, November 2018)* and our approach is in close accordance with, for example, *NASUWT guidance* that systems must:

- contribute to work to sustain downward pressure on teacher and school leader workload;
- allow teachers to make effective use of their professional skills and expertise to evaluate pupils’ learning on a day-to-day basis and to tailor their teaching accordingly; and
- permit schools to undertake streamlined evaluations of pupils’ learning at the end of a teaching unit or period

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To provide information to inform the school’s strategic planning
- To gather information to inform teachers’ planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school’s standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child’s achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met

Effective Assessment

At Ashford Oaks Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children’s progress
- Provides the school with information to evaluate work and set suitable targets

Coordination of Assessment

The Assistant Headteachers work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. The Subject Leaders for Reading, Writing and Maths, also track the progress of pupils throughout the school. Foundation Subject Coordinators monitor progress through looking at books, pupil voice and analysing internal data. Reports are presented to the Governors to highlight pupil progress.

Key Features of Assessment at Ashford Oaks Primary School

Day to day (Assessment for Learning/ AFL/ Formative Assessment)

Assessment for learning focuses on how children learn and is central to classroom practice and planning. Learning outcomes are shared with pupils and teachers discuss with pupils how learning outcomes can be achieved. AfL takes place on a daily basis and is integral to teaching and learning. Peer and self assessment is encouraged throughout the school.

Periodic

This gives a broader view of progress for the teacher and learner using national standards and expectations. Periodic assessments occur at the end of Term 2, 4 and 6 in Reading, Writing, Maths, S&L, Science and PE. In school moderation occurs on seasonal basis and annually in writing with our hub.

Transitional

This is the formal recognition of achievement:

- Completion of Foundation Stage Profile
- Key Stage 1 and 2 SATs
- Y1 Phonics
- Interim and end of year reports
- Y4 Multiplication Tables Check

Management Information Systems

At Ashford Oaks Primary School we use Arbor to record and track pupil progress of Key Stage One and Two pupils. Teacher Assessments are recorded at the end of Terms 2, 4 and 6 for Reading, Writing and Maths. Pupil progress is monitored each term and Pupil Progress Meetings are held at the end of Terms 2, 4 and 6 for all year groups. EYFS assessments are recorded on Tapestry. Phonics assessments are recorded on the Little Wandle Assessment Tracker Website. At the end of term 2, 4 and 6 the SLT/subject leaders analyse individual, group and cohort pupil progress throughout the school, although any of these activities may occur throughout the year.

Target Setting (EYFS, Y2 & 6)

Targets are set for the end of EYFS, the Phonics Screening Check, Y2 and Y6. They are based on:

- The professional judgement of the EYFS Assistant Headteacher (for predicted GLD % target)
- Reception phonics assessment for the Phonics Screening Check
- Fisher Family Trust Aspire for Y2 and Y6

Reported Targets

Targets are agreed with the SLT and Full Governing Body through the ratification of the School Development Plan in Term One.

Target Setting (Y1, 3, 4 & 5)

For 2022-2023 targets are aspirational and based on our aim of closing gaps exacerbated by the pandemic. From September 2023, Arbor will generate targets for end of year expectations. These targets are used to track progress.

Assessment Weeks and Pupil Progress Meetings

Summative assessments, including testing, will take place before Pupil Progress Meetings and related data drops.

Pupil Progress Meetings are designed so that individual pupils' progress can be discussed with the SLT and class teachers. This ensures accountability. Pupil Progress Meetings take place during Term 1 for end of Key Stages and at the end of Terms 2, 4 and 6 for all year groups. Teachers complete grids prior to the meeting highlighting interventions, impact and areas of concern. Teachers are asked to state whether they believe pupils are:

- Working Above Age Related Expectation
- Working At Age Related Expectation
- Working Towards Age Related Expectation
- Working Below Age Related Expectation

In order to make these judgements teachers consider whether pupils are able to access the age appropriate curriculum, using a range of evidence and asking questions:

- Do children achieve learning outcomes as indicated by, for example, whether they have met the WALT (We Are Learning To) set for each lesson?
- Are children achieving the skills and knowledge as they work through the national curriculum for their year group?

The same principles are applied when considering attainment in the Foundations subjects.

The SLT monitors pupils causing concern. Pupils on the SEN register are discussed during this meeting and the profile is updated. Provision maps are also discussed during this meeting. Those children Working Below Age Related Expectation are assessed using the 21 Steps and their profile is monitored by the SENCo.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups for 2022- 23 include:

- Pupil Premium pupils
- SEN pupils
- Pupils working towards age-related expectation.

Key Stage SATs analysis

The SLT and Core Subject Leaders analyse Key Stage results using:

- LA data
- ASP- Analyse School Performance
- Ofsted Data Dashboard
- Arbor

Findings are incorporated into the Strategic Plan.

Analysis is reported to:

- Governors
- Staff
- LA via Improvement Advisor

Reports to parents and carers

For Y1-6 Interim reports are sent to parents at the end of Term 2 and 4 with levels in Reading, Writing and Maths. Attitudes to learning and behaviour are also graded. A full, annual report for each pupil is given to parents/guardians at the end of the academic year. The report gives details of work covered, achievements, end of Key Stage Test results, Y1 phonics or Y2 retake results and offers advice for improvement/continued progress. When reporting to parents, we aim to be factual, specific and refer to past learning. We try to be positive about

achievement and point the way to any future learning objective. We reflect the importance of the child in the process so the report can be understood by the child at an appropriate level. For EYFS, a report at the end of the year is sent to parents outlining their child's progress and informing them of their child's profile results.

Consultations

Parent and Carer Consultations (including face to face or virtual) take place during the school year to discuss general progress and agreed targets or areas for development. Teachers are also available for informal consultation. We have open sessions and parent and carer evenings throughout the year for parents and carers to view their child's work and classroom. Information available to parents during consultations will include teacher assessments, test results, comments on classwork, homework and attendance records. Advice for improvement/continued progress will be given as appropriate.

Assessment Procedures and Calendar

EYFS

- Term 1- Information has been acquired prior to the child starting school via:
 - ➤ Parent and carer consultations
 - ➤ Visits and discussions with nurseries
 - ➤ Early Years Transfer Records- completed by nurseries and playgroups
 - ➤ Discussions with outside agencies and professionals.
- The Reception Baseline Assessment from NFER is completed in term one. The Early Years Team also use formative assessment to inform their judgements using observations during child initiated and adult led opportunities and spending time getting to know them.
- Term 2, 4 & 6- Assessments will be made using Tapestry noting children who are on track/not on track. Analysis completed by class teachers and reported to the Early Years Leader.
- Term 5/ 6- Evidence to be collected for internal moderation and hub moderation. EYFSP final scores to be recorded using Arbor. Analysis completed by class teachers and reported to Assessment Leader and Early Years Leader. EYFSP outcomes and Characteristics of Effective Teaching and Learning are shared with the Year One team in preparation for transition.

Year 1

- Term 1- FSP will be continued for some pupils. Other pupils will be assessed against the year group expectations.
- Term 2, 4 & 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Phonics check carried out.
- Term 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher

Year 3-5

- Term 2, 4 & 6- Pupils will be assessed against year group expectations and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents.
- Term 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.
- Class teachers discuss pupil progress with next teacher
- Year 4 will carry out the MTC during term 6

Year 2 & 6

- Term 2, 4, and 6- Pupils will be assessed and results will be inputted onto Arbor. Pupil Progress Meetings held to discuss progress. Interim reports sent to parents. Analysis completed and sent to Assessment Leaders.
- Term 5 SATs tasks and tests administered.

- Term 6- Results will be input onto Arbor. Pupil Progress Meetings held to discuss progress. End of year report sent to parents.

Handover

At the end of each academic year time is allocated for staff to pass all information onto the next teacher and TA.

Foundation Subjects

Assessment recording of the Foundation subjects (including PE) will be twice annually via Arbor (December and July).

Assessment in Mathematics at Ashford Oaks

Assessments are carried out informally by the class teachers throughout each block and formative assessment within each lesson informs teachers on which children may require additional support to reach an outcome.

At the end of each term (autumn, spring and summer), teachers in years 1-6 set an assessment task (using NFER arithmetic and reasoning papers). Each test assesses aspects of mathematical skill and knowledge, together with the key process skills of fluency, mathematical reasoning and problem solving. The results inform the teacher's subsequent planning and intervention needs for the class and, in the summer term, are shared with the class' next teacher. The results are also used in termly Pupil Progress Meetings to support discussions around pupil progress in maths. In the Summer term, Y2 and 6 sit their SATS and these results are reported to parents. Teachers are mindful of the impact that some language around 'testing' can have on children, and approach any assessment with sensitivity to the needs of the children in their class, with consideration to language, use of manipulatives and accessibility of the assessment.

Marking follows the school marking policy. Consolidation and intervention tasks may appear for individual children in their books to ensure secure understanding of a method/ concept. The most valuable feedback is often verbal and given during a lesson. Children in KS2 are encouraged to use purple pens to mark their own work and receive instant feedback on their learning from each lesson.

Assessment in Writing at Ashford Oaks

Writing Progress Plans are used by teachers as tools to assess children's level of attainment against. Pupil friendly versions (with "I can..." statements) are available for self-assessment.

Assessment in Reading at Ashford Oaks

In reading, a triangulation of assessment is carried out to ensure children's progression.

Formative assessment is used continual within lessons to inform teachers on which children may require additional support to reach an outcome. It is also used to support the planning of future lessons to address gaps in knowledge and skills.

Assessment tasks will be set at the end of autumn, spring and summer terms using either Rising Stars or NFER assessments. These results inform the teacher's subsequent planning and intervention needs of the class. If children require further support, use of PM Benchmarking assessments and Little Wandle assessments are used to identify the barrier for the child's reading progression.

Summative assessments are completed at the end of each term using the evidence gathered from formative and assessment tasks. This is recorded within assessment grids and any children not meeting age related expectations will be assigned to an adult as a focus.

Phonics

In addition to the DfE Phonics Screening Check assessments are carried out by teachers every six weeks. These one-to-one assessments give a clear indication of the progress of each child. However as Little Wandle state “these should **not** replace your daily assessment for learning. Do not wait until these progress checks to take action if a child is falling behind.” For pupils in Catch Up sessions the same principle is applied to ensure they are receiving the correct support.

Marking and Feedback

Teachers in the School use a common approach to marking work which has been designed in consultation with staff after dissemination and consideration of *A Marked Improvement* (EEF, April 2016). Classwork is marked using a common framework and comments are made as appropriate. Marking recognises excellence and indicates the areas that need improvement. We encourage pupil self-marking where appropriate. We recognise that the best feedback is in the moment and encourage this approach to both reduce teacher workload and make feedback most effective.

Testing

We recognise the limitations of testing. It can impact upon the wellbeing of pupils, increase workload and that it is always best to teach rather than test. We agree with the principle espoused by NASUWT that “learning experiences are curriculum-led, not assessment-led.” As a consequence, we make every effort to limit the number of tests conducted. Given that statutory tests, in primary and secondary schools are a part of the English and Welsh education system we expose children to testing in a way that is mindful of the negative impact that it can have, but prepares them for this challenge.

We follow a number principles regarding testing:

- Beyond our statutory testing requirements, we limit tests to Maths and Reading.
- Tests are not conducted in silent classrooms and resources such as Working Walls and manipulatives are made available.
- The duration of tests is increased, appropriately, as pupils progress through the school. They should be strictly limited in KS1.
- Tests will not always need to be completed independently. Examples of supported tests might be whole class examinations of SATS papers or supporting for a child who is sitting a test. In such cases, the teacher who is assessing the level of attainment should annotate papers wherever possible to indicate where support was given and to highlight misconceptions.
- Tests should be matched to a pupil’s current level of attainment and will take account of SEND and other additional needs.
- As per EEF's *A Marked Improvement* we recognise that there is "No evidence was found showing that only awarding a grade, with no formative comment, leads to pupil progress." Giving a pupil a score is likely to lead to demoralisation and can lead to test aversion or lead to demotivation in a subject. Scores will not be shared with children.
- Tests must inform planning and must not add to unnecessary workload.

Primary School Transfer to Secondary School

For pupils leaving the School, up to date records are forwarded to the new school.

Compiled by: Phil Chantler (Headteacher)