

**OAKTHORPE PRIMARY SCHOOL**  
**Interim Assessment and Recording Policy**  
**September 2018**

A new assessment system was implemented in 2015-2016. In 2018/19 Oakthorpe Primary has historic performance data expressed in national curriculum levels for Year 6.

**Assessment is a continuous process which informs the professional decisions that teachers make about the curriculum.**

**PRINCIPLES OF ASSESSMENT**

At Oakthorpe Primary School we believe that assessment should:

- be used constantly as a tool to refine teaching and consequently to assist learning
- allow all children to demonstrate their progress and achievement by highlighting success
- enable teachers to plan more effectively
- include parents' and children's contributions
- provide information which can be used by parents or carers to understand their children's strengths, areas for development and progress
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap
- be a natural and integral part of planning and teaching
- be consistent
- be derived from learning outcomes for lessons and units of work as well as drawing upon a wide range of evidence
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards

Two distinct types of assessment are identified and used in our school:

**Assessment for Learning (AfL)**

Assessment for learning helps to identify the next steps needed to make progress. It takes into account pupils' strengths as well as areas for development. Assessment for learning essentially promotes future learning.

**Assessment of Learning (AoL)**

Assessment of learning is associated with judgements based on stages, scores or levels for statutory or summative purposes. Assessment of Learning describes and labels past learning.

## **ASSESSMENT FOR LEARNING:**

### **Purposes**

Assessment for learning:

- provides insight into pupils' learning for both pupils and teachers
- promotes success for all
- supports the target setting process
- enables continuous reflection on what pupils know now and what they need to know next
- measures what is valued
- promotes immediate intervention and link judgements to learning intentions
- raises standards by taking pupils to the 'edges of their capability'

### **Implications for teaching**

The teacher:

- involves pupils with the development of success criteria
- provides continuous feedback which identifies strengths and the next steps for improvement
- promotes pupil involvement in self-assessment
- acts on insights gained to inform curricular targets
- plans against what children know/can do/understand
- makes standards and objectives explicit to pupils
- promotes inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- engages pupils in rich questioning allowing 'wait' time (time to think)
- encourages pupils to ask their own questions via the use of praise, invitation and the pupils shown that their questions are valuable
- utilises different techniques for pupil response to ensure all pupils can contribute including whiteboards, group/pair identification
- builds in time for focussed observation of teacher-directed and child-initiated activity
- provides feedback through marking using the technique of marking to the learning objective/learning intention. The process will follow the structure:
  - **teacher comment to identify successes in children's work, often related to the learning objective or success criteria**
  - **teacher provides at least one weekly developmental comment which will enable pupils to extend or improve their learning**
  - **children respond using green pen**

### **Impact on learning and the learner**

The pupil:

- knows what to do to improve
- knows what standards are required
- knows what has been achieved against known success criteria and what to do next
- gains confidence, motivation and self-esteem as a learner
- improves their own self-evaluation skills
- makes progress

### **Issues for leadership team**

The Senior Leadership Team:

- ensures responsibilities are clear in relation to assessment activities
- makes arrangements to monitor the progress of individual pupils and diverse pupil groups
- keeps parents/carers informed and involved
- uses assessment information to inform the school plan and identify learning and training needs

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; <ul style="list-style-type: none"> <li>• specify attainment</li> <li>• identify difficulties</li> <li>• specify improvement</li> <li>• constructing a shared way forward</li> <li>• identify curricular targets</li> </ul>	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards through high quality models Shared criteria for next steps Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Routines for peer and self-assessment Qualitative recording	Reflection Drafting Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils designing own tasks Pupils self evaluation Pupils improved self-esteem Pupils' work

## ASSESSMENT OF LEARNING:

### Purposes

Assessment of learning:

- provides a summary judgement about what has been learned at a specific point in time
- establishes benchmarks about what children can do and about school performance
- shows what pupils can do without support
- informs the target setting process
- holds the school to public account
- promotes subsequent intervention(s)

### Implications for teaching

The teacher:

- provides a periodic summary through teacher assessment and tests
- identifies gaps in pupils' knowledge and understanding
- identifies strengths and weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- implements strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- marks and measure against age related expectations

### Impact on learning and the learner

The pupil:

- is able to gauge their own performance against previous performance
- is able to measure their own performance against externally agreed criteria and standards
- has a measure of performance at specific milestones in life
- knows what standards and expectations are required
- knows how to improve their work

## Issues for leadership

The Senior Leadership Team:

- ensures responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- monitors the delivered curriculum
- provides, use and analyse data to raise attainment and promote accountability
- involves governors in their accountability role
- keeps parents/carers informed and involved
- uses assessment information to inform the school plan and identify learning and training needs
- analyses data to identify groups at risk and to focus intervention on underachieving groups

Assessment Methods	Teaching Methods	Evidenced by
Testing Explicit test focus Statutory assessment Marking to Age Related Expectations Time limited tasks Closed tasks Formulated tasks Assessing against key performance indicators	Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated tasks Tiered task/tests Quantitative recording	Finished product Pupils' own work

## Reporting to Parents

Teachers will meet with parents formally at Parents' Evenings in the Autumn and Spring terms. In the Summer Term parents will receive a written report which informs them about their child's attainment and progress. At both parents meetings and in the formal report targets will be shared with parents enabling them to support their children to make good progress.

## Target Setting

Teachers will update children's targets for Reading, Writing and Maths regularly. Targets should be written in language appropriate to the age and ability of the child. Targets will be:

**S**pecific  
**M**easurable  
**A**chievable  
**R**ealistic  
**T**ime-related

## Special Educational Needs

Assessments for children with SEN will use published packages for example The Boxhall Profile, as well as assessments against age related expectations to measure the attainment and progress of those children who have additional needs. The Special Needs Coordinator will support teachers in choosing the most appropriate form of assessment for SEN children.

## Roles and Responsibilities

### Assessment Leader

- updates the policy in the light of DfE advice and requirements;
- is the contact person for the LA regarding assessment arrangements, timetable for SATs etc.
- leads the development of assessment policy;
- organises staff CPD ensuring development of practice;
- develops and help to monitor school assessment policy and practice;
- keeps up to date with current assessment thinking and practice
- ensures that assessment priorities are addressed in the School Improvement plan
- liaises with subject coordinators and class teachers
- assists the Headteacher with setting challenging whole school targets

### Subject Leaders

- lead whole staff moderation meetings in their subjects;
- monitor consistency of standards across the school, through work scrutiny
- are the contact person for their subject for the LA
- analyse KS1 and KS2 SATs, Phonics Test and EYFS results and tracking information in their subjects
- advise staff of outcomes of assessment

### Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with this policy
- Report to parents
- In the case of Y2 and Y6, administer SATs
- In the case of Year 1, administer the Phonics Test
- In the case of EYFS, collect evidence and make judgements for Baseline assessment and the Early Years Profile
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress
- Give feedback to children in accordance with the marking and feedback policy

### Senior Leadership Team

- monitor assessment practices, including marking and strategies used in lessons
- interrogate analysis of data
- carry out termly Progress Meetings with each class teacher
- in the case of EYFS leaders organise and analyse baseline assessment

### Special Needs Coordinator

- co-ordinates the identification and assessment of children with SEN
- monitors effectiveness of interventions
- liaises with LA and stays up to date with available intervention schemes

### **Staff training**

There is regular CPD planned in the staff meetings and INSET days including sharing good practice and opportunities to moderate work. Staff training is planned strategically to address key priorities and meet the needs of groups and individual staff. Staff attend external training and moderation meetings where it is useful and work with colleagues from other schools to share good practice. (E.g.LA training, Foundation Stage Moderation and end of key stage training). Other staff, including admin and Teaching Assistants, receive training as needed on areas such as data management and marking.

## **Moderating work**

Teachers have the opportunity for moderating work both in and across year groups and phases. In addition to this opportunities are exploited to cross moderate with colleagues from other settings. This ensures that teachers will have an excellent understanding of the ability and work of a child working at Age Related Expectations.

## **Tracking children's progress**

Children working at Age Related Expectations throughout their school lives are making good progress. Children's progress will be measured both formally and informally.

### Informally

Progress will be measured informally through the recording and assessing of individual targets. Marking and feedback will demonstrate progress towards targets and will refer to children's achievements and progress. Class teacher's informal records will track progress.

### Formally

Progress will be measured formally identifying if children are working at age related expectations, emerging or exceeding. Teachers will record their judgements on the school tracking system and this data will be analysed to ensure that children are making good progress and to identify if further support or interventions are needed to enable a child to work at the expected level.

Children working above the expected level will be measured as exceeding. Those working well above will be working at a Mastery level.

Formal judgements will be shared with parents, the Local Authority and other educational providers as appropriate (for example during parents evening, reports, Secondary Transfer or transition to another school).

## **Appendices**

- 1.Guidelines for using the Steps analysis to record children's attainment and progress
- 2.Assessment Mapping Grid

## **Legal Requirements**

We follow the statutory and legal requirements and remain aware of developments in relation to reporting, Early Years Foundation Stage assessment, Phonics testing and testing at the end of Key Stage One and Key Stage Two. We acknowledge that parents have a right to our records (see Freedom of Information Act).

## **Moderation of policy**

The Headteacher is responsible for monitoring the implementation of this policy. Time is allocated for this vital task. The SLT, Subject Leaders and Governors use discussions with staff, progress meetings and lesson observations and work scrutiny to monitor the implementation of this policy.

*This policy will be altered throughout the year as the assessment process embeds and as further advice is shared*

## Guidelines for using the Steps analysis to record children's attainment and progress

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes. Formative assessments for Reading, Writing and Maths are entered on Scholarpack at least 3 times a year. This demonstrates whether pupils are emerging, developing, secure or exceeding at the Key Performance indicators (KPIs) for the year group. The system will calculate each pupil's progress over that year group as a percentage of the whole.

This information is available to class teachers, teaching assistants, Inclusion Manager, subject leaders and SLT. Anonymised data will be shared with Governors who are responsible for ensuring effective pupil progress. Other staff who are supporting children in interventions and targeted teaching groups can access information through talking to the classteacher or members of SLT.

Each term the ScholarPack 'assessment window' will open. Teachers will enter the children's current attainment onto ScholarPack. This will enable us to generate reports and to track trends overall.

### Expected Progress

Teachers use their informal assessment information, test results and their Scholarpack formative assessment information to make a **professional judgement** about a child's attainment and they record that as a step on the Scholarpack system. In order to track progress and compare groups teachers are to make judgements about the step that children working below and above are working at. Scholarpack converts each step into points to enable the assessment team to analyse trends and groups numerically.

Teachers are not expected to track the percentage of the curriculum that children have attained. Although the Scholarpack system gives the percentage of the curriculum that children have attained it is possible that a child can be working at the expected level throughout the year if they are consistently achieving objectives from the National Curriculum for their age group without having covered the entire curriculum. Formative assessments are to support teachers in identifying next steps for individual and cohorts of children rather than giving a numerical tracking figure.

The purpose of the tracking system is to identify those children who are not making sufficient progress or who require further support to achieve the expected standards.

Expected progress in the steps system is 1 pt per half term. Therefore expected progress for a year would be 6 points.


Scholarpack Step	On track
X*.1	
X*.2	At the expected level at the end of the Autumn Term (Consistently achieving objectives from the appropriate year group)
X*.3	
X*.4	At the expected level at the end of the Spring Term (Consistently achieving objectives from the appropriate year group)
X*.5	
X*.6	At the expected level at the end of the Summer Term (Consistently achieving objectives from the appropriate year group)
X*.X	Working at greater depth
<ul style="list-style-type: none"><li>The x represents the year group step that the children are attaining. For example a child working at the expected level in Year 1 in the Autumn Term would be working at 1.2. A child working at the expected level in Year 6 in the Autumn Term would be working at 6.2.</li></ul>	

# Assessment Mapping Grid Oakthorpe Primary School

Current						Descriptors to be used in 2016	Previous Levels	
Year group	Alma's Performance Descriptors		Scholarpack		RWI	NC Performance Descriptors	Scholarpack	
			Step	Point			Leveled Scale	APS
Nursery	0-11 Secure			1		Pupils working below national standard at KS1		
	8-20 Emerging			2				
	8-20 Developing/ working within			3				
	8-20 Secure			4				
	16-26 Emerging			5				
	16-26 Developing/ working within			6				
	16-26 Secure			7				
	22-36 Emerging			8				
	22-36 Developing/working within			9				
	22-36 Secure			10				
Reception	30-50 Emerging			11				
	30-50 Developing/working within			12				
	30-50 Secure	P3	0.1	13	RWI Sounds		Wc	1
	40-60 Emerging	P4	0.2	14	RWI Sounds		Wc+	2



	40-60 Working within	P5	0.3	15	RWI Ditties Red Books 1-5		Wb	3
	40-60 Secure	P6	0.4	16			Wb+	4
	ELG - 1 Emerging	P7	0.5	17			Wa	5
	ELG - 2 Expected Working within	P8	0.6	18	RWI Ditties Red Books 6-10		Wa+	6
					Green Books 1-5			
	ELG - 3 Exceeding		1.1	19	Green Books 6-10		1c	7
Year 1	Emerging <i>Scholarpack (1.2)</i>		1.1	19	Purple Books 1-10		1c	7
			1.2	20	Pink Books 1-5		1c+	8
	Working Within <i>Scholarpack (1.4)</i>		1.3	21	Pink Books 6-10		1b	9
			1.4	22	Orange Books 1-5		1b+	10
	Secure <i>Scholarpack (1.5)</i> Secure <i>Scholarpack (1.6)</i>		1.5	23	Orange Books 6-10		1a	11
			1.6	24	Yellow Books 1-5		1a+	12
Year 2	Emerging <i>Scholarpack (2.2)</i>		2.1	25	Yellow Books 6-10		2c	13
			2.2	26	Blue Books 1-5		2c+	14
	Working Within <i>Scholarpack (2.4)</i>		2.3	27	Blue Books 6-10	Pupils working towards national standard at KS1	2b	15
			2.4	28	Grey Books 1-5		2b+	16
	Secure <i>Scholarpack (2.6)</i>		2.5	29	Grey Books 6-13	Pupils working at national standard at KS1	2a	17
			2.6	30	RWI Comprehension			

Year 3	Emerging <i>Scholarpack (3.2)</i>	3.1	31		Pupils working at mastery standard at KS1 	2a+	18
		3.2	32				
	Working within <i>Scholarpack (3.4)</i>	3.3	33			3c	19
		3.4	34				
	Secure <i>Scholarpack (3.6)</i>	3.5	35			3c+	20
		3.6	36				
Year 4	Emerging <i>Scholarpack (4.2)</i>	4.1	37		Pupils working below national standard at KS2	3b	21
		4.2	38				
	Working within <i>Scholarpack (4.4)</i>	4.3	39			3b+	22
		4.4	40				
	Secure <i>Scholarpack (4.6)</i>	4.5	41			3a	23
		4.6	42				
Year 5	Emerging <i>Scholarpack (5.2)</i>	5.1	43		Pupils working towards national standard at KS2	3a+	24
		5.2	44				
	Working within <i>Scholarpack (5.4)</i>	5.3	45			4c	25
		5.4	46				
	Secure <i>Scholarpack (5.6)</i>	5.5	47			4c+	26
		5.6	48				
Year 6	Emerging <i>Scholarpack (6.2)</i>	6.1	49		Pupils working at the national standard for KS2	4b	27
		6.2	50				
	Working within <i>Scholarpack (6.4)</i>	6.3	51		Working above the national standard at KS2	4b+	28
		6.4	52				
	Secure <i>Scholarpack (6.6)</i>	6.5	53		Pupils working at mastery standard	4a	29
		6.6	54				
					Working above the national standard at KS2	5c	31
						5c+	32
						5b	33
						5b+	34
						5a	35
						5a+	36
						Pupils working at mastery standard	6b