



**Inspiring Children - Impacting the Future!**

**Inspiring Children to Succeed**

## **OAKINGTON MANOR AND FURNESS PRIMARY SCHOOLS ASSESSMENT POLICY**

### **1 Introduction**

We understand that effective formative and summative assessment provides information on how well our children are progressing. Through core tracking meetings with the class teachers, Head Teacher, Assessment Leader and SENCo, we track each pupil's progress termly. Core tracking enables teachers to improve their teaching and hence improve the pupils' learning and to target specific groups of children who may need additional support.

Oakington Manor (OMS) and Furness use all the new national curriculum descriptors when assessing. OMS use SIMS as their tracking system and Furness uses Target Tracker. However, there are Performance Indicators for the end of KS1 and 2 are the same. We provide our children with regular feedback on their learning and allow them to respond to the teacher's marking during lesson time so that they understand what they must do in order to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. Governors are updated termly on standards and parents are provided with regular reports on their child's progress. In this way, teachers, governors, children and parents are all working together to raise standards for all our children.

### **2 Aims and objectives**

The aims and objectives of assessment in our schools are to:

- Enable our children to demonstrate what they know, understand and can do in their work;
- Help our children understand what their next steps are in order to improve their work and to respond to the teacher's marking during lesson;
- Allow teachers to plan learning that accurately reflects the needs of each child;
- Provide regular information for parents, thereby enabling them to support their child's learning;
- Provide the Executive and Head Teachers and Governors with information that allows them to make judgements about the effectiveness of the school.



### **3 Planning for assessment**

- 3.1** We use our individual schools creative curriculum plans to guide our teaching. In these plans we set out the details of what is to be taught to each year group. In our schools curriculum plans, we also identify opportunities for assessment within each broad unit of work.
- 3.2** We teach according to the new English, Mathematics and Scientific frameworks and at Furness, we use our creative curriculum schemes of work to support our teaching. We use the assessment guidance of the new curriculum to help us identify each child's level of attainment. At OMS, we use the International Primary Curriculum to teach according to the curriculum statutory frameworks for all the subjects. The descriptors are used to close any gaps in the children's learning as these are used to set targets in English and Mathematics.
- 3.3** We plan our lessons with clear learning objectives; WALT (We Are Learning To) at OMS and success criteria; WILF (What I Am Looking For) at OMS derived from each lesson. These teaching and learning criteria use each teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of attainment and that they are linked to the learning objectives. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.





#### **4 Target setting**

- 4.1** Although not required by law to set targets for Mathematics and English, however at OMS we hold targets setting meetings for all pupils from years 4 to 6. At Furness we hold target setting meetings with parents of children in years 5 and 6. We set targets in Mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at the end of each term and set revised targets as required.
- 4.2** We also set targets for other areas of learning. We encourage the children to check the targets that are linked to their individual working habits. The teachers record these targets on the child's target card which is stuck inside their books. The teacher and child review these on a regular basis.
- 4.3** We ask our older children to review their targets with their peers because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.



#### **5 Recording**

- 5.1** Various assessment methods are used to measure a child's learning. The type of assessment that we make varies from subject to subject and much of it is informal assessment that is not always recorded. We record only information that affects future learning.
- 5.2** As previously stated, our lessons are planned with clear learning objectives. On our planning documents we record only those pupils who fail to meet the learning objective, or those who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. The annotated lesson plans are used as a record of progress measured against learning objectives.
- 5.3** We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan from the new National Curriculum. These in turn reflect the demands of the school's creative curriculum. Our teachers record the progress of each child against these broad objectives; enabling them to make a judgement about the progress of each child in relation to the performance descriptors. This allows us to monitor the progress and attainment of each child. This information is forwarded to the next teacher at the end of each year.



#### **6 Reporting to parents**

- 6.1** We use a range of strategies to keep parents fully informed of their child's progress. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that have been identified for their child. At the second meeting of the year (held at the end of the spring term) we evaluate their child's progress as measured against the targets. We assign new targets to ensure the child is on track to meet their age related expectations by the end of the academic year. At the final meeting of the year, we review their child's written report and the targets identified in it for the next school year.
- 6.3** During the summer term all parents are sent a written report of their child's progress and achievements during the year. In this report we clearly identify target areas for the next school year. Individual comments on all subjects of the National Curriculum and on religious education are included. In this written report, there is a section in which the children can write about their own evaluation of their performance during the year. We also include a section for parental feedback.
- 6.4** In reports for pupils in Year 1, Year 2 and Year 6 we also provide details of the performance in the phonics screening check and the national tests respectively – KS1 and KS2.
- 6.5** For those parents whose children are in reception, there is an opportunity to discuss the baseline assessment results with their child's teacher.
- 6.6** Each of our teachers provides parents with a termly update identifying the main areas of study for that particular class. In each update, the teacher (class or set as necessary) identify how parents can support any elements of their child's learning during the term.



## 7 Feedback to pupils

- 7.1** We understand that feedback to pupils is very important, as it informs them what they have achieved and the next steps that they need to complete in order to improve their work. We have an agreed code for marking, as this ensures consistency across the school. At OMS we use the Close the Gap marking criteria.
- 7.2** Children are given verbal feedback on their work whenever possible. This is usually done when the children are working during the lesson. However, occasionally feedback on a particular lesson is given at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We provide written comments to children of all ages. We do not always aim these comments at the children; quite often we write comments that are useful for both parents and teachers.
- 7.3** All written feedback that is given to a child, is related to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.
- 7.4** Children are encouraged to respond to the teacher's marking; to make comments about their own work and the work of fellow pupils. At OMS we use green pencils or pens, dependant on the key stage the child is working in, to complete this. We encourage older pupils to be the first markers of some pieces of work.
- 7.5** We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's learning and therefore progress.

## 8 Consistency

- 8.1** All subject leaders monitor examples of children's work within their subject area. Subject leaders use the national expected standard exemplification materials for years 2 and 6 and the schools based assessment systems for years 1, 3, 4 and 5 to make judgements about the children's work. All our teachers discuss these descriptors, so that they have a common understanding of the expectations in each subject. In so doing, we ensure that we make consistent judgements about standards in the school.
- 8.2** It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.



## 9 Monitoring and review

- 9.1** Our assessment co-ordinators are responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinators use this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.



**Date: January 2016**

**Review Date: January 2019**