

Oasis Academy Parkwood

Assessment Policy



September 2018

Rationale

Assessment lies at the heart of the process of promoting children's learning at Oasis Academy Parkwood. It provides a framework within which educational objectives may be set and children's progress expressed and

monitored. Objectives are done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

Types of Assessment:

Formative: This is the ongoing assessment carried out by both teachers and non teaching staff, both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are recorded on planning, within the children's own books and in individual target files.

Summative: These occur at defined periods of the academic year such as pre-determined SATs tests, QCA Optional Tests or at the end of a unit's of work. Summative tests help teachers in making termly assessments as well as end of key stage assessments.

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. Further information can be obtained from the school's Inclusion Manager. QCA and Key Objective tests also provide a considerable amount of diagnostic material and teachers make appropriate use of this.

Assessment in the Foundation Stage

On entry into Foundation 1, children will be formally assessed through play activities. Results are used to inform planning, set targets and aid early identification of special needs. Next steps in learning are appropriately planned in order to help children make progress. Ongoing observations of the children feed into Otrack which is then analysed each term by the Foundation leader. During their reception year children will be assessed using the Early Learning Goals which is based on the teacher's ongoing observations and assessments in the seven areas of learning. Each child's typical developments and achievements are recorded into Otrack and then reported to the Local Authority.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's mark books
- Results inputted into Otrack
- Early Learning Goals
- Individual Target Files
- Individual portfolios

In order to summarise all evidence of achievement, we keep a record of each child's attainment in the National Curriculum subjects. This is completed at various times in the year and used for Pupil Progress meetings by the senior leadership team. All data transfers with the child to the next class, or moves with them to the next phase of their education.

Moderation

The process of moderation is an essential part of the assessment system. Staff are involved in the moderation process to ensure agreement on criteria for levels in the following ways:

- With colleagues in school
- With colleagues from other schools
- By attending LA sessions to ensure our judgements are in line with other schools
- By using the QCA and SATs exemplification materials

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the Summer term.

Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for literacy and numeracy are also set.

For children at the end of Key Stages 1 & 2, additional information including details of the SATs testing will also be provided.

Parents are invited to attend formal interviews with the teacher during the year and Oasis Academy Parkwood we encourage parents to attend open mornings to learn alongside their

children. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Target Setting and reviewing progress

Individual target files are available for each child in Key Stage 1 and 2 and they use them with support from staff to know their own levels and ways forward. Specific developments in target setting are found in the annual School Development Plan.

The Role of the School Assessment Leader

A member of the teaching staff has the responsibility for the development of the assessment, recording and reporting procedures in school.

The Assessment Leaders' responsibilities include:

- contribution to the ADP
- leading school development in assessment, recording and reporting (ARR) procedures
- liaison with subject leaders within the school
- liaison with other assessment leaders
- attend and lead INSET where appropriate
- keeping Academy Councillors informed
- maintaining Otrack files for teaching staff and SMT

Monitoring and Evaluation

Assessment, recording and reporting procedures should be monitored annually in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives imposed and we want to respond to any such changes. This policy should be reviewed in line with the school cycle.