Oaklands School
Assessment Policy – Main School
(Including Marking and Target Setting)

Introduction
Oaklands School recognises that assessment and the recording of pupils' strengths and weaknesses are an integral part of the teaching and learning process. Learning intentions are shared with pupils and levels of success and strategies for improvement are discussed and/or written in comments when marking work.

The assessment criteria for the various sessions are included in the plans for individual subject areas or schemes of work. It is the responsibility of the class teacher to ensure that appropriate records are kept up-to-date, filed and information is passed to the next class teacher or school.

Aims
We aim to:
- Recognise all pupils' achievements in National Curriculum subjects, including Religious Education and PSHE
- Identify pupils' strengths and weaknesses
- Identify pupils with Special Educational Needs
- Identify Gifted/Talented/ More able pupils
- Use assessment as a tool for informing future planning and to cultivate positive pupil progress
- Monitor and track the progress of each individual pupil

Purpose
The purpose of this policy is to set a high standard of assessment practice by:
- Subject areas indicating assessment methods in schemes of work and supporting teachers to practise assessment for learning.
- Ensuring accuracy and consistency in assessment.
- Using assessment of pupils' work to motivate and encourage their learning.
- Using pupil data to ensure individual and class progress towards minimum expected grades/levels.
- Keeping accurate, transferable records.
- Analysing nationally assessed test and examination results by subject, teaching group, gender and ethnicity to diagnose areas of underachievement and to help improve performance.

Principles
- Subject Coordinators and Class Teachers should review their Schemes of Work annually.
- They should ensure that a variety of assessment for learning methods are used.
- Teachers should follow the School's Marking Policy.
- Subject Coordinators and SLT are expected to use assessment evidence to help diagnose the effectiveness of teaching and pupil achievement.
- The School will use prior attainment information to set minimum expected targets.
- The School will use prior attainment information to measure pupil progress and analyse their performance in formal assessment tests and examinations e.g. InCAS.

Reports to Parents
- Parents will receive regular reports that provide information on the level of attainment and progress as well as information on attendance and punctuality. The calendar for reporting is produced by the Headmistress in September. There is a minimum of one contact per term either through interim reports, full reports or parents' meetings.
- From Lower Kindergarten to Year 6, an online report is prepared at least twice a year. Refer to Report Writing policy for details.
- All reports are copied and stored in the pupils' personal files kept in the Office and on the School portal. Subject reports include comments on achievement and progress as well as targets for improvement in all subjects.
- In Year 6, reports are also sent to the Secondary Schools to which parents may have made application for entry in the following September.
- The School operates an open door policy whereby parents may make appointments with teachers at mutually convenient times, in order to discuss matters of individual concern.

Parent / Teacher Meetings
Reception to Year 6 parents are invited to make individual appointments with their child's teacher during the Autumn Term. During this meeting the teacher explains the expectations for the year and discusses progress made so far. In the Spring Term, appointments are made with parents to discuss individual children's performance and progress (Lower Kindergarten to Year 6).

Parents of children in Year 5 are also invited to make individual appointments towards the end of the Summer Term to discuss applications to secondary schools. Pupils in Year 5 and Year 6 are expected to attend their Parents Evenings with their parent/s.

Methods of Assessment
There are two main forms of assessment:

1. Summative
Summative assessment mainly consists of the following components:
- Class tests (e.g. spelling, mental maths and time tables)
- Reading tests (PIRA/Twinkl)
- SPAG (Literacy and Language/Spag.com)
- Spelling Tests
- Unaided Writing Tests
- Collins Maths Tests
- Formal assessments eg InCAS (Years 1-6)
- Reasoning Tests (GL assessment Years 2-6)

ENGLISH ASSESSMENTS

Test	Year Group	Term	Administration
Read, Write Inc assessments	Y1 and Y2 Y3 (BA group)	Every half term, except Summer 2 Autumn 1	Class teachers SEND dept
PIRA reading tests (Rising Stars)	Y1 to Y6	Autumn 2 Spring 2 Summer 2	Class teachers
Unaided writing (Levels)	Y1 to Y6	Autumn 1 & 2 Spring 1 & 2 Summer 1 & 2	Class teachers

Spelling tests based on RWInc/Literacy and Language	Y1 to Y6 Y3 to Y6	Weekly Autumn 1 & 2 Spring 1 & 2 Summer 1 & 2 Covering half term words	Class teachers
Atom practice papers	Y2 Y6 Y5	Autumn 2 Autumn 1 & 2 Spring 1 Spring 2 Summer 1 & 2	Class teachers
InCas (standardised scores)	Y1 to Y6	Summer 1	Class teachers IT teachers

MATHS ASSESSMENTS:

Test	Year Group	Term	Administration
Collins Maths assessments	Y1 to Y6	On-going	Class teachers
Collins End of Year Maths assessments	Y1 to Y6	End of year	Class teachers
Mental Maths tests based on Rising Stars	Y1 to Y6	Weekly	Class teachers
Time Tables tests	Y1 to Y6 Y1 to Y6	Weekly Half termly tests	Class teachers
Atom practice papers	Y2 Y6 Y5	Autumn 2 Autumn 1 & 2 Spring 1 Spring 2 Summer 1 & 2	Class teachers
InCas (Standardised scores)	Y1 to Y6	Summer 1	Class teachers IT support

REASONING ASSESSMENTS:

Test	Year Group	Term	Administration
Atom/GL non-verbal & verbal reasoning tests/online	Y6 Y2 to Y5	Autumn 2 Spring 1	Class teachers
InCas (Standardised scores)	Y1 to Y6	Summer 1	Class teachers IT support

SCIENCE AND COMPUTING ASSESSMENTS:

Test	Year Group	Term	Administration
Science: Collins Science assessments	Y1 Y2 to Y6	End of each half term/topic End of each half term/topic	Class teacher Science teacher
Computing: pupil self assessment, teacher triangle assessment	Y1 to Y6	End of each half term/topic	Computing teacher

OTHER CURRICULUM ASSESSMENTS:

Test/Self-assessment	Year Group	Term	Administration
Humanities	Y1 to Y6	On-going	Class teachers
RE/PSHE/French	Y1 to Y6	On-going	Class teachers
Music, PE/Games	Y1 to Y6	On-going	Specialist teachers

2. Formative

There are three important areas of formative assessment:
- Observations
- Discussions
- Scrutiny of pupils' work.

The assessment/success criteria for each lesson are included within the subject lesson plans or schemes of work. Subject Lesson Plans show how assessment informs next steps. Learning intentions for each task are shared with the children and levels of success or strategies for improvement are either discussed or written in comments when marking work.

Please refer to separate subject policies and schemes of work for further information on assessment within a specific area.

Marking Policy

The Marking Policy forms part of the Assessment, Recording and Reporting Policy and should be viewed holistically in this context rather than separately.

Marking has several roles to play:
- It praises success and fosters the desire to master skills
- It gives regular and frequent feedback to pupils and parents on how well pupils are managing the demands of classwork and homework
- It diagnoses weaknesses and suggest solutions
- It alerts teachers and parents to any changes in a pupil's performance
- It gives teachers a record that can inform discussion between teachers and pupils
- It provides information for teachers to report to parents on the progress pupils have made through reports
- It enables teachers to reflect on the effectiveness of their teaching and therefore informs future lesson planning and learning objectives
- Work should be marked to indicate the degree of progress made in respect of what it was that the pupil was meant to learn. This can apply to knowledge and understanding gained, skills learned as well as improved attitudes to the process of learning itself e.g. asking more questions, greater willingness to approach problems
- Feedback may also be given orally, not always in writing

Marking of Classwork and Homework
General Points
- Teachers should reward effort, progress and achievement on a regular basis to celebrate pupils' success.
- Teachers may use stickers/stamps etc to encourage pupils
- Marking should be done in green pen, apart from in Art when pencil is used
- Peer and self-assessment should be done by using a purple pen. In peer-assessment, pupils are trained to leave a short comment on each other's work by using the given success criteria as a guide.

Spellings

Pupils may find one particular method of learning spellings easier than another. Spellings should not be ignored but pupils should be expected to choose a method of correction that they find successful. These guidelines should be as follows:

- Select misspelt words that you would like to see corrected (subject areas might like to concentrate on key words)
- Use 'sp' in the margin and underline or circle the part of the word that is misspelt
- Provide the correct spelling and ask the pupil to write it out 3 times and/or use the Look, Say, Cover, Write, Check way of memorising the spelling

The school recognises that the correction of spellings may take a different focus with our dyslexic pupils who have a specific learning difficulty in recognising the correct spelling of words. For younger children, the teacher may focus on the spelling of commonly used words.

Record Keeping

The following records are kept:

- Class teacher records
  - These consist of both formative and summative assessments, which are used to guide planning and the appropriateness of the work presented to the class, group or individual.

- Pupils' subject books
  - These are a record of work covered and the progress made. They provide constructive feedback to the pupils' through marking. Samples of work from high, medium and low achievers are kept by class teachers and subject co-ordinators as a record of pupils' achievement and progress for the academic year.

- Reading records
  - These are used from Upper Kindergarten to Year 6. Both parents and staff write comments in these books. It provides a record of books read, suggestions for improvement, reflection on a book and any difficulties encountered.

- Summative record sheets
  - These are records of standardised tests for each pupil and copies are kept by the class teacher and in the pupils' personal file in the School Office. Results of tests completed in Reception to Year 6 are entered.

- Record of Assessment File
  This contains test results and assessments for English, Maths, History, Geography, Art, DT (Topic), RE and PSHE for the current year and all InCas results.

Science, IT, French, Music and PE assessments are in specialist teacher's Records of Assessments as well as the class teachers' Record of Assessment File.

A level of Mastery Key is used in all Foundation Subject Assessments. These mastery keys are: Not yet achieved, Achieved and Achieved and exceeded.

At the end of each term/half term meetings are held with the relevant staff (including teaching assistants) to discuss formative and summative assessments in the Records of Assessment to monitor and check pupil progress. This should help inform future planning, teaching and learning.

Formal Pupil Progress meetings are held termly with the class teacher and a member of the Senior Leadership Team. These meetings serve as a means of monitoring and discussing the overall progress of a class and each individual pupil.

At the end of each academic year, Records of Assessment are discussed with the next teacher and passed on in the Handover meeting. This system is to help ensure continuity and consistency in the School.