

Oaklands School
Together Everybody Achieves More



Assessment of Learning policy

Written by	SLT
Role	Various roles
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**PART OF THE LEARNING
POLICIES**

Assessment *of* Learning Policy

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1. Introduction

- 1.1. Assessment *of* learning (*summative assessment*) gives the opportunity to measure the attainment of the children and the progress they are making to ensure that our curriculum and teaching are effective.
- 1.2. This process is simply a 'snap shot' of the children's learning at various points in their school journey and does not replace ongoing day to day assessment *for* learning (*formative assessment*) which informs planning and next steps for children (*see AfL Policy*).

2. Aims






- 2.1. The aims of this policy are underpinning our values::
 - **Ambition-** *Set high exceptions for all our children's learning*
 - **Self-confidence-** *to celebrate with children the successes they've made.*
 - **Perseverance-** *to set next step targets for the children.*
 - **Independence-** *Involve children and parents in their own learning and tracking progress*
 - **Respect-** *all pupils' achievements and strengths are equally valued.*
 - **Enquiry-** *using summative assessment to guide the next steps for pupils.*

3. Rationale

- 3.1. The school assessment *of* learning mirrors the end of Key Stage tests which the children will be assessed with throughout their primary's education and for which we are judged upon.
- 3.2. Assessment *of* learning should not be the primary concern for teachers and staff who should focus their energy and time on high quality Assessment *for* Learning. Assessment *for* learning is the driving force behind good learning and is repeatedly recognised as having high impact on pupils learning. Therefore, it is this that we want our staff to be focused on. Assessment *of* learning is a snapshot taken at regular intervals to track the impact of good quality teaching by the SLT- where there is good teaching there will be good achievement and attainment and therefore they should not be distracted by this.
- 3.3. The importance of summative assessment is that it is used by teachers as the next steps for their teaching.

4. Year Group Expectations

- 4.1. Each child will be assessed against their year group curriculum through their work in class and tests.
- 4.2. Depending on the ability to demonstrate their understanding of this curriculum, the children will be assessed using the following standards:

	90 – 100%	Mastery of their Year Group curriculum (<i>Not formally recorded as such</i>)
	75 – 89%	Exceeding the expected standard for their Year Group.
	60 – 74%	Expected standard for their Year Group.
	40 - 59%	Emerging into the expected standard for their Year Group.
	0 - 39%	Below the expected standard for their Year Group.

- 4.3. The approximate aim is for at least 80% of children to be at the expected standard or above. This can vary to specific year groups.
- 4.4. The expectation is that children move into the above standard during the next phase of their education (*for example, if emerging in KS1, they should be expected at the end of Lower KS2*).

5. Links to Assessment *for* Learning

- 5.1. The primary focus of assessment *of* learning is to track progress and attainment. However, we can use these assessments to inform teaching and learning.
- 5.2. After any assessment, Gap analysis is used to identify gaps in the pupils learning. This is at various levels including:
 - Whole school- *informing CPD and school improvement priorities*
 - Class level- *identify strands as a whole class which require additional focus*
 - Group level- *are similar groups of pupils showing gaps in learning*
 - Pupil level- *what are the individual next steps for the pupils.*

6. Assessment of learning cycle

- 6.1. Through ongoing assessment *for* learning, teachers build up a picture of children's learning which is evidenced through their books and teachers planning (*see AfL policy*).
- 6.2. In the Early Years, children's learning is assessed throughout the day through practitioners' observation of the children. These are recorded into their learning journey books or on the practitioners planning.
- 6.3. At the start and end of every unit or throughout the year for some subject areas, the children are assessed in 'Cold' and 'Hot' tasks.
- 6.4. We assess the Key Skills of the subject which they need to demonstrate being at an age expected standard, such as 'Being a Scientist' as well as the specific knowledge of understanding for the topics, such as understanding Gears and Cams. We measure to see how the children are mastering the curriculum skills and which are need more direct teaching.
- 6.5. The children apply their skills independently which we use to assess depending on the subject, depends on the opportunity to assess:

Ongoing COLD & HOT tasks and termly assessments	Termly/ Seasonal independent application	
	<i>As part of the INNOVATE phase</i>	<i>Design & Make/ Performance or Independent Investigation as appropriate</i>
English		Spanish
Maths		
		Science, Design & Technology and Computing
	History and Geography	
		Art and Music
		PSHCE and PE

Reading, Grammar, Punctuation and Spelling (GPS), and Mathematics tests

- 6.6. Formal testing of Reading, Grammar, Punctuation and Spelling (*GPS*) and mathematics will take place at the end of even terms in Key Stage 1 and 2.
- 6.7. In year 1, children will undertake phonic tests as well as the continuous assessment in RWI.
- 6.8. These tests will be completed independently and under conditions to match end of key stage assessments. This is also the same for a small number of children in Year 2 who did not meet the expectation in Year 1.

Writing continuous assessment

- 6.9. Writing, as well as GPS, will be assessed continuously throughout the term where it will be assessed against the year group expectations.
- 6.10. The criteria will be highlighted to show which skills the child has demonstrated in that piece of work and this will be used to show what standard the piece of writing is.
- 6.11. The children will complete various pieces of writing but the follow are specifically assessed:
 - A piece of extended writing in topic (*each week*)
 - The 'hot task' at the end of every English unit (*each 2 – 3 weeks*)
- 6.12. On the assessment of the Hot writing task, the fraction (KS1) or Percentage (KS2) increase over that unit will be recorded.

7. Reporting standards

- 7.1. As mentioned, in each unit, the children will complete the cold and hot task results into their graphs which is stuck into their books.
- 7.2. These show the impact on the learning that the children have had. This is recorded onto a graph at the front of the child's book to show the improvements they have made.
- 7.3. This information is imputed into SIMs so that the assessment from each unit is tracked.
- 7.4. At the end of term, the teacher reflects on the standard from all the available evidence over that term to assess the current standard of the child for reading, writing, GPS, maths and the main subject focus for the topic.
- 7.5. These standards are entered into SIMs to be analysed and shared with a wider audience such as parents, Senior Leaders and governors.

8. Pupil Progress Review Meetings

- 8.1. In the final week of each term, each teacher meets with the Senior Leadership Team to review the data from the assessment of their children.
- 8.2. The progress of the children is reviewed and evaluated and any actions for the class, groups or individuals are identified.
- 8.3. The gap analysis are used to inform planning and the provision map for the next term.

9. Reporting to parents

- 9.1. The standards of the child are reported to parents at Parent & Pupil Review Meetings which are held at the start of each odd term. The first meeting in Term 1 will focus on the previous year's report; actions for year and passing on information. The meetings in Term 3 and 5 will be focused on the data and next steps.
- 9.2. At these meetings, the children use their concept maps of their learning for the terms to discuss their learning at the Parent & Pupil Review Meetings.
- 9.3. At the end of each academic year, parents receive a written report on their child's attainment and progress across the curriculum.