



Charlton-on-Otmoor CE Primary School
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ASSESSMENT POLICY

Assessment Philosophy

Assessment is a crucial aspect of teaching and learning as it provides both pupils and teachers with the vital information which informs the next steps to be taken.

Assessment can be oral, written, observational, discrete, on-going...the list is long and it can be conducted by teachers and teaching assistants, the children themselves through peer assessment and, occasionally, by external examiners!

Charlton-on-Otmoor C.E. Primary School is dedicated to a professional, cohesive and robust approach to assessment. We believe in using a variety of assessment methods to gain a holistic profile of each child's progress across the school.

The Principles of Assessment

We have a clear purpose. The results of our assessments are used to:

- Provide information children of all abilities and including children who have Special Educational Needs (SEN) or disabilities, about their knowledge and understanding of a topic, concept or skill
- Communicate to children in a meaningful way, to help them understand what to do to improve
- Inform planning for all future lessons: how to improve, adapt and target teaching
- Fill gaps in knowledge and understanding and to enrich when learning is secure
- Ensure high standards of teaching and learning that compare favourably with national expectations
- Support an aspirational school culture
- Share reliable and clear information to parents, Governors and all relevant stakeholders.

Application

This section details the various assessment methods and practices used at Charlton-on-Otmoor C.E. Primary School through which we ensure that children are making the appropriate progress and that the activities they take part in are suitably matched to their ability and their level of development. It is with a combination of formative and summative assessment, that an **overall teacher assessment** is made.

Formative Assessment

Formative Assessment is an integral, continuous and daily part of the teaching and learning process. It informs all future planning and encourages the children as they take their next steps in learning; all assessment should be sensitive, constructive and foster motivation. Much of it is done informally as part of each teacher's and *each child's* day to day work. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to improve. All teaching staff and children, are actively involved in:

- Ongoing assessment against the National Curriculum 2014 (NC 2014) objectives throughout each lesson through probing questioning, observation and dialogue
- Setting clear learning objectives—children knowing what they are being asked to learn and why
- Providing progress checks using success criteria discussed and agreed with or formulated by the children using Must Should and Could
- Three way feedback, child, peer, teacher with clearly defined next steps (can be written or verbal)
- Providing Rich Assessment tasks to assess the way children apply their skills and knowledge. Can children demonstrate they have truly mastered their learning by: solving non-routine problems, explaining concepts, appraising, hypothesising, investigating, citing, designing creating, proving?
- Regular work scrutiny and moderation (both internal and external)
- Progress tests for Mathematics, Grammar Punctuation and Spelling (GPS) and Reading
- Subject leaders analyse progress across the school through work scrutiny and pupil voice, teacher dialogue and reporting back to teachers, Headteacher and Governors.
- Subject leaders collect portfolios of work as exemplar material of age related expectations and Rich Assessment Tasks.
- Moderation in partnership schools to ensure accuracy and consistency

Summative assessment – Years 1-6

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- End of unit assessments, e.g. at the end of a Unit in Mathematics
- End of term tests, usually in Reading Comprehension, Grammar and Maths
- Unaided pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

Summative assessments are used to assess what a child can do at a particular time, and are used as one part of **overall teacher assessment**.

NEWTs

From EYFS children write approximately once a month in special writing books. We call these books NEWTs (Now Everybody Write Time). These pieces of work are unaided and form a part of our assessment of writing throughout the school. It is a good way to show progress through the year and from year to year. From year 1, the percentage of NC objectives are used to monitor progress and attainment.

Progress

Progress at the end of each curriculum year: Years 1-6

The NC 2014 learning objectives are used to assess key outcomes at the end of each curriculum year. It is against these measures and according to Age Related Expectations, we measure progress and based on **overall teacher assessment**, decide upon the key outcome.

The revised National Curriculum of 2014 considerably raised the bar in terms of national expectations of children and these steps reflect those changes. Pupils are expected to achieve “at the expected standard”. Some may achieve “the expected standard at greater depth” and a few may dip below that expected standard at times in their school career (targets and interventions are in place to help them reach these). The following terminology is used:

Progress between terms: Years 1 – 6

During the academic year, **teacher assessments** are made using the combination of formative and summative assessment to decide how well a child has met the learning objectives during a given period of time. We use the assessment measures, Below, Working Towards, On-Track and Greater Depth to measure progress between terms.

Data

Data collection, reporting and target setting

The school inputs data three times a year onto the school data system INSIGHT. The data is anonymised and reported to Governors.

At any time during the year **teacher assessment** is used to discuss with parents on an ad-hoc basis, at the parents’ request. In addition, it is available at informal parents evenings in October and March, and is at the core of the end of year formal written reports (June).

Internally, data analysis is fed back into the planning and teaching cycle and dialogue continues between all members of the teaching staff (Head Teacher and subject leaders) and children to ensure that our assessment aims continue.

Target Setting

Children are expected to make progress each term. Pupil Progress meetings will take place termly to identify which children are on track and to review interventions and progress being made.

Early Years

In Early Years, we use a combination of the EYFS profile and a baseline assessment to measure children's progress.

Baseline

- The baseline assessment will result in a score that forms part of each child's baseline profile. By having a good understanding of the child's abilities when they start school, class teachers are able to measure each child's progress and plan for next steps in learning.
- The baseline assessment is face-to-face with a mixture of tasks and observational checklists.

EYFS Profile

The EYFS profile assessment is carried out in the final term of Reception

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. EYFS profile data is used to:

- Inform parents about their child's development against the early learning goals (ELG's) and the characteristics of their learning.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of each child.

Children are assessed against the Prime and Specific areas of Learning in the EYFS profile; these are recorded on Tapestry. Assessments are based on observation of daily activities and events. At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age.

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