

Oatlands Junior School Assessment, Reporting and Recording Policy



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Rationale

At Oatlands Junior School we believe that accurate assessment and recording are a crucial part of the learning and teaching process. Assessment is used to enhance the pupil's learning and to give a clear picture of their progress. It enables teaching staff and children to reflect on achievement and inform future planning.

Central to our ethos is the improvement of quality teaching to ensure that learning, progress and achievement is of a high standard. At Oatlands Junior School we strive for all children to achieve their full potential. **Assessment for Learning** is a core element of lessons, to ensure that all children are active and independent learners. At Oatlands we ensure that the targets set for pupils are both realistic and challenging, so that every child has the opportunity to succeed.

At Oatlands Junior we use assessment to:

- Recognise and celebrate all children's achievements.
- Provide a clear evaluation and record of what has been taught and learnt.
- Identify children's strengths and areas for development.
- Ensure continuity and progression.
- AfL to inform differentiation in planning.
- Identify children with SEND including the most able children; to plan appropriate work to match ability and preferred learning style.
- Inform parents, children, governors and RKLTL of progress and attainment (Y6 End of Key Stage Teacher Assessments DfE and NYC)
- Provide children with clear targets to aim for in the next stage in their learning.
- Raise the expectations of children, teachers and parents in an effort to achieve the highest possible standards.

Aims

Through our assessment, recording and reporting policy, at Oatlands Junior:

- **Pupils** should take responsibility for their own learning. They should have an understanding of what they are doing and where they need to target their efforts to progress. ALL pupils should make good progress regardless of their starting point, within lessons and over time.
- **Parents** should know where their child is in relation to the standards expected for their age. Discussions should provide them with helpful information on how to support their child in making progress.
- **Teachers** should use assessment information to inform their practices and lesson planning. Assessment should be integral to the day-to-day teaching. Staff are kept up-to-date with Assessment through all CPD (staff meetings and training days).
- **School Leaders** should use assessment information to monitor the effectiveness of provision and to track pupil attainments / progress to ensure that **all groups** are performing well. School leaders will attend conferences and courses to keep up-to-date with Assessment.
- **Governors** should be aware of the Assessment policy and be kept up-to-date on how the school and different groups are performing in relation to the local and national picture. Key documents that are shared at LGB meetings:
 - Termly Whole School Assessment Summary

- End KS2 SAT results (provisional in July)
- ASP and IDSR in November.
- Performance Tables in December.

Assessment Methods

Various forms of assessment are used in the school and these serve different purposes. There are three overarching forms of assessment:

| Assessment | Method |
|---|--|
| <p>Formative or Assessment for Learning is the day-to-day ongoing assessment which forms a detailed picture of children's knowledge and understanding against specific learning outcomes. It identifies strengths and weaknesses, providing information on what a child needs to do to progress in a specific area. It allows the teacher to evaluate the effectiveness of a lesson and to adapt their planning accordingly.</p> | <ul style="list-style-type: none"> - Live teacher feedback within lessons to all pupils. - Pre-teaching for pupils with specific gaps. - Teacher focus groups to consolidate learning. - A daily, flexible approach to grouping children, accounting for individual prior attainment in specific subject areas. - Marking and feedback symbols used in the children's workbooks. - WTS target groups, individual checklist of objectives. - RAG sheets for core subjects <p>These 'live' approaches are aimed providing pupils with timely, specific, high-quality feedback whilst also reducing teaching workload.</p> |
| <p>In-school Summative Assessment – provides information on a child's achievements over time. These assessments allow teachers and Senior Leaders to monitor the performance and progress of pupils over time. They help to monitor pupil cohorts / vulnerable groups and identify where interventions may be required, to ensure pupils make progress</p> | <ul style="list-style-type: none"> - termly NTS Maths, Reading and EGPS tests - end of year Progress in English and Maths - past end of Key Stage 2 practice SATs. - RAG rated objectives, for each pupil in English and Maths - Cohort tracking sheets <p>These tests, along with formative records are used to inform termly assessments, recorded on cohort tracing sheets.</p> |
| <p>Nationally Standardised Summative Assessment (SATS) provides information on how pupils are performing in comparison to pupils nationally. This helps teachers, senior leaders, governors and Ofsted to understand national expectations and to benchmark our school performance against other schools nationally.</p> | <ul style="list-style-type: none"> - KS2 SATs |

Target Setting

- All children are expected to make at least 12 months of progress per year.
- At the start of the year, teachers will use KS1 outcomes, previous attainment and achievement data to predict whether children will achieve the standard for their year group, setting realistic and aspirational targets.
- These predictions are presented on a summary sheet and presented to governors in Autumn term and referred to in termly Pupil Progress meetings.

How We Record Progress

- **Pupil Workbooks:** English and Maths books show progress through children's work, marking, feedback, pupil response to marking and target setting.
- **Reading, Writing and Maths Teacher Assessment Records:** Daily progress is assessed and tracked on NC year group learning objectives record sheets, to show if a pupil is Working Towards, at Expected Standard or working at Greater Depth. These inform planning and are updated when objectives are revisited.
- **Closing The Gap** - Children who do not meet Standard at the end of the academic year form the next year's 'target group'. The individual objectives which they did not meet in Reading, Writing and/or Maths are addressed through pre-teaching and daily lessons. The progress these children make are recorded on their WTS RAG sheet.
- **Foundation Subject Assessment Records:** Termly progress of each pupil is assessed and tracked on to foundation cohort tracking grids. An overall judgment for each subject is given.
- **Standardised Tests:** Progress in English and Progress in Maths Y3 baseline and end of year summative tests for all year groups; past End of Key Stage 2 SATS papers; termly NTS Mathematics, Reading and EGPS tests. Progress will be shown through Standardised Aged Scores; Standardised Scaled Scores; and total marks. These results are tracked on the school's own internal tracking system.
- **Oatlands Internal tracking System (using Pupil Impact Data Records and Arbor MIS Tracking sheets):** tracks progress. It will show start of year baseline assessments, end of term teacher assessments and show progress towards end of year targets. The analysis tools on Target Tracker are used to summarise the percentage of children Working Towards Standard (WTS1, 2, 3), Working at Expected Standard and Working at Greater Depth within the Expected Standard.
- **Monitoring and Tracking of Disadvantaged Pupils:** All of the above and in addition: Inclusion Manager's individual tracking of Pupil Premium Progress Profiles. Staff appraisal procedures also indicates tracking of disadvantaged / vulnerable groups of pupils. Year group leaders and class teachers keep up-to-date their 'Closing the Gap' action plans, which identifies target groups of children and actions to ensure they make expected progress. Further details on our Pupil Premium Strategy and Action Plan, can be found on the school website under 'Pupil Premium'.
- **Monitoring and Tracking of SEND Pupils:** All of the above systems as well as 'My Support Plans' profiles and termly review meetings with the Inclusion Manager, class teacher, pupil and parents.

How We Report Progress

- **Pupil Progress Meetings:** Held each term with year group teams, HT, DHT, Inclusion Manager, English and Maths subject leaders. Discussions are held about pupils who are not making expected progress and actions for how to address barriers to learning, including identifying appropriate interventions.
- **Local Governing Body Meetings:** Termly data summaries are presented to governors, which present progress of cohorts including performance of pupil groups (boys, girls, Pupil Premium, SEND and EAL). Impact of interventions comparing baseline to end of programme test data, is also presented to evaluate impact. At the start of the year, headlines from the ASP report (Analysing School Performance) for End KS2 outcomes and Ofsted Inspection Data Summary Report are also presented to governors, following analysis from DHT. This analysis informs the School Development Plan.
- **Reporting to Parents and Carers:** Parents/Carers are invited to a termly consultation where their child's class/group teacher shares the progress their child has made in each of the curriculum areas. An end of year report is also provided in the summer term, which informs of their child's achievements, general progress and attendance. Reports for pupils in Year 6 also include the outcomes of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the expected standard.
All parents are also given comparative information about the attainment in the core subjects of pupils within school, compared with the attainment of pupils of the same age nationally.

Performance Descriptors:

The following language is used to describe pupils' progress and attainment:

Below (B)= Working **Below** the year group standard (i.e. within KS2 Y3, 4 or 5, or for Y3 pupils, within Y1 or Y2)

Working Towards Standard (WTS)= Working Towards the year groups **Standard**.

Expected (EXS)= Working at the **Expected** year group **Standard**.

Greater Depth (GDS) = Working at **Greater Depth** within the year group **Standard**.

Documents for further reference:

- Marking and Feedback Policy
- Marking and Feedback Symbols
- Teaching and Learning Policy

