



Oasis Academy Aspinal Assessment Policy 2016

ASSESSMENT POLICY

From September 2014, the Government has introduced a New National Curriculum.

The main changes to Assessment include:

- The previous National Curriculum Levels e.g. 2A, 3C, 3B are being removed.
- Oasis Academy Aspinal staff will use a selection of assessment tools to assess what progress the children have made in the academic year.
- A tracking system will still be used to show the % of children on track and the progress a child has made over time but the 'levels' used on the system have been redefined and children will now be assessed as working at 'below', 'working towards', 'at national' and mastery within each year group depending on the amount of objectives met.

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed when reporting to parents as we believe this system is complicated and difficult to understand, especially for parents".

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential.

To make our assessments we:

- Use **Assessment for learning**
- Use Working Walls to clearly show how children can move forward their own learning and celebrate success.
- Set clear targets in conjunction with the pupil and use target cards for maths and writing.
- Use a clear system for giving feedback through marking so that pupils are clear about their next steps.
- We encourage peer assessment and self-assessment, **so that they can become reflective and self-managing.**

Individual Needs

- The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher.

Pupil Record Sheets

- Records of progress are kept on O Track these are tracked and monitored on a half termly basis for all core subjects from Year 1 up to Year 6.
- Pupil Progress meetings will focus on children working below age related expectations and Pupil Premium children (SEN children will be looked at separately). Through planning, books and a discussion with the teacher target children will be identified for the next half term.

Evidence

Formative records

Individual/Group record keeping in the class assessment file.

Marking comments in exercise books.

Early Excellence for EYFS

Summative records

SATs and national mock text results.

Summer reports

O Track Data (Maths, Reading and Writing)

Early Excellence for EYFS

Reporting to Parents

Parents are fully informed of their child's progress in school. We also encourage parents to contact the school immediately if they have concerns about any aspect of their child's work.

In the Autumn and Spring terms we host Parents Meetings, this is an opportunity to review and evaluate their child's progress as measured against the targets.

A written report for parents is completed in the Summer Term. This outlines their child's progress and achievements throughout the academic year and identifies the targets for the next school year in reading, writing and maths.

Each subject lists the core objectives and the skills for that subject. The children are assessed, against these criteria, as:

- *working below expectations;*
- *working towards expectations;*
- *on target;*

Reports in Y1 also provide details of children's attainment in the Y1 Phonics Screening Check.

We write individual comments on all subjects of the National Curriculum, and on religious education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. When sending out the report we include a form for parental feedback. For those parents with concerns that are not answered in the report, we offer an opportunity to meet with their class teacher.

Reports for pupils in Year 2 and Year 6, we also provide details of the levels attained by teacher assessment and the in the National Curriculum tests.