

Assessment Policy – 2022

Assessment is at the heart of the learning process at Oasis Academy Bank Leaze. This policy refers to Assessment in Key Stages 1 and 2. A separate policy exists for the EYFS. Assessment exists for two related but separate purposes: to provide the basis for the planning of next steps for the pupil or groups of pupils (assessment for learning) and for accountability purposes (assessment of learning). We believe that both of these are valuable but also understand that we must not confuse the two. Indeed, we believe that by keeping the two apart we improve their integrity and quality.

Assessment for Learning

Day-to-day assessment: This takes place during every episode of learning – it IS teaching. This form of assessment is used to gauge a learner's understanding of a given learning intention, to highlight any misconceptions which may result in alterations to planning, teaching and learning in that may need to occur during that episode and following sessions and to help decide the immediate next steps for those students who have securely met a learning intention.

It is quite legitimate that this form of assessment may not be recorded at all. If it is, it is best recorded on planning documents especially in the form of annotations. It can also be recorded through comments in students' books, students' self-assessment or against success criteria. It may also be in the form of recorded observations and photographs. It is not expected that this will happen for every individual pupil in every (or any) individual lesson – this would be counterproductive AND would produce an unjustifiable work-load that would actually detract from learning.

Periodic (assessment for learning)

In our academy, in Key Stages 1 and 2, periodic assessment happens in Writing through the use of PLCs (Pupil Learning Checklists). These should be updated at least once a (short) term. But staff may wish to update them more often. Electronic copies of these are kept on the Academy's shared drive. Once objectives are taught teachers must decide if pupils are working below the national expectation in that area (RED), working towards the national expectation (YELLOW), or secure at the national standard (GREEN). In some instances the class teacher may wish to indicate that the student is working at greater depth, as an academy we will use BLUE to signify this. These judgements should be based on sound and objective evidence. In Writing, the main source of evidence will come from the children's Big Write books. These provide a range of independent writing which can be used to form a picture about the student's current attainment. This may not be the only source of evidence called upon. Pieces of writing from across the curriculum and on occasions within their Literacy

books may also be used. We assess writing in this way (rather than through testing) as it is in line with national assessment practice at the end of each Key Stage.

This form of assessment can be used to inform planning for individuals and groups. Teachers must be mindful of patterns in whole class understanding AND in the attainment and progress of sub-groups, particularly pupil premium students. In Maths, PLCs exist but they are to be used totally at the discretion of the class teacher. In Reading, the prime source of assessment for learning comes from Benchmarking (which will happen 4 times a year) – where teachers complete a running record as pupils read individually. These are quality assured by our Reading Lead. In History, Geography, Science & RE, teachers will use informal quizzes to monitor the progress that pupils are making towards retaining the key knowledge for each unit and adjust teaching accordingly. There is no expectation that this will be formally recorded.

Assessment of Learning : Summative assessment – for accountability

As an Academy, we take part in Statutory Tests in Years 2 and 6. In Year 6, the outcomes are purely test-based, whereas in Year 2 the tests are designed to inform an overall Teacher Assessment judgement. We do, however, give the tests significant weighting in our judgements. The outcomes of these are reported nationally and submitted to the Oasis National Board. Pupils in Year 1 sit the national phonics check in the Summer Term. The outcome of this check are also published. In Year 6 (Year 5 sit the current paper in the July before the end of the school year) and Year 2, students will also take formal 'mock' papers at regularly intervals during the year (November and March). This will be validated externally by Oasis Community Learning. The outcomes of these will be used for forecasting, accountability and planning in terms of the provision required to move pupils to the national standard. Test scores are submitted to OCL nationally to provide a national comparator / benchmark. Pupils in Years 1 to 5 sit formal test papers in Reading and Mathematics at 3 points throughout the year – November, April and June. The tests are nationally standardised. The tests provide a score between 70 and 130. There are bands which indicate that pupils are currently operating at: 'Below (B)', 'Working Towards' (WT), 'At the Expected Standard' (EXP) or at 'Greater Depth' (GD). The tests currently used are provided by Hodder (PIRA & PUMA). How well a pupil is doing in the subjects can then be checked against their prior attainment. Pupils are making good progress if their scores stay within a margin of error across the year.

Recording of Assessment Data & Analysis

The scores attained in the standardised tests are record on a spreadsheet that is kept securely on the staff drive. The spreadsheet contains information about each child's prior attainment – at the end of Key Stages and across each year of school. The data for each cohort will then be interrogated in more depth by the Assessment Leader (currently the Principal), together with whole school

analysis in terms of the progress of classes and groups, including gender, Pupil Premium and prior attainment. The focus here will be on the average score of each particular cohort. There is strong, logical reason for focusing upon average group scores (as opposed to percentages at any 'level'). In any school, but especially one with very small cohorts, percentages can easily fluctuate wildly. Even with 10 pupils in group, each pupil carries 10%. The second danger with focusing on percentages, is that it encourages teachers to focus on pupils at the edge of each artificial boundary. To move a group of 10 pupils from 60% to 80% may mean the teacher has focused on just two pupils. The pupils with low, or high, prior attainment may have progressed very little over that time, if at all. By focusing on average (standardised) scores all pupils 'count'. Data from all standardised tests is submitted to Oasis nationally to generate national benchmarks which allow the leadership team to both be held to account and to self-evaluate current performance.

Quality Assurance of Assessment

As an academy we feel it is important to quality assure and validate our assessment judgements. This is done in a number of ways. Firstly, validation of judgements will form a key component of our Pupil Progress Meetings between class teachers and the Principal. Secondly, at least one staff meeting in each of Terms 2, 4 and 6 will be dedicated to moderation and standardisation of judgments (in writing). This activity will also happen within Oasis Regional Networks. Locally, we will moderate with colleagues at Oasis Academy Longcross

Assessment and Progress

Pupil progress meetings will take place between class teachers and the Principal (currently assessment lead). As well as the quality assurance of data stated above, these meetings will also represent a professional dialogue about the progress of groups and individuals and the next steps (actions) necessary to maintain or secure progress. The foci in these meetings are on: pupils currently working below / towards expectations; pupils with high prior attainment who are no longer operating at 'Greater Depth' and pupil premium students / others. Meetings happen in September, January and May and on an ad hoc basis when issues arise.

This policy should be read alongside our Teaching & Learning Policy and our Marking and Feedback Policy.