

What Assessment looks like at Aston Rowant

At Aston Rowant CofE Primary School, we are committed to creating a quality teaching and learning environment where children are given the opportunity to achieve to their greatest potential.

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Assessment at Aston Rowant C of E Primary School aims to:

- provide information to identify and support the next steps in learning and inform planning.
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- track individual progress.
- gather information about the attainment of individual children, groups and cohorts so that it can be used to inform target setting.
- analyse the performance of groups and cohorts of pupils to identify priorities for school development.

Assessment approaches

At Aston Rowant we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents/carers** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment takes many forms and differs between subjects. Marking and feedback, questioning, quick quizzes, self and peer assessment and observations happen regularly throughout all lessons. At Aston Rowant however also plan for our lessons to follow the format of '**Engage, Explore, Evaluate**'.

Our **Engage** sessions allow teachers to recap and review children's prior knowledge. In Maths this takes the form of Flashback 4 and English it may be a revision of grammar concept by correcting a passage of text, or

creating a success criteria for a text type. In other subjects, the Engage session could involve an 'I wonder...' question, a thought provoking image, a short recap quiz or Retrieval 4 where the children have to choose 4 questions to answer from a larger selection, recalling prior teaching from the previous week, term and year. This process ensure children are retain prior learning and enables teachers to assess this and adapt planning as necessary.

Our **Evaluate** sessions allow teachers to review the children's learning during the **Explore** session. These session may look back at a stimulus from the Engage part of the lesson or seek to answer the proposed 'I wonder...' question.

In foundation subjects, units end with the children recalling their learning. This can take a variety of forms, for example: a quiz, producing a poster, a leaflet, a news report, an animation or podcast. The children are encouraged to share as much information as they can about what they have learnt over the unit. This provides the teachers with a clear picture of each children's understanding of what they have been taught.

Throughout all of these formative assessment techniques we aim to assess the children knowledge, skills and understanding, as well as identifying gaps in learning and misconceptions that the children may have. This in turn informs future lesson plans and possible interventions and/or support needed.

In-school summative assessment

Effective in-school summative assessment enables:

- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period

Alongside their own Teacher Assessment, teacher use the following materials to support their assessments:

- Phonics – Rising Stars Termly Assessments YR-2
- Reading – NTS Termly Assessments Y1-5
- National Curriculum Spelling Test- in May and Sept
- Maths – end of unit White Rose Maths Assessments Year 1-5
- Maths – end of year NTS assessment Y1, 3-5
- Year 2 End of year SAT paper
- Year 6 Termly practice of past papers in Reading and Maths

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents/carers** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Reception Baseline Assessment (September) and Early Years Foundation Stage profile (submitted in June)
- Year 1 - Phonics screening check (June)
- Year 4 – (June)
- Year 6 - KS2 SATS in Reading, SPaG and Maths – Externally Marked, and teacher assessments in Reading, Writing, Maths and Science (May)

Collecting and using data

The school uses OTrack as its data management system. Input of data takes place termly. The shared language in our school is:

WA - Working At the expected standard

WT - Working Towards the expected standard

GD - Working at Greater Depth

Below POS - Children working significantly below age related expectations (Programme of Study). The year group at which they are working at or working towards is then also given (eg 2WA, 3WT)

Pupil Progress Meetings

The summative data is used to aid discussion during Pupil Progress meetings. Information is presented in the form of a Termly Tracker so progress from previous terms can be discussed. Children are highlighted who are 'not on track', reasons for this are shared and steps forward are suggested and planned into the next term. These meetings are held with all teachers present. As a small school we embrace the fact that we are able to get to know the children well as they travel through the school. This enables previous teachers to be able to share their knowledge of a child.

Updating Governors

Following Pupil Progress Meeting, the data is anonymized then shared with the Governor Teaching & Learning meetings. This data is also presented to highlight children with SEND or who those who are Disadvantaged. Governors are given a clear picture of current pupil attainment and how it progresses term by term. It also provides Governors with to opportunity to challenge any changes in data or discuss areas of concern.

Reporting to parents/carers

Parents are encouraged to be active participants in their child's learning. We aim to provide an open-door policy whereby parents can seek advice or support from the class teacher. We endeavour to communicate well through newsletters, termly curriculum maps, homework tasks, reading records, reports, open days, parental workshops and the school website. Parents have regular opportunities to discuss their child's progress with teachers. Formal

parents' evenings are held in the Autumn and Spring and terms. A full report is sent to parents at the end of the year. This report will provide information about the child's performance in all National Curriculum subjects. In Year 1 it will include details of the phonic screening check; in Year 4 it will include details of the Multiplication Tables Check and in Year 6, it will indicate the results of the child's Statutory Assessment Tests as well as the level awarded through Teacher Assessments in Reading, Writing, Maths, Science and SPAG.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

For pupils with Special Education Needs who cannot access the National Curriculum, we use The Engagement Model. This allows for the evaluation of an individual child's achievement in an extremely detailed way. It enables small steps of progress to be measured and a personalised curriculum to be planned in line with their EHCP. The Early Years Foundation Stage Profile is used to support alongside.