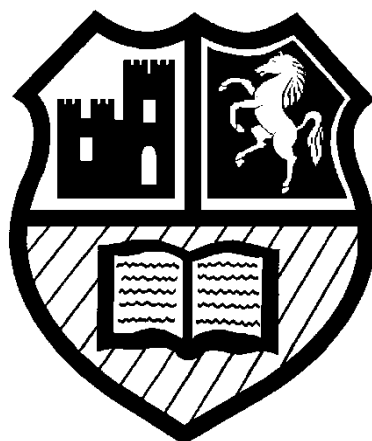


Otford Primary School



Assessment Policy

Date

March 2026

For review

March 2028



Oxford Primary School Assessment Policy



At Oxford Primary School, assessment is an integral part of learning. We learn through discovery and our children know that making mistakes is part of the learning process. In order for us all to improve, we need to know our starting points and how to learn new things. With curiosity, we move forward and learn from everything we do. We believe that assessment should raise self-esteem and be viewed positively by all members of our School Community. It is an opportunity to celebrate our achievements; to intrinsically motivate us to achieve our potential, and to fly high.

Aims:

- To gather consistent information about individual children, groups, cohorts and subjects in order to monitor progress
- To ensure that children make progress, knowing their achievements and next steps
- To internally track pupils attainment and progress
- To use assessment to improve the provision of education for children, providing support and challenge for all
- To have a consistent approach that measures the School's performance
- To inform the Governing body of the school's Standards and Achievements in order to inform strategic planning
- To meet the legal requirements for record keeping, assessing and reporting

Key Features of Assessment

Formative Assessment for Learning/AFL:

Assessment for Learning underpins all of our teaching and learning. Following school closures, it is crucial that teachers use this effectively in order to identify and close gaps that have occurred during this period. Feedback is provided to every child on a daily basis and they are wholly involved in their learning and targets. AFL is central to all classroom practice. Learning outcomes are shared with learners and teachers discuss with pupils how they are going to achieve the desired outcome. Peer and self-assessment are embedded across our school and the children are proud of their successes and know how to improve.

Formal Assessments:

Reception Baseline assessments are carried out in September. This is an essential assessment which lets staff know the starting points of each individual. This data is used to track the progress of individuals, groups, cohorts and subjects throughout their time at Oxford Primary School and it is also crucial in measuring the progress of the School.

Children in Key Stage One and Key Stage Two are formally assessed three times per academic year (at the end of the Autumn, Spring and Summer terms). NTS tests are used for reading and maths, and writing is assessed using the year group writing assessment statements. NTS scores are input to an online gap-analysis program (MARK) which then provides data such as standardised scores for individuals as well as group, cohort and whole school analysis.

Phonics assessments are also carried out termly and results are recorded on phonics trackers.

Year 6 complete the national tests (SATs) in May and Y1 Phonics Screening is administered in June, alongside Y2 re-takes.

Pupil Progress/Intervention Meetings:

Pupil Progress Meetings are held regularly throughout the year after data has been inputted. Class teachers, teaching assistants, and members of SLT meet to discuss the progress of each class.

Individual children are monitored, as well as groups, and suggestions for impacting progress will be provided.

Tracking of Progress:

Marking and/or feedback is provided during every learning session and this, alongside on-going assessment for learning strategies, ensures that children are making progress. Support, scaffold and challenge are an integral part of learning.

More formal tracking takes place termly. Reception children are carefully tracked against the Early Learning Goals. This is an on-going assessment process which is collected every half-term.

For Y1-Y6, children are teacher assessed in every subject in December, April and July. For Reading, Writing and Maths, this will be on Sonar. For any other subject, this will be on Curriculum Maestro.

Children's NTS assessment scores are used to track their progress termly.

Deputy Head teachers will lead Year Group/Pupil progress tracking meetings with staff (this may be for key year groups) in January and March. This will be an opportunity to discuss focus learning for the year groups, plan interventions and identify target children. This will also be an opportunity to measure progress against cohort data targets at regular intervals throughout the year. The Assistant Head/Inclusion Leader may meet with specific class teachers or join meetings in order to discuss interventions and progress.

SEN/Provision Mapping meetings will be held termly with the Assistant Head teacher to track and discuss learning strategies for specific children. Targets will be added to the Provision Mapper tool.

Moderation, Monitoring and Evaluation

Sonar judgements are quality assured, initially by SLT and then by all staff, using a triangulation of outcomes from books, assessments and the teacher's knowledge of each individual within their class. Moderation is vital in order to ensure equality, consistency and accuracy. This is carried out for Reading, Writing and Mathematics. Moderation of foundation subjects occur during phase meetings and subject leaders monitor standards.

The data is then analysed by SLT and shared with staff. This provides summary data to enable us to continue to challenge and support all pupils as well as enabling us to plan strategically for School Improvement.

In July, there will be a Teaching and Learning Evaluation meeting for each year group. This will ensure that information regarding the successes of the year group can be built on for the next academic year. It will also provide staff a forum to discuss what improvements can be made.

Reporting of Assessment:

Teacher to SLT

Teachers assess each child's learning for Reading, Writing and Maths using steps on Sonar. Any child working below their current year groups programme of study, will be assessed against the learning statements for the band within which they are working. This helps us to capture their progress.

Teachers also enter each child's NTS scores for reading and maths into MARK at the end of each seasonal term. This provides gap analysis to enhance planning and ensure coverage and progress. Other subjects, for each individual, are recorded on Curriculum Maestro as 'on track' or 'not on track'. This is moderated by year groups within PPA sessions prior to data input deadlines in order to ensure consistency. This data is then discussed during SEN Review/Provision meetings and Pupil Progress/Intervention Meetings.

School to Governors

In-year summary data, is reported to governors termly during FGB meetings.

School to Parents

Parent's Evenings are held in October/November and March with an additional optional meeting in July to discuss reports if a parent wishes to do so. These are opportunities for teachers to share individual child targets with parents and for school and home to work in partnership to secure the best possible outcome for each child.

NTS assessment individual reports for reading and maths will be distributed to parents throughout the year.

Reports will be generated and written by teachers in July. This will provide crucial information on progress and attainment for each child.

Teacher to Teacher

Hand-over meetings in July are a means of sharing all assessment details for each child, and the class as a whole, so that teachers are aware of the assessment information for their classes from the outset.

Statutory Assessment

All statutory assessment information will be sent to the relevant bodies and reported to parents.

Target Setting:

Child Targets

Children should be aware of their next learning steps. Teacher's marking and feedback should allow children to be clear on their strengths and areas for development. Children should be able to articulate this.

Class, Key Stage and Subject Targets

SLT use historic data, alongside present data, to set predictions for all year groups.

Targets will be set for year groups (e.g. a % of children targeted to be secure "AT" or "A" above) taking into account their historic data as well as their current progress rate. These will be shared with all staff in October, using the summer formal assessments and teacher assessment for term 1, and re-visited regularly during meetings.

Year Group Tracking meetings in January and March allow teachers to work collaboratively in order to discuss progress towards targets and to work on implementing strategies to secure expected progress and better than expected progress for groups of children.

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