



Assessment

At St Osburg's we believe that all pupils are life long learners who should be responsible for their own learning, be able to identify their achievements and recognise their next steps.



Intent- We aim to



Ensure assessment is integral to pupil's progress in learning.



Ensure assessment is used to inform teachers planning and implementation of the curriculum.



Helps us to identify children who may need additional support or require additional extra challenge.



Identify gaps in learning for individuals or groups of children or dips or acceleration in children's usual levels of progress.



Enables teachers to inform parents, carers and other professionals about children's attainment and progress.

Implementation



At St Osburg's we use three types of assessment across the school:

- **In-school formative assessment** which is the on-going daily process whereby the staff accumulate knowledge about pupils' progress and attainment. Formative assessment helps teachers to understand whether a child has grasped a concept or understood the knowledge taught. Example of some formative assessment strategies are teacher marking, discussions with pupils, pupil's verbal or written responses and pupil self -assessment.
- **In-school summative assessment** to understand how much children have retained and how much a child can do independently. These include: teacher's regular phonics assessments in Early Years and Key Stage 1; end of topic reviews in Science, termly assessment papers for Reading, Maths, Spelling, Grammar and Punctuation (SPAG) and termly written assessment pieces. Outcomes of summative assessments are reported termly to school leaders so that they can monitor the performance of different cohorts.
- **National standardised assessments** in all statutory assessments including the Early Years Baseline Assessment, the Year 1 Phonics Screening Check, the Year 4 Multiplication Tables Check and the Year 6 Statutory Assessment Tests (SATs).



What this looks like at St Osburg's

In Early Years, a baseline assessment is completed within the first six weeks. Further summative assessments of progress are recorded in February and June. Teachers cover all seventeen curriculum areas and assess based upon the Development Matters age-related expectations. Judgements are recorded using Above, At, Just At and Below codes.

In KS1 and KS2, summative judgments in Reading, Writing and Maths are reported termly using the statements Working At, Greater depth, Working Just Below and Working Well Below the standard expected for each year group. Formative judgements are made in Science, Theme and Art and Design at the end of topics using judgements Achieved, Greater Depth, Working Towards or Taught. Examples of strategies to assess pupils retrieval skills and to inform accurate teacher judgements are Flashback Four (in Maths and Science) and Time Hops (in Geography and History).

Termly Pupil Progress meetings are held where staff discuss the attainment and progress of children with the Assessment and SEND leads. During the meeting staff discuss the attainment of individuals and groups of children to ensure that all children are making good progress and plan for any necessary support, interventions or referrals that are required to ensure their continued progress.



Impact

- All children achieve well from their relative starting points including children with additional needs who receive timely support.
- Children develop positive learning behaviours such as a desire to excel, an independent attitude, a willingness to learn from mistakes, the ability to respond to feedback; the ability to evaluate and edit their own work and the ability to provide constructive feedback to their peers.
- Staff develop a thorough knowledge of their pupils' learning behaviour and attainment and know how best to help them.
- Lessons are pitched accurately and adjusted to take into account any misconceptions, areas for further development or accelerated learning required.
- Parents and carers have a consistently accurate understanding of their child's learning and progress.
- School leaders have a clear understanding of the school's strengths and areas for development.

