



Oaklands School

ASSESSMENT AND MARKING POLICY

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Oaklands School Assessment Policy

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Rationale

At Oaklands School, we believe that effective assessment provides the base line for informed teaching, helping students to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which students understand what they have achieved and what they need to work on in order to improve.

Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the students' continuing progress.

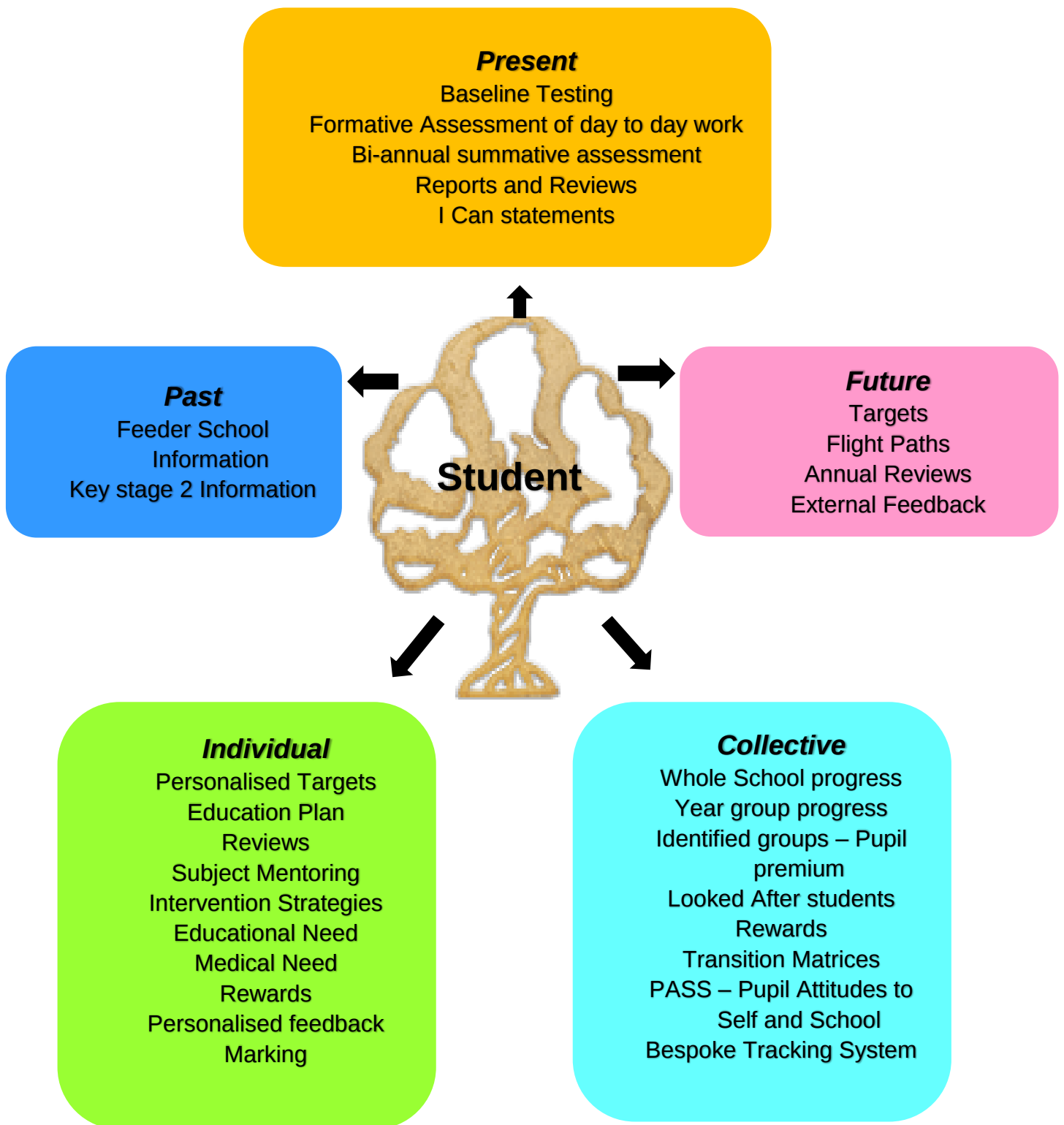
Summative assessment is important too, for accurate information regarding a student's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

Aims and objectives

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the attainment, progress and achievement and therefore outcomes for individual students and cohorts
- To ensure consistency in assessing achievement and identifying both challenging and achievable targets for each student
- To enable the active involvement of students in their own learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual students
- To provide regular information for parents that enables them to support their child's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards

Assessment at Oaklands School
Summary Chart



Principles

Assessment

Accurate assessment is essential to both secure and measure student progress. At Oaklands we pride ourselves on using assessment that encompasses all facets of our students' development.

One of the most important purposes of assessment is to inform teaching and learning. Assessment enables us to track student progress accurately, to design future learning, to adjust provision and to review expectations and learning flight paths.

Every learner needs to know how they are doing, what they need to do to improve and how to get there. This an area we continuously develop using our school wide marking policy and our specialised progress, attainment and reporting system.

How do we measure progress?

At Oaklands school we measure progress using the Oaklands Standards.

Recording Progress

- A snap shot of progress will be taken at the end of the Autumn term and in May each academic year. However, evidence of progress can be added to the system at any point in the academic year.
- A baseline assessment will take place in the first half term for all students joining Oaklands school.

What are the standards?

They are a ladder system of recording progress against the National curriculum.

Example -

- 
- **Standard 4** – Greater than 50% of Standard 4 is broadly equivalent to GCSE grade 1
 - **Standard 3**
 - **Standard 2**
 - **Standard 1**
 - **Pre – standard P8 (subject specific study below standard 1)**
 - **Pre – standard P7**

Each area of the curriculum is divided into standards

Each Standard has been devised using guidance from the National Curriculum, published resources endorsed by the Department of Education and expertise from similar schools using the Onwards and Upwards progress tracking software system.

How do the standards work?

Each standard is made from a series of "I Can," statements. As students make progress, percentage points are added to the standard they are working at.

Example –

- **I can draw recognisable letters of the alphabet**

- **I can write my name with correct letter formations**
- **I can read what I have written**

The statements are different for every subject.

The revised content of the National Curriculum prevents easy comparison with the old National Curriculum levels hence the standards do not cross match with the old National Curriculum, for example a standard two will contain elements of what was a level 2 and many elements of Level 3.

How are the targets calculated?

We use the Key stage 2 assessment data coupled with a baseline assessment completed in the first half term of a student joining Oaklands to set a target pathway and a progress expectation for each academic year.

We know from the department of education's document – Secondary accountability measures, that good progress means that our students need to make at least 40% progress in each subject each year in our standards. We have calculated this from the English and Maths estimates in this document, which gives a grade estimate based on a Key stage 2 fine level.

We can then measure the amount of progress a student is making and make a judgement on this progress. The judgements we use are in the following table.

Formative and summative assessment processes are used to determine progress in each standard, this progress is recorded and then turned into a percentage within each standard.

Progress judgment	Colour assigned to the progress judgment in our reporting system	Progress required for each progress judgement
Excellent	Lilac	150% Increase in a standard (36.7% per term)
Good	Blue	60% Increase in a standard (20% per term)
Expected	Green	40% Increase in a standard (13.3% per term)
Concern	Yellow	Below 30% in a standard (10% per term)

How do we know our judgments are sound?

To ensure a robust assessment system, judgments on progress will continue to be moderated both within departments and with other schools wherever possible.

The secondary accountability document is released annually and will also guide our judgements on progress.

Reporting to Parents

Reports to parents will continue to be developed to reflect the detailed analysis of progress.

Marking

The purpose

Effective marking and feedback ensures that teachers understand where pupils are with their learning and what they need to do to improve further; informs interventions to ensure pupils' progress is on track; and. supports pupils' evaluation of their learning

Principles

Curriculum area marking should conform to the following:

- Marking should be manageable and meaningful.
- Marking should, whenever possible, be directly related to learning objectives in order to provide supportive evidence for teacher assessments, this should link directly to the 'I can' statements within the Onwards and Upwards system.
- Marking is a method used to motivate pupils and therefore should be constructive.
- Staff should apply a range of appropriate and consistent marking strategies for a variety of work
- Criteria for successful work should be clearly stated to pupils through the use of must, should and could learning objectives
- Marking should provide effective communication between teacher and pupil in order to inform pupils of their progress.

Guidelines

The schools' objectives are:

- To identify pupil attainment, progress and achievement
- To assess pupil understanding
- To diagnose areas for development and improvement
- To recognise and reward pupil's effort
- To motivate pupils

Whole School Approach

Across the curriculum all pupils' books will include:

- Marking of writing skills, i.e. Capital letters, full stops, basic grammar and keyword spellings

- Learning objectives that include must, should and could to be displayed for any recorded pieces of work and marked accordingly in purple, this may include simple recognition, ticks and crosses and other appropriate comments.
- If next steps are appropriate they should be clearly identified in green pen and pupils allowed opportunity to respond
- Pupil marking may be used at the teacher's discretion (if this is relevant to learning)
- Department leads should monitor books every term and provide feedback to subject teams and SLT (where appropriate), this moderation should demonstrate how marking underpins the whole school assessment system.

Book sampling will be built into the annual timetable and monitored accordingly by SLT, forming part of the review cycle within learning walks and lesson observations

Communication

All pupils will be aware of the overall consistent approach to marking whatever the subject.

- Pupils should be involved in the process by being present when marking takes place whenever possible.
- Pupils should be verbally informed about their work whenever possible, this should be a positive experience.
- Pupils should be allowed time to respond to teacher comment, next steps etc.
- Stickers and bonus points may also be used as a means of positive reinforcement on the good work and certificates/commendations issued as an acknowledgment of good work, these to be presented in celebration assembly.