



# **Oasis Academy Long Cross Assessment Policy**

**01.09.19**

## **Our Vision and Aims**

Our vision is that every child can and will succeed to be the best they can be. We are committed to ensuring that all pupils make good or better progress in all subjects and that this will be achieved through rigorous assessment of their learning to inform subsequent teaching. Our assessment system will work in line with the National Curriculum to ensure coverage and progression both within and across year groups.

## **Purpose**

This policy sets out how we assess learning and progress across the academy and how this information is used to improve teaching and learning for every child. The purpose of assessment and data collection in the academy is three-fold:

- To systematically check learners' understanding and inform sequences of learning that offer challenge, depth and progression for all
- To identify under-performing pupils so that appropriate intervention can be implemented to accelerate progress
- To inform the Oasis Community Learning (OCL) national priorities

Cohort attainment and progress will be used to to improve provision across the academy, ensuring that senior leaders have the right focus within continued professional development (CPD). Cohort outcomes for year groups in which statutory reporting is given will be compared to the most recent national figures in order to maintain high expectations of pupil outcomes and identify where the academy sits in a national picture.

## **Assessment at OALC**

The academy assessment system consists of two types of assessment:

### **1. Summative: the assessment *of* learning.**

Summative assessment is essential to benchmark progress and attainment over time, as well as make comparisons locally and nationally. Quality assurance of these judgements through moderation ensures that results are based upon dependable information. Summative assessment is analysed by the Deputy Principal, class teachers and subject leaders so that planning and training can be adjusted to meet the varying needs of individuals and groups.

### **2. Formative: the assessment *for* learning (being responsive)**

Formative assessment is the daily interplay between teacher (or other adult), pupil and peers. It helps pupils to understand what their next steps are and how to achieve them. It involves pupils in self and peer-assessment and allows them to reflect on how they have achieved and where they need to go next. Formative assessment with pupils is primarily carried out through Feedback and Marking (see Feedback and Marking Policy). Formative assessment also includes the use of assessment tools such as Question Level Analyses (QLAs), BOATS and MOATS to identify and then address individual or class-wide gaps in learning.

## **Assessment Tracker**

The Academy uses Insight to enter, store and analyse all assessment and data for all main stream pupils. Each class teacher in EYFS, KS1 and KS2 are required to enter the following information in Terms 2, 4 and 6:

- Development Matters bands (EYFS only)
- HeadStart Reading scaled score
- Writing teacher judgement
- HeadStart GPS scaled score (Y3-5)
- HeadStart Maths Reasoning scaled score
- HeadStart Arithmetic scaled score (Y3-5 only)
- Science teacher judgement (Terms 2 and 6 only)

- Reading book band

Year groups in which statutory reporting is given (Y1 Phonics, Y4 Multiplication Check Y2 and Y6 SATS) have additional mock tests throughout the year, the results of which must also be entered on to Insight.

### **Academy Testing**

In Terms 2, 4 and 6, pupils in Y1-6 will take a reading, maths, arithmetic and SPAG test. The academy will use the HeadStart tests as set out by OCL for Years 1,3,4 & 5 and the DfE papers for Phonics, Y2 & 6.

The test materials can be found in T:\Assessment\HeadStart\TestMaterials. The following tests must be administered in Terms 2, 4, & 6 respectively:

- HeadStart Reading (Test A/B/C)
- HeadStart Maths Reasoning (Test A/B/C)
- HeadStart Arithmetic (Test 2, 4, 6) – Y3-5 only
- HeadStart GPS Optional Tests (1,2,3) – Y3-5 only
- OCL Multiplication Check – Y3&4 only

### **Statutory Testing**

Years 1, 2 and 6 are subject to statutory testing by the Standards and Testing Authority (STA). OCL sets out mock tests throughout the year, which are arranged by the Deputy Principal (Y2 & 6 SATS) and Assistant Principal for English (Phonics). The tests for these are set out on the OCL 2019-20 assessment schedule and the academy monitoring overview.

### **Book Bands**

Pupils should have a running record carried out regularly to give an up-to-date book level and always when they are ready to move up a book level. The Reading Recovery teacher provides guidance and training on the completion of running records. Teachers should use the OALC Reading Bands Guide to support their understanding of where a child is working at in comparison to age related expectations (ARE) (appendix 1). In Terms 2, 4, 6 a child's current book band should be entered onto Insight.

### **Teaching, Learning and Assessment Tools** (see Appendix 2)

#### **Reading and Maths BOATS**

BOATS (Better Oasis Academy Tracking Sheets) are objectives taken from the PiXL Personalised Learning Checklists (PLCs) and are used in reading and maths to ensure coverage of the National Curriculum, particularly those areas of learning that need to be covered before the completion of statutory testing and are taught later in the Maths Mastery sequences. Teachers should keep a copy for their year group in each subject and they should be used to inform the WALTs for each lesson. Reading and Maths COATS should be used to identify the correct learning objective for pupils working below their chronological year group.

#### **Writing BOATS**

Writing BOATS are the curriculum objectives to be taught in each year group. They are linked directly to the National Curriculum and appendices as well as the Teacher Assessment Frameworks (TAFs) in Years 2 and 6. They are organised into the four components of writing:

- Vocabulary, punctuation and grammar
- Composition
- Spelling
- Handwriting and Presentation

The objectives should be used to inform the WALTs for each lesson and teachers should focus on making learning objectives using the first two components.

### **Writing Progression Ladders and Subject Progression Overview**

The Writing Progression Ladders contain the core content, terminology and spellings for each year group and are taken directly from the Appendices 1 and 2 from the National Curriculum for English Writing. These should be used by teachers to ensure progression of content and terminology between year groups, to support their subject knowledge and to promote consistency in terminology across the academy. The Subject Progression Overview for writing contains the year group objectives for each component of the writing curriculum for all year groups to demonstrate the progression of knowledge and skills through all year groups in KS1 and 2. This document should be used to inform the learning objectives for pupils working below their chronological year group.

### **Writing and Science eBOATS**

eBOATS (electronic BOATS) are used to assess skills and knowledge in writing and science. They act as a QLA for each subject so that teachers can identify gaps in learning for individuals and whole classes and should be used to plan future sequences of learning which address these gaps. Each statement should be RAG rated (red/amber/green) and these decisions may be made by using independent writes but could also be from class work where the skill has not been directly taught.

Each teacher must have an eBOAT for writing and science saved in T:\Assessment\eBOATS. These must be updated during each assessment cycle in Terms 2, 4 and 6 although teachers are invited to update them more frequently to better inform teaching. The information from these should be used to inform the teacher judgements entered on to Insight.

### **SEND and pupils out of year group**

Pupils working below their chronological year group, and who may also have SEND, should complete the tests from the year group in which they are working. If they secure a scaled score of 98 or above, they should sit the next year's test that term. If they secure 95 or above, they should take the next year's test during the next test cycle. If they don't have MOATS, a QLA should be completed for them against the year group test they sat and the information brought to PPMs if additional intervention is required.

To inform their teaching, teachers should use the relevant Core OATS (COATS) or, if they are SEND pupils, 'My OATS' (MOATS) so that learning objectives are accurately pitched. Where possible, their learning objective and/or task should be linked to the rest of the class but it is important that the WALT addresses the most suitable next step for a child so that they secure the basics before moving on.

MOATS are for those pupils who are on the SEND register and working more than two years behind their chronological year group. For these pupils, their MOATS are their curriculum and it is this document from which their learning objectives should be planned, taught and assessed against. If a child is working on MOATS, these must be completed in lieu of QLAs for these pupils. Pupils who have a Pathway Plan must have these reviewed, including parental comments and MOATS and/or any other assessment as stated on their Pathway Plan, by the penultimate week of Term 2, 4 and 6. All documents should be saved in the correct term in the child's individual folder in T:\SEND.

### **Reading, Maths and Spelling QLAs**

Following each test cycle, QLAs must be completed in reading and maths using the HeadStart test analysis tools – found in T:\Assessment\HeadStart\TestAnalysis. The expectation is that they are used to inform the follow term's maths meetings, reading comprehension and spelling lessons so that class-wide gaps in learning can be responded to and addressed. They could also help identify

individual or small groups of pupils who may need additional teaching to secure a concept. Teachers are expected to have identified the main trends and bring this information to Pupil Progress Meetings (PPMs) the following term. All pupils with SEND who have writing MOATS should be taught as assessed against the spellings on their MOATS.

### **Curriculum Ladders & Non-Core Quizzes**

These are the name for the academy Knowledge Organisers which lay out the core knowledge (and skills where appropriate) that pupils must be taught in a given subject. Curriculum ladders are used by teachers to plan sequences of learning that offer challenge and a depth of knowledge for all pupils. In non-core subjects, quizzes are written to match curriculum ladders and are used to test pupils' acquisition of knowledge at the start and end of each enquiry.

### **Teacher Assessed Judgements**

Teacher judgements are required in writing and science only. The codes which teachers must use are as follows and reflect the codes used when reporting results to the STA:

- BLW (below)
- WTS (working towards)
- EXS (expected)
- GDS (greater depth)

Pupils must always be assessed using these codes at a point in time. For example, a child who is working at ARE in Y2 in Term 2 would be 'EXS' and a child who is showing signs that they are secure in the previous year group and beginning to demonstrate elements of the Y2 curriculum would be 'WTS'.

Children who are working below their year group are those who are working more than a year behind. These children must be given the code of the year group they are working in e.g. a Y4 child working on the Y2 curriculum would be BLW (Y2).

### **Data Analysis**

Teachers input their own data on to Insight by the given deadline, as directed by the Deputy Principal. The Deputy Principal and subject leads produce summaries of data to share with the Academy Senior Leadership Team (ASLT) and class teachers where appropriate. The information analysed is used to inform discussions in PPMs, staff CPD and academy priorities. Class teachers are also required to complete a level of data analysis after each data drop and before each PPM. The information from this will inform the dialogue in the PPMs and actions taken by the teacher in the following term.

### **Pupil Progress Meetings**

PPMs are held in Terms 1, 3 and 5 and are carefully timed to follow on from the previous data drop. The purpose of PPMs are;

- For data to be analysed by the class teacher and ASLT and for any emerging patterns to be explored
- To review progress over time for all pupils and especially for identified or vulnerable pupils/groups
- To understand the picture of the class currently and plan for any accelerated progress
- To compare current data to age related expectations and know where targeted support or intervention is needed
- To liaise with SEND team

Prior to PPMs, class teachers should:

- Use the class data pages provided by the Deputy Principal to identify pupils who haven't made enough progress from their prior attainment
- Identify class-wide trends in their reading, maths and spelling QLAs

- Identify individual or groups of pupils (non SEND) who may require additional intervention

### **RAT Meetings**

RAT (Rapid Attainment Meetings) are held weekly (Y6) and fortnightly (YR and Y2) in year groups that have statutory reporting of results. They are led by the Principal and Deputy alongside year group teachers to ensure provision is always meeting the needs of pupils and to monitor the attainment and progress of pupils in light of targets and national comparisons. RAT meetings are also held in Y3 and Y4 with a view to monitoring specific pupils who have been identified as needing support to maintain ARE or have been targeted to make accelerated progress.

### **Early Years**

#### **Foundation Stage (EYFS)**

In the EYFS, pupils are assessed against the Early Years Foundation Stage Curriculum. Staff will use daily and weekly formative assessments through learning stories, photographs and observations. These will be recorded in their online learning diaries and the information used to inform planning and provision for the pupils. Each child will have a copy of the OALC Development Matters document and these should be updated using information from the online learning diaries. This information supports EYFS teachers to make a teacher assessed judgement about the child's performance in each area of learning by identifying which age band they are working within the EYFS curriculum. The age-band will be subdivided to identify how securely they are working and show progress over time. For example:

- 30-50E = emerging 30-50 months
- 30-50D = developing 30-50 months
- 30-50 S = secure 30-50 months

### **Moderation**

Assessment across the academy is regularly and systematically monitored and reviewed to ensure the consistency of marking and judgements. Year groups are expected to moderate their marking of test papers and judgements of writing during each assessment cycle. In addition, ASLT will plan in opportunities for academy-wide moderation throughout the year as well as regional moderation with the other South West academies. The academy opts into Bristol City Council for external moderation in EYFS, KS1 and KS2.

### **Non-Core Assessment**

Progress in non-core subjects will be measured using the quizzes at the start and end of each enquiry. Research shows that these are most effective when a culture has been established in which the results of these quizzes are private between the teacher and student (high challenge, low threat) and encourages pupils to take ownership of improving their own learning.

### **Assessment Cycle**

The assessment cycle below sets out academy expectations for the collation and submission of data for core and non-core subjects.

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
<b>KS1 &amp; 2</b>	Pathway Plans Written Pupil Progress Meetings	<u>Testing</u> Reading Maths Arithmetic OCL Multiplication (Y3/4) Spelling SPAG PiXL speed reading  <u>Teacher assessment</u> Writing Science  <u>QLAs</u> Reading Maths Spelling MOATS  <u>Other</u> Book bands Pathway Plans Reviewed	Pathway Plans Written Pupil Progress Meetings	<u>Testing</u> Reading Maths Arithmetic OCL Multiplication (Y3/4) Spelling SPAG PiXL speed reading  <u>Teacher assessment</u> Writing  <u>QLAs</u> Reading Maths Spelling MOATS  <u>Other</u> Book bands Pathway Plans Reviewed	Pathway Plans Written Pupil Progress Meetings	<u>Testing</u> Reading Maths Arithmetic OCL Multiplication (Y3/4) Spelling SPAG PiXL speed reading  <u>Teacher assessment</u> Writing Science  <u>QLAs</u> Reading Maths Spelling MOATS  <u>Other</u> Book bands Pathway Plans Reviewed
	Running records Enquiry 1 start and end quiz	Running records Enquiry 2 start and end quiz	Running records Enquiry 3 start and end quiz		Running records Enquiry 4 start and end quiz	
<b>EYFS</b>	YN Prime Areas YR Baseline	YN Prime Areas YR GLD Areas		EYFS GLD areas		EYFS GLD areas
	YR establish first book bands	YR Book Bands		YR Book Bands		YR Book Bands

**Appendix 1**

**Oasis Academy Reading Bands Grid**



Book Band Colour	Level	End of Year Group ARE	Reading Age		
Peach	1		5.0-6.5 years		
	2				
Red	3	Reception			
	4				
	5				
Yellow	6	Rec/Year 1			
	7				
	8				
Blue	9	Year 1		6.5-7.0 years	
	10				
	11				
Green	12				
	13				
	14				
Orange	15				7.0-7.5 years
	16				
Indigo	17				7.5-8.0 years
	18				
Violet	19			Year 2	8.0-8.5 years
	20				
Gold	21				8.5-9.0 years
	22				
White	23	Year 3		9.-9.5 years	
	24				
Lime	25			9.5-10.0 years	
	26				
Purple	27	Year 4		10.0-10.5 years	
	28				
Lt Blue	29	Year 5		10.5-11.0 years	
	30				
	30+	Year 6	11.0-11.5 years		
			11.5-12.0 years		

NB Running records should be completed each time a child is moved up a book band. Book bands only need reporting on Insight in Terms 2, 4 and 6

**Appendix 2** – Teaching, Learning and Assessment Tools

Teaching, Learning and Assessment	Reading	Writing	Maths	Science	Foundation Subjects
Curriculum Coverage e.g. WALTs	BOATS (1 per class)	BOATS (1 per class)	MM Planning (BOATS (1 per class))	eBOATS (1 per class)	Curriculum Overviews
WALTs for children working below	COATS	Subject Progression Overview	COATS	eBOATS	
Core content, knowledge and skills	BOATS COATS	Writing Progression Ladders	MM year group programmes of study MM Unit summaries MM Progressions in Calculations	Science Progression Ladders	Curriculum progression ladders
SEND		MOATS	MOATS	eBOATS	
Assessment Type	HeadStart Testing	eBOATS Teacher Assessed	HeadStart Testing	eBOATS Teacher Assessed	Quiz