



Oak View Academy

Believe, Expect, Succeed

Monitoring and Assessment Policy

Monitoring of teaching and learning is to ensure the delivery of high quality lessons for all our pupils. Monitoring should be a fair and transparent process that improves outcomes for children.

Safeguarding and Online Safety

All staff have Level 2 training and several staff have level 3 training in child protection and are aware of the designated lead responsible for all safeguarding issues in school. We actively encourage our children to use modern technology to the fullest of its potential. In this school we believe that the best protection from the dangers that can exist around online safety is to develop pupils' awareness through our teaching.

The way we monitor is structured as follows:

Observations of lessons

These will take place regularly, centred on a whole school theme. Each time there will be a different focus. Observations will involve watching part of a lesson followed by a discussion with the individual teacher. A write up will be produced and targets will be set based on areas for development.

Drop in observations

From time to time observations of individual teacher's lessons will take place at short notice. This is designed to maintain our high standards throughout school.

Planning, Assessment and Book Scrutiny

Aspects of planning and assessment will be reviewed by members of the leadership team. This will be an opportunity for teachers/teaching assistants to discuss how the children have reached specific targets and how their learning is being developed.

To ensure continuity and quality of learning subject leaders will review lessons, planning and class work. This will be fed back to staff and targets will be given.

Moderation of work and data

All staff will also take part in moderation of test results, data and each other's work through moderation or pupil progress meetings that follow assessment week.

Appraisal

This will take place in the autumn term and follow the school policy.

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Target setting

Each child will be set an agreed target for Reading, Writing, Maths and Science for years 1-6 and the progress made by each child across the year will be monitored at least once per term.

Use of books

All books should focus around the setting and understanding of objectives. It is up to us as teachers to ensure standards in learning and teaching are high and that pupils are challenged at an appropriate level in their own learning. We must aim to challenge all pupils through extending their work accordingly

Assessment (SEE ASSESSMENT TIME TABLE)

The aim of assessment in this school is to move forward children's learning.

Assessment takes many forms and it is important that our assessments are always used to inform children's learning. We must strive to maintain the highest standards at all times in all our lessons and assessment is one tool for this.

All assessment will be recorded, using online Insight Tracker.

This should include (with year group variations):

Autumn, Spring and Summer assessments to include:

- Reading, writing, maths and grammar summative assessment.
- Benchmarking level/Read Write Inc Assessment
- EYFS – stage in development matters

Other Annual assessments will include:

- Spelling age
- Reading age and reading comprehension age

Reporting to Parents

Parents evening will be held twice a year and parents will be encouraged to attend so progress, expectations, target setting and support from home can be discussed. At each parents evening a pupil progress report will be shared.

Each year parents will receive a written school report, which will comment on achievements and successes throughout the school year. This report will also include:

- National curriculum attainment in each subject
- Test results and teacher assessment for Reading, Writing, Grammar, Maths and phonics (where appropriate).



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<p>Assessment weeks: w/b 14th October & 9th December To include:</p> <ul style="list-style-type: none"> • Benchmarking (where appropriate) • IQ non-verbal (Y3 in Oct only) • Phonics - RWInc assessments • Baseline assessment for Rec and Nursery by end of Sept (Rec NFER) • SATs test in December (Y2 & Y6 only) <p>FSU update INSIGHT tracker using evidence from learning journeys (Oct & Dec)</p>	<p>Assessment weeks: w/b 10th February & 30th March To include:</p> <ul style="list-style-type: none"> • Benchmarking (where appropriate) • SPAG & Reading comprehension (Rising Stars Progress tests) • Phonics - RWInc assessments <p>FSU update INSIGHT tracker using evidence from learning journeys (February & Easter)</p>	<p>Assessment weeks: May (Y2 SATs), w/b 11th May (Y6 SATs). 8th June (Y1 phonics & Y4 times tables screen). w/b 29th June (Y1,3,4 & 5) To include:</p> <p>Benchmarking</p> <ul style="list-style-type: none"> • Reading age and comprehension age (Salford) • Spelling age (SWST) • SPAG & Reading comprehension (Rising Stars optional tests) • Phonics - RWInc assessments <p>FSU complete EYFS profile using evidence from learning journeys (June)</p>
<p>Maths Y1-6 half termly maths progress tests (Rising Stars) Objectives on Insight will be updated.</p>	<p>Maths Y1-6 half termly maths progress tests. Objectives on Insight will be updated.</p>	<p>Maths Rising Stars end of year tests. Objectives on Insight will be updated.</p>
<p>Writing The children will be assessed using the Read to Write year group objectives to ascertain whether they are working at the developing, expected or exceeding stage across a range of independent pieces of work covered each half term. Objectives on Insight will be updated.</p>	<p>Writing The children will be assessed using the Read to Write year group objectives to ascertain whether they are working at the developing, expected or exceeding stage across a range of independent pieces of work covered each half term. Objectives on Insight will be updated.</p>	<p>Writing The children will be assessed using the Read to Write year group objectives to ascertain whether they are working at the developing, expected or exceeding stage across a range of independent pieces of work covered each half term. Objectives on Insight will be updated.</p>

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School National Curriculum Scoring System- Standards and points

All children are assessed at the beginning of the year in relation to their end points from the previous year on the following scale: Well below age related expectations (-2), below age related expectations (-1) and in line with age related expectations (0) in all year groups. All children's progress is measured from these starting points to their end points on the scale below. For children with significant SEN, their starting points will be measured from their actual starting point e.g. Y2 child may start the year at well below Y1 expectations.

Age at the end of the school year	Year group	Points	Attainment Descriptor
6 years old	Year 1	Y1 - 1	Developing Y1
		Y1 - 2	Expected Y1
		Y1 - 3	Surpassing Y1
7 years old	Year 2	Y2 - 1	Developing Y2
		Y2 - 2	Expected Y2
		Y2 - 3	Surpassing Y2
8 years old	Year 3	Y3 - 1	Developing Y3
		Y3 - 2	Expected Y3
		Y3 - 3	Surpassing Y3
9 years old	Year 4	Y4 - 1	Developing Y4
		Y4 - 2	Expected Y4
		Y4 - 3	Surpassing Y4
10 years old	Year 5	Y5 - 1	Developing Y5
		Y5 - 2	Expected Y5
		Y5 - 3	Surpassing Y5
11 years old	Year 6	Y6 - 1	Developing Y6
		Y6 - 2	Expected Y6
		Y6 - 3	Surpassing Y6

Children with a Special Educational Need

For children who have a special educational need it is believed that the school would not be able to demonstrate progress definitively using our new assessment system. For instance children may remain in the area of developing each year throughout their time in that year group. This would not serve any purpose and would not be communicated well to parents or the child. Therefore to help to demonstrate progress they will be tracked from the year group that they are working at and progress will be measured from that starting point. Targets will be set to close the gap over time so that children are ultimately working within the expectations for their age. (Exception: significant Special Educational Need where it may not be possible to close the gap.)

More able children

For children who have securely met the end of year objectives they will be assessed as exceeding or mastering the objectives for their age group at Greater Depth. Rather than moving onto the next year's curriculum these children will work on applying their knowledge through the application of skills in different contexts – they will be deepening their learning.

The depth and application of a child's learning is an important marker of their achievement and progress.



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Children who achieve the surpassing level within their year group will be judged at the entry point of ‘Typical’ in their new year group because of the differing subject content in each year. Exceptions to this rule are as follows:

Subject	Y2	Y3	Y4	Y5
Reading		Y3 surpassing = Y4 developing	Y4 surpassing = Y5 developing	Y5 surpassing = Y6 developing
Writing	Y2 surpassing = Y3 developing	Y3 surpassing = Y4 developing	Y4 surpassing = Y5 developing	Y5 surpassing = Y6 developing

Early Years - Nursery & Reception

Children in Nursery and Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile.

Assessments will be based on observation of daily activities and events. At the end of F2 for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging, not yet reached the expected level of development
- Expected
- Exceeding, beyond the expected level of development for their age

We use ‘Learning Books’ to record observations in the form of photos, videos and written observations which are stored securely in the cloud. Parents are able to log in and see what their child has been doing and are able to add some of their own observations.

Written: September 2014

Last review: September 2019

Next review: September 2021

