

# Forest Oak School Assessment Policy

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## Introduction

At Forest Oak School we firmly believe in identifying and addressing the needs of each individual pupil and in recognising achievement at every level of success, no matter how big or small the steps of progress.

We aim to provide all our pupils with the opportunity to succeed, and to reach the highest level of personal achievement. Assessment is a crucial and integral part of this process. It is a process of gathering information, enabling us to ascertain each individual pupil's understanding and skill level, monitor and evidence progress, identify next steps and inform future planning.

The range of assessment techniques used at Forest Oak School are relevant to phases of education, and alongside recording, reporting, moderation and target setting structures, enable even the smallest step of achievement to be evidenced appropriately and celebrated.

## Purpose of Assessment

Why do we assess?

- To recognise and celebrate individual achievement, acknowledged and rewarded by praise, tokens, certificates and awards
- To ascertain what pupils have learnt
- To identify individual needs and intervention strategies
- To inform planning and next steps
- To support transition between key stages
- To provide school self-evaluation information to support raising standards
- To inform future yearly action plans and termly targets for pupils
- To monitor progress against targets at designated times of the year, including reporting to parents/carers and the Local Authority
- To standardise through moderation assessment across key stages for subject leader portfolios
- To assess progress and plan appropriate intervention strategies for individual pupils
- To meet specific individual needs
- To plan for staff training needs and resources

## Assessment Organisation

What, when and how do we assess?

### Tools for Assessment

Key Stages One and Two utilise our online assessment tool SOLAR.

The school has developed an internal system of Assessment Objectives for all subject-specific study. Once baselined, learners work through the sequential levels for each subject. Evidence is referred to by date and location on SOLAR so that it can easily be cross-referenced. Progress can also be captured through video and photograph and uploaded onto SOLAR.

In English and Maths, termly and annual targets are set for each child based on national SEND data.

As learners start to work towards accredited subjects, the focus of assessment becomes around the criteria set by the examining boards. Evidence towards this is built up in portfolios of work.

### On-Entry Assessment

- All learners are baselined by the class team within their first half term at Forest Oak School.
- At the end of this baselining period, all learners are given termly Section E Targets (commonly known as SETs) which set out steps towards the individualised outcomes described in Section E of the EHCP.

### Ongoing Assessment

- Every learner works towards their SETs, which are displayed visually within the classroom and are referred to regularly by class teams. Progress towards SETs are reviewed at least termly and then shared with families at Annual EHCP Reviews.

### Key Stage Specific Assessment

#### EYFS and Key Stage One

- Initially, learners work towards the Early Years and Foundation Stage areas of learning. Progress is tracked on SOLAR. Assessment takes place in all seven areas of the EYFS.
- At the end of Year 1, or once all Early Learning Goals are met; whichever happens sooner; learners are baselined against the assessment objectives described on SOLAR, which are broken down into topics according to our Cornerstones curriculum.
- All learners in Year 1 are entered for the statutory phonics screening test.
- Any learner who does not meet the required phonics standard during the Year One test is re-entered during Year Two.
- At the end of Year Two, teacher assessments are submitted to the Local Authority and are reported to parents.

#### Key Stage Two

- Learners continue to work towards assessment objectives described on SOLAR, which are broken down into topics according to our Cornerstones curriculum. Evidence is referred to by date and location on SOLAR so that it can easily be cross-referenced for moderation purposes.
- Learner writing evidence may be required for local authority moderation.
- Any learner working at the level of Key Stage Two assessments in Year Six may be entered for these. Any learner who is not working at this level is recorded as working below the level of the test.
- At the end of Year Six, teacher assessments are submitted to the Local Authority and are reported to parents.

#### Key Stage Three

- Learners continue to work towards assessment objectives described on SOLAR, which are broken down into topics according to our Cornerstones curriculum up to Year 7. Evidence is referred to by date and location on SOLAR so that it can easily be cross-referenced for moderation purposes.
- In Years Eight and Nine, learners follow internally chosen topic-based subject-specific study and work towards internally chosen assessment objectives.

### Key Stage Four and Five

- Learners begin work on accredited qualifications. They work towards Assessment Criterion prescribed by the examining boards. This is collated in subject-specific portfolios and tracked using Examining Board Tracking Sheets.
- Certain subjects: for example Science and Maths; are further evidenced by Examining Board set tests which are internally marked and moderated.
- All evidence may be required for Examining Board moderation.

### Standards of Assessment

- Termly internal moderation gives teachers the opportunity to discuss exemplar work and ensure everyone works to the same high standard
- The governing body data scrutiny group challenge and question target setting, progress and outcomes.
- The end of each key stage data is summarised for access on the school website.