

Our Core Principles of Assessment

We set out steps so that pupils reach or exceed the end of Key Stage expectations in the new National Curriculum:

- Our curriculum, including the National Curriculum, has a clear progression of skills and knowledge for each year group.
- We outline our curriculum on [our website](#) and it develops and changes as necessary.
- In 2014 - 2015, we are evaluating our new curriculum units to make sure they meet the new statutory requirements.
- In 2015 - 2016, we will introduce the new National Curriculum and associated assessment to Years 2 and 6.

We measure whether pupils are on track to meet the end of Key Stage expectations:

- Assessment for learning is central to all teaching at Oakwood.
- Teachers make assessments within lessons and at the end of lessons to make sure they are providing support and challenge that will enable all children to make the best progress at all times.
- Our [marking policy](#) clearly sets out how marking and feedback are used to promote progress.
- We use summative assessment in order to track progress and to identify gaps in learning. We do this through a range of assessment strategies, including teacher assessment and tests.
- Where there are gaps in learning, we provide interventions and evaluate these regularly in order to measure their impact.

We track any aspects of the curriculum in which pupils are falling behind and we recognise exceptional performance:

- Teachers keep very detailed records in the core subjects for all pupils.
- Our log systems in [maths](#), reading, spelling and handwriting allow key skills to be tracked.
- Teachers also keep group or class records for foundation subjects.
- Where children are falling behind despite good Quality First Teaching, we intervene using a variety of support programmes and we get external expertise when required.
- Where children are performing well above the expected standard, we celebrate this and offer opportunities for them to work beyond the school on a range of challenges.

We use our assessment to inform planning:

- Formative assessment always informs planning.
- This might be a child's response in a lesson, which changes the content of that lesson immediately, or it might be a common thread over time which causes us to set a curricular target for a group of pupils or for all pupils.
- How we use assessment to inform planning, and how children are involved in their own assessment, is set out in detail in our [Marking Policy](#).

We report to parents and pupils' next schools about strengths, areas for development and progress:

- We report to parents regularly at parents' evenings, and provide a detailed end of year report in July which meets statutory requirements.
- Written reports, as well as the conversations at parents' meetings, provide clear information about whether children are meeting national expectations, falling behind, or performing above the expected standard.
- Parents like the clarity of the [written reports](#).
- We report the outcomes of individual National Curriculum assessments to parents according to the statutory requirements and provide [summary information](#) on our website.
- We make sure transition between Oakwood and our partner secondary schools is very good. Year 6 teachers meet with their Year 7 colleagues to discuss each pupil in detail.
- Where necessary, our Inclusion Manager and our Emotional Literacy Support Assistant also meet with secondary colleagues to discuss issues which might affect performance.