Osmani's Vision for Assessment

At Osmani Primary School, we believe that assessment is at the heart of teaching and learning. It supports the New Curriculum and promotes outstanding teaching and learning. Effective assessment principles intrinsically instil a growth mind-set in children so they can reach aspirational goals and set further challenges. It is fair, inclusive and engaging so that children can take ownership of their own learning. High quality assessment shows learners their achievements and progress which develops a sense of pride and success. We are able to achieve this through the following:

Give reliable information to parents about how their child, and their child's school, is performing

a. **Allow meaningful tracking of pupils towards the end of key stage expectations in the new curriculum, including regular feedback to parents.**

- There are three assessment points each year where children's progress and attainment are tracked.
- High expectations for all pupils in the amount of progress that they are expected to make from their individual starting points.
- Attainment and progress data is shared between all stakeholders in the school: the senior leadership team, subject leaders, class teachers, teaching assistants, intervention and support teachers, parents and governors.
- Termly parents meetings are held to share expectations and inform parents about their child's progress. Target sheets are given which include children's next steps in learning. Parents are informed if their child is working at 'Age Related Expectations' (ARE).
- Parents are also given one written report at the end of each academic year which provides a summary of their learning and their next steps.
- Meetings at the start of each academic year with the Head of Phase set expectations for the year and explain to parents how they can be involved in their child's learning at home.
- Home learning sheets are produced each term along with Parent Information sheets. Both of these documents outline the topics that will be covered and how learning in these topics can be supported at home. The Family Learning section of the school's website also contains information and games that can be used to support learning at home.
- Coffee mornings and parent workshops help parents to further support learning at home.
- Regular dialogue between parents and school staff during informal times such as the beginning and end of the school day.

b. **Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.**

- The school uses the Insight online platform to collate and analyse data. The progress of groups and individuals is monitored at each of the three assessment points.
- Using an integrated MIS system which builds a profile of an individual or group of children instantly that is tailored to meet specific requirements.
- Pupil progress meetings are held at each assessment point where class teachers and members of the senior leadership team discuss strengths and areas for development from the current data. This included identifying children that require specific strategies as part of quality first teaching, additional support or specific intervention.
- Strategy meetings at each of the assessment points ensure that children receive the support and intervention that they require.
- Handover meetings between the current and next teacher at the end of each academic year ensure smooth transitions between Year groups.
- The inclusion manager passes on vital information about the individual needs of children to their new teacher and liaises with any outside agencies that might be involved with a child.
- Home visits are arranged for children joining the school in the Nursery and Reception.
- To support the transition of Year 6 pupils to their secondary schools, staff meet with teachers from their new schools.
- Identifying children who have particular talents in areas such as PE or Art.

Last Review Date: Summer 2026
Next Review Date: Summer 2027

c. **Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.**

- Formative assessment techniques are used so that children's learning is being adapted during lessons therefore ensuring that individual needs are met.
- Each child has 1:1 conferencing session with their teacher at each of the assessment points where their learning is discussed. Children are clear about where they are in their learning and the next steps.
- Interventions and additional support are put in place to address any specific needs that a child may have. These are rigorously monitored to make sure that they are helping children to progress in their learning.
- Children who are more able are challenged through a mixture of quality first teaching and targeted support to ensure that they achieve their best.
- The school has achieved the NACE Challenge Award because of the effective strategies that are being used to support all pupils and particularly the higher achievers.

d. **Are reliable and free from bias.**
   - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
   - Our assessments are regularly monitored internally and externally to ensure that they are reliable.
   - They are based on a range of evidence over time so that they provide a picture of what a child has achieved consistently.
   - All staff receive training on our assessment procedures and policies so that our assessments are reliable, consistent and fair. This includes staff that are new to our school as well as existing staff when procedures are updated. They follow the school's Assessment Policy.

Help drive improvement for pupils and teachers

a. **Are closely linked to improving the quality of teaching.**
   - Information from assessment is used to develop school priorities and identify training needs of staff so that all children make the best progress that they can.
   - School staff training will always reflect the key school priorities.
   - Subject leaders modify their action plans based on the most up to date data so that key areas for development can be addressed as they change throughout the year.

b. **Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.**
   - Marking at the point of learning and verbal feedback give children instant support on how they can improve.
   - The Effective Feedback and Marking Policy ensures that all staff use the same codes when marking so that children are familiar with expectations.
   - Children are given clear 'next steps' in their learning and are expected to respond to these at the beginning of each lesson.
   - Children take charge of their own assessment through peer and self-assessment tasks. Children use clear success criteria to measure their own strengths and areas for development.

c. **Produce recordable measures which can demonstrate comparison against expected standards and reflect progress over time.**
   - Data booklets are produced at each of the three assessment points. These identify the progress and attainment in each cohort, class and for different groups of children. Progress and attainment are compared at each Assessment Point to ensure that children are making progress in their learning against national standards.
   - End of year data is also compared for three years so that any trends can be identified.
   - Progress of children is also measured from the end of Reception for children in Key Stage One and from the end of Year Two for Key Stage Two.
   - Data at the end of Year Two and Six is compared to local and national data.

Make sure the school is keeping up with external best practice and innovation

a. **Are created in consultation with those delivering best practice locally.**
   - Consultation with advisors from LBTH on the most effective ways of assessing children in Tower Hamlets.
   - Consultation with other schools in the E1 Partnership to share best practice.

Last Review Date: Summer 2026
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- Follow up discussion from Headteachers in the E1 partnership of schools.
- Assistant Headteacher in the school moderates End of KS2 Writing for LBTH.
- Subject leaders attend LBTH forums where they are given National updates and good practice is shared.

- The school's assessment system was developed by looking at best practices from schools locally and nationally as well as systems that have previously worked well within the school.

b. <u>Are created in consideration of, and are benchmarked against international best practice.</u>

- AFL strategies that Osmani uses for assessing children's learning in the classroom have been researched and developed by well-known and highly respected people in the educational field: Shirley Clarke, John Hattie and Carol Dwek.
- Learning Communities have been developed so that teachers in the school can find out for themselves what works well for our children as part of active research (Dylan Williams).