



Isle of Man Department of Education

"Learning is a journey, to be taken together, one step at a time"



Onchan Primary School
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Onchan Primary School Assessment and Moderation Policy

Introduction

At Onchan Primary School we believe that moderation is at the heart of accurate assessment. It is the procedure through which we ensure the quality and consistency of our assessment in order to develop, maintain and monitor good practice in the assessment of our pupils. This document is intended to be used by all teaching and support staff.

The purpose of this policy is to make explicit how the school manages assessment and record keeping. Clear assessment and record keeping systems improve the quality of learning and teaching in school.

Formative, summative and diagnostic assessment

At Onchan School, we use differing types of assessment, formative, summative and diagnostic. Formative assessment is on-going day to day assessment, used to monitor learner's progress. Formative assessment informs ongoing feedback to be used to help learners identify their strengths and weaknesses and ultimately set themselves target areas. Formative assessment isn't necessarily written down but it influences future planning, children's focus groupings etc.

Summative assessment is used to evaluate learner's learning at the end of an instructional unit by comparing it against some standard of benchmark. Summative assessments can be used formatively when target setting at the beginning of each year.

Diagnostic assessment is used to improve the learner's experience and their level of achievement.

Diagnostic assessment assesses what the learner already knows and the nature of difficulties that the learner may have which might limit their engagement in new learning. This normally requires a structured assessment of specific curriculum areas.

Data Collection

Data is collected from teachers on a termly basis. These results are entered onto the Onchan tracking grids by class teachers and analysed on a termly basis; teachers then send the completed year group-tracking document to the Assistant Headteacher. Data collection deadline dates are given at the start of each year. Data is collected for Reading, Writing, Speaking and Listening, Maths and Science. The Onchan tracker documents are used to track progress over each year.

Pupil progress monitoring takes place termly; teachers analyse their class data and monitor children's progress. After analysis, teachers will have identified pupils who may require additional input or support to ensure that progress is made. Progress is measured in Average Point Score (APS) and children are expected to make a minimum of 3 APS (national average) each year.

At the end of each academic year, teachers will enter their child's data onto Arbor; this enables Island comparisons to take place. The data that has been analysed is then shared with class teachers, governor's and the EIS team.

Reporting to parents

There are currently two meetings with parents. One is the teacher event held in the first half term (October) and one formal meeting with parents in the Spring Term (March). During these meetings, teachers will meet with parents to discuss their child's progress; if requested, teachers will share a



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child's assessment levels with the parents. In the Summer Term (July), parents receive their child's annual report and they are invited to come and discuss this with the teacher if wished. This is an optional meeting for the parents. The annual reports inform the parents of their child's progress in relation to national expectations and their child's attitude to learning. In Year 2 and Year 6, Teacher Assessed results (in sub levels) are included in the report.

Assessment and Moderation in our Foundation Stage

The assessment of Foundation Stage children's progress will be the use of the Manx FSP. A baseline assessment of the children will be submitted to the department, using the appropriate data collection spreadsheet, by the end of the first half term.

End of year data will be submitted to the department using the appropriate spreadsheet given by the Department. The data will then be used at the end of the year to inform the Year 1 staff of the children's new starting point. Mid year data will be collected for internal use to monitor the progress- End of February. Both the FS leader and the SMT will monitor progress.

Assessment and Moderation in Key Stage One and Two

We use a wide range of assessment tools in order to be able to monitor the levels of attainment within Key Stage One and Two. These are as follows:

Subject	Assessment tool used.
Reading	Island Reading Level Descriptors and the PM Benchmark (depending on the level of the child)
Writing	Island Writing Level Descriptors
Numeracy	7 strands Assessment Document
Science	Science Strands Assessment Document
Foundation Subjects	Key Skills Document

How each element of the curriculum will be assessed and moderated

Writing

Writing sessions take place weekly, alongside a range of other writing opportunities across the Curriculum. During Writing sessions, Children are grouped into focus groups. All writing is marked each



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week; one focus group will have their piece marked in depth (2 stars and a wish) and their assessment sheets updated. The assessment sheets that are used are the Island Writing Level Descriptors, for both Narrative and Non-Narrative. Individual targets will be written onto their target sheet each time their written pieces are marked in depth.

It is the individual teacher's responsibility to ensure moderation of writing occurs, however staff meeting time will be given for this to take place.

Reading:

All children are assessed using the Reading Level Descriptors as soon as they are working within Level 1c. These on-going assessments occur during Guided Reading sessions (when appropriate), 1;1 reading with the teacher/S/ESO and PM Benchmarking (when appropriate).

Staff meeting time will be given for discussions between teachers around the Moderation of Reading.

Speaking and Listening

Opportunities for assessment of Speaking and Listening occur in all subjects. Alongside this, we have a termly speaking and listening week, during which, a wide range of Speaking and Listening skills are developed. All children are assessed against the Island Speaking and Listening Level Descriptors. Opportunities for Moderation of Speaking and Listening skills are provided in Staff Meetings.

Science Assessment

Science is assessed continually throughout the year. Teachers are required to ensure that AT1 is assessed each term through experiments, which are recorded in a standardised format in Key Stage Two. Pupils in Key Stage One should be taught about fair testing.

Assessments are recorded in the Science Assessment Strands, which are now online. Booklets are being updated where these exist.

Teachers are required to record progress—using APS, using Onchan School data trackers, each term. End of Year assessments are recorded using these and passed to receiving teachers. In Years 2 and 6, Levels are reported to parents with end of year reports.

Maths:

Maths is assessed throughout the year. It is assessed regularly using a formative assessment target-tracking document. When a child has achieved a target, it is to be ticked off the tracking document by the class teacher. Teachers are required to update these on a regular basis as assessment is continuous. These tracking documents will then be used to inform next steps for groups of children and also inform the Class Teacher of any weakness trends. Teachers also need to maintain a range of evidence to back up their judgments; this can take the form of photos, books, quizzes and other forms.



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Key Skills Moderation:

The key skills document is our way of monitoring coverage within the foundation subjects. It is the year group teacher's responsibility to ensure that the key skills document is up to date with topics covered, Learning Powers focused upon and the skills that have been taught.

The key skills document will be monitored and moderated by members of the SLMT.

The responsibilities of the class teacher

The class teacher has the following responsibilities within assessment and moderation:

- To ensure all assessments are up to date (Science tracking document, Maths 7 strands tracking document and Literacy Big Write file).
- To ensure that school tracking documents have been updated and given to the Assessment Coordinator once a term (dates will be given at the start of each academic year).
- To analyse their own class data, looking for patterns of low/high progress and achievement. From this, identifying target group children to focus upon during the term.
- To ensure they liaise and moderate with other class teachers in regards to the moderation of Big Write pieces.

Responsibility of Senior Leaders

The SLT has the following responsibilities:

- To produce a monitoring and evaluation timetable each term, ensuring M+E takes place to support the schools SSRE documentation and continual improvement.
- To analyse data to identify trends and identify strengths and developments.
- To use assessments and data to update the SSRE documentation in the Summer Term
- To carry out book scrutiny's/planning scrutiny's to support the development of the school

Responsibility of Headteacher

It is the responsibility of the Headteacher to ensure that data is collected in a timely manner and supply data when requested to DEC. The Headteacher will hold meetings whenever necessary to identify strengths and developments that are identified through accurate assessment. Assessment data that is compiled centrally will be disseminated to relevant staff. The Headteacher requires all staff to ensure the assessment policy is adhered to, thus enabling learning to take place that is challenging and supports pupil development.

Moderation with other schools

Onchan Primary School aims to work closely with other schools, in order to ensure the accuracy and quality of our teaching inline with other schools across the island. Moderation meetings with other schools should be carried out on a yearly basis, with Literacy, Numeracy and Science being alternated on a three yearly cycle.

Moderation with Saint Ninan's Lower School

Onchan Primary School is working towards developing moderation with our local high schools, in order to



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assure accurate assessment in the transition from Key Stage Two and into Key Stage Three. Year 6 teachers from the Eastern Cluster Schools will meet and moderate pieces of Literacy, (Reading, Writing and Speaking and Listening) Science and Maths.

Assessment and children with Additional Needs

When children are on the additional needs register, their progress is recorded and kept in their targets folder. The Class Teacher and designated SESO will continually assess children against their IEP targets, with targets being extended as and when required. New targets are communicated with parents and recorded in class files and additional needs folders. This ensures that any small steps of progress are noted. Children are also assessed for progress against the Island level descriptors. Any formalised assessments are agreed with parents and parents are informed of the outcome; this is then recorded.

Children who leave Onchan School

For any children that leave Onchan School, assessment information will be sent to their new school. This will take the form on Science, Reading, Writing, Speaking and Listening and Maths levels being reported in sublevels.

Review

This policy will be reviewed September 2019

