



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Onchan Primary School Assessment and Moderation Policy

The Importance of Moderation and Effective Assessment Processes

At Onchan Primary School we believe that moderation and assessment are at the heart of accurate teaching. 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. Moderation which is effective, ensures that we are accurate in our assessments across the phases and key stages and ensures that levels shared with families and other schools are accurate.

Assessment and Moderation in our Foundation Stage

Baseline

The assessment of Foundation Stage children's progress will be the use of the Development Matters Framework. Phonics sound check, maths check and teacher judgements are used to form a baseline assessment of each child within the first 3 weeks or when children are settled.

(Progress will be monitored throughout the year by both the FS leader and the SMT)

Language Link

Every child is assessed on the Language Link online programme within the first 3 weeks or once the children are settled. Children may require intervention groups following this, which run throughout the year and are assessed again over the year.

Phonics

We place an importance on Phonics at Onchan School and complete an informal Phonics assessment on all of the children in October, February and finally June in the Summer. We collate the data and pass this information to Year 1 during transition.

End of year

Children are assessed against the Early Learning Goals from the current Development Matters Framework. Children are assessed whether they have met the statements or not and this data is submitted to DESC. Disapplication may be made depending on EAL, AEN, late entry into Reception or long periods of absence.

Onchan School Values

Compassion - Integrity - Endeavour - Courage - Respect



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

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	Reading assessment document and the PM Benchmark (depending on the level of the child) Guided Reading
Writing	Writing Level Descriptors inc Non-narrative assessments
Speaking and Listening	Speaking and Listening descriptors
Numeracy	Teaching for Mathematical Understanding assessment document
Science	Science Assessment Tracker

How each element of the curriculum will be assessed and moderated

Assessment

Children are continually assessed and given feedback during daily Literacy Curriculum lessons using the Onchan School Marking and Feedback Policy. For summative assessment, we use the IOM Assessment Documents for each key area of Literacy: Reading, Writing and Talking and Listening. Assessment information is gathered from learning opportunities during Literacy Curriculum sessions, but also from the many different opportunities that we create across other areas of the curriculum.

Data is recorded on Arbor every term for each key area of Literacy: Reading, Writing, Talking and Listening. This is analysed to ensure progress is maintained and any necessary interventions are planned. It is also vital to ensure future planning is relevant and challenging for our pupils.

Staff members are given opportunities to moderate children's writing samples within school to ensure consistency.

Literacy

Literacy at Onchan School is assessed using the Isle of Man Literacy Document. Literacy is broken down into the three areas of Reading, Writing and Talking and Listening, each with its own assessment document. The documents are split into year groups and show what is expected by the end of the year.



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Each child will have three assessment sheets, one for each area of Literacy, and these will be used in the following ways.

Reading

When reading, the child's assessment sheet should be utilised and skills ticked when they have been achieved. Once a teacher is confident that the child has fully achieved the skill and can apply it in multiple situations the skill can be highlighted. Although a highlighted skill is recorded as achieved, it should still be recapped to ensure it is not forgotten.

During reading, annotations should be made which cover areas not necessarily mentioned on the assessment document or to aid other adults who may also read with the child. The annotations may include comments about use of Phonics or fluency for example.

The book bands no longer match to the assessment document, however will still be used to move through the colours, just without making reference to the old-style level.

Writing

Writing is formally assessed once a half term during cold write. During cold write no help should be given to the children to ensure you are capturing an accurate representation of their capabilities. The writing sheet is then ticked and highlighted as per the reading sheet.

The writing sheet can be used at other points in the week, if a skill has been covered completely independently by a child, this should be ticked or highlighted also.

Cold write is once a half term, but independent writing in any subject can be used to create a picture of a child's writing ability.

Talking and Listening

Talking and Listening should be assessed within all subjects. The sheets are then used in the same way as Reading and Writing, ticked and highlighted as the skill is achieved.

Talking and Listening should not be a separate subject, but instead should be fully embedded within the whole curriculum, with opportunities to grow these skills in each subject.

Levelling a child in Literacy

At three points in the year data needs to be added to Arbor.

A separate level is given for the three areas, Arbor will then give an overall level for English.

To be input on Arbor this must be converted into a level using the below table:

	Expected	Above expected
Year 1	1A/2C	2B/2A



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Year 2	2B	3C
Year 3	2A/3C	3B/3A
Year 4	3B	4C
Year 5	3A/4C	4B/4A
Year 6	4B	5C

Numeracy:

Teachers use individual assessment sheets at the end of every small step which identifies where they are working at for that small step using the vocabulary: Developing, Working at Expected, Working at Greater Depth. The format of these sheets is down to the individual teacher.

Formative assessment is used during lessons to gain an understanding of where children are working and what their next steps are. Strategies such as questioning, effective use of self-assessment and peer-assessment and clear skills.

Key Stage One and Two teachers are required to input levels for each child at the end of every term for the following areas:

- Concept
- Varied Fluency
- Reasoning
- Problem Solving

Teachers use assessment frameworks and a tracker to calculate the levels for each area. At the end of Years 2 and 6, levelled judgements are made which are reported to Parents and DESC.

Science:

Science is assessed using the assessment tracker which is available in Onchan essentials. Progress in science must be analysed each term and the tracker updated. The Science curriculum, which matches the assessment tracker, is used to teach against. The curriculum is a two-part document made up knowledge-based skills (SC2,3,4) and scientific enquiry skills (SC1); skills from both must be taught throughout the year. It is not acceptable to only teach the knowledge-based skills as the SC1 skills are essential for the children to think and work scientifically. It should be noted that there is an expectation that the children plan and complete one scientific investigation each half term that relates to their current topic. As the children progress through the school, these investigations should become more independent with less reliance on teacher input. The aim is to have children thinking up their own scientific questions then planning and carrying out an investigation that explores this.



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

Moderation:

Moderation of assessment is currently being reviewed as part of the SIP 2024. Our aim is to ensure that learning within the Core curriculum is moderated within school to ensure that the assessments that are shared with Parents and colleagues, and entered on Arbor, are accurate and robust. Moderation will take place at key points during the year to support data entry.

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.
- To ensure they liaise and moderate with other class teacher's in regards to the moderation of extended writing.
- To enter assessment data onto Arbor in a timely manner.
- To convey the results of assessments to Parents where appropriate.
- To use assessment data to inform Report writing.
- To ensure data and assessments are shared upon Transition

The responsibilities of the Senior Management Team (SMT)

The SMT has the following responsibilities within assessment and moderation:

- To carry out sampling of writing and provide feedback to the staff.
- To collect in and monitor assessment files and provide feedback to staff.
- To carry out book scrutiny within Literacy, Numeracy and Science and provide feedback to the staff.

The responsibilities of the Head and Deputy Head Teacher (SLT)

To hold meetings with class teachers, in order to monitor and discuss progress within each class. These meetings will allow them to monitor assessment and progress throughout the school, in order to identify where further moderation may be necessary. These meetings are also to support the class teacher with their own monitoring, assessment and target setting.

Assessment and children with Additional Needs

When children are on the Additional Needs Register, their progress is recorded and updated onto Arbor. The Class Teacher, and designated SESO/ESO, will monitor the progress the children are making in relation to their interventions and the classwork being completed. New IEPs are shared with parents at the start of each new academic year, for long term



"Inspiring minds to ignite lifelong learning"



Onchan Primary School
School Road, Onchan, Isle of Man IM3 4PD

email: OnchanEnquiries@Sch.im

tel: 01624 673465

needs, and prior to the introduction of new interventions, for those children who are identified as requiring some additional support during the school year. 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 on Arbor.

Children who leave Onchan School

For any children that leave Onchan School, assessment information will be sent to their new school within 5 working days. This will take the form on Science, Reading, Writing, Speaking and Listening and Maths levels being reported in sublevels.

Review

This policy has been read and reviewed in consultation with the Equality Impact Screening Toolkit and will further reviewed in September 2024

Links with other policies

- Literacy
- Maths
- Science
- Feedback and marking
- AEN
- Parent Handbook
- Equality & Inclusion
- SPC curriculum and assessment

Date reviewed – January 2024

