



Assessment statement

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.



Our Christian Values

Compassion
 Forgiveness
 Equality
 Honesty
 Perseverance
 Courage

Policy Review

Last Review
 September 2026

Approved by GB
 September 2026

Next Review Due
 September 2027

Why do we assess?

Our assessment provides valuable information to help children, teachers, parents and school leaders to acknowledge, analyse and review achievements and progress in learning against expected standards. Our assessments inform our immediate and long- term planning. Our assessment gives:

- **Children** - the learners - an understanding of where they are secure, what it is that they need to do to rectify any gaps in their learning and the next steps needed to extend their understanding and development.
- **Teachers** the detailed knowledge of their children's achievements which they can use to inform future learning, their planning and their teaching
- **Parents and carers** regular reports on their child's progress in meeting expectations and ensures that teachers, children and parents can work together to secure learning and raise standards for all children
- **School leaders and Governors** information that they can analyse and use to make decisions about future actions to improve standards, learning and teaching in the school
- **External agencies and partners** (such as those schools organisations in which a pupil will receive the next stage of his/her education, or KCC, the Department for Education and Ofsted) the evidence that a school knows its children well and sets and maintains high standards in learning and teaching as part of the school's public accountability to its children's future.

Collecting and using data

Ospringe uses the Insight system for recording summative assessments in reading, writing, maths and all foundation subjects. Attainment and progress are discussed at regular Pupil Progress Meetings (PPMs) and data inputting (from seasonal termly assessments) also happens at this point in order to reduce teacher workload. The school also participates in annual cross-school RE moderation meetings with local schools.

What are schools and settings statutorily required to assess?

Teachers carry out day to day assessments and checks on children's understanding and progress as part of their day to day teaching. Statutory, formal assessment procedures and examinations also exist to measure attainment against national standards. Our children's achievements are compared nationally with all those children of the same age and against schools in the local authority and in England. These formal assessments include:

A baseline assessment at the beginning of **Early Years Foundation Stage** (Age 4)

The RBA is an age appropriate assessment of early mathematics and early literacy, communication and language. It is delivered in English and administered within the first 6 weeks of a pupil starting reception.

The assessment has 2 components, each consisting of questions the pupil responds to by interacting with a touchscreen device, verbally with the teacher or, in some of the mathematics questions, by using toy bears.

The system will mark some questions automatically. For other questions, the practitioner will need to mark them. This depends on the type of response needed.

DfE will use the data from the RBA to create primary school progress measures, which will show the progress schools make with their pupils from reception until the end of key stage 2 (KS2).

An end of **Early Years Foundation Stage** assessment (Age 5)

We monitor how well children are achieving and the extent to which they are meeting identified expectations in the Early Years Foundation Stage Profile which helps to identify those who are achieving a good level of development and those who we need to give additional help.

The **Phonics Screening Test** at the end of Year 1

It assesses children's phonic skills as part of early reading

Year 4 Multiplications Tables Check (Age 9)

Children are assessed using an online tool to check their knowledge of multiplication facts.

End of **Key Stage 2** (Age 11)

Children take statutory tests that assess whether they are making progress and are achieving the expected standard for year 6.

Teachers also make their TA judgements using the:

- TA framework in English writing and science – for pupils who have completed the KS2 programme of study and are working at the standard of national curriculum assessments
- Pre-key stage standards in English reading, English writing and mathematics – for pupils who are working below the standard of national curriculum assessments and are engaged in subject-specific study, or who have not completed the relevant programme of study
- Engagement model if a pupil is working below the standard of national curriculum assessments and is not yet engaged in subject-specific study

What do our internal assessment practices look like?

Our assessment practices will continue to provide information about children's attainment and progress. They will still involve giving feedback on children's work, providing written and oral feedback that identifies successes and next steps for improvement. We will continue to engage children in the whole assessment process by building self-assessment strategies into our teaching. We will provide regular summaries of attainment and progress through in-class tests, teacher assessment and the formal, externally set, tests.

We want children, teachers, parents and all school leaders to have confidence in our assessments, and use this information to help everyone be involved in raising standards for all our children. Good assessment requires attention to detail and analytical skill. It involves teachers in asking questions and interpreting answers; observing behaviours and responses to tasks; knowing if and when to intervene; and drawing on a wide range of evidence to build up a picture of a learner's strengths and weaknesses.

What are the key features of our assessment procedures?

Our assessment procedures will continue to give attention to helping children to meet or exceed national expectations and achieve the highest standards they can over each key stage of their learning. The National Curriculum sets out what our children are to learn but we decide how we are to assess our children's attainment and progress over the key stage. Our assessment procedures will:

- **Make clear to all children our expectations in terms of learning behaviours**
 - Set out the attitudes and behaviours we expect of children when in the classroom
 - Show them how work is to be presented in their books and establish that any unacceptable work is to be done again to the standard required by the school
 - Tell children that they will succeed and acknowledge how and when they are becoming successful learners to establish self-confidence and good learning behaviours
- **Share learning objectives with children**
 - Share learning objectives or learning questions at the beginning of a phase of learning – a module, a week or a lesson as appropriate, and highlight them during the lesson and in plenaries, using language that children understand
 - Use these objectives/questions as the basis for informal listening, questioning and feedback during the learning activities as well as in plenaries
 - Use this ongoing assessment to inform planning and to make any adjustments to the learning objectives for the week and future weeks
 - Refer children back to earlier learning objectives/questions to demonstrate and review progress over time
- **Help children to recognise the standards they are to achieve and have already achieved**
 - Share and discuss children's work explaining how and why they have met the standards expected
 - Give children clear success criteria that relate to the learning objectives
 - Set clear and shared expectations about the presentation of work and model how this is to be achieved with examples to set out standards
 - Display examples of children's work-in-progress as part of a working wall
- **Involve children in self-assessment and peer-assessment**
 - Give children opportunities to talk in pairs or small groups about what they have learned, what they have found difficult and what they might do differently to improve
 - Ask children to explain the steps in their thinking and justify their decisions and reasoning
 - Model with children the language of assessment that they can use to review their own, and their peers', learning and to identify next steps in learning
 - Establish a classroom ethos that enables a critical review of work to be undertaken that is seen as positive, and not taken as any personal criticism
 - Engage the children in feedback through their responses to teachers' comments and giving children a short additional challenge that highlights what they have learned, or what they need to correct
- **Provide feedback which leads to children recognising their next steps and how to apply them**
 - Give feedback on work sharing criteria, give feedback and identify next steps and targets
 - Acknowledge success and give positive feedback, but avoid giving excessive or underserved praise
 - Ensure feedback is constructive and identifies what a child has done well, what needs to be done to improve, and how to do it
 - Identify the next steps for individual children and where appropriate for groups who can collaborate on a common approach to improvement or progress

- **Involve teachers and children in reviewing and reflecting on assessment information**
 - Identify carefully progressed steps in learning through the learning outcomes and success criteria to enable children to see their progress, thus building confidence and self-esteem
 - Use appropriate tasks that will provide us with quality assessment information by showing children's thinking as well as the answer
 - Provide time for children and teachers to reflect on what they have learned and understood, and to identify where they still have difficulties
 - In the light of our assessments, evaluate teaching effectiveness and deployment of resources, learning tasks and organisation of learners, and make any adjustments to improve learning and raise standards

What procedures will be in place to ensure assessment is rigorous?

We will draw on the expertise that is available in our school, locally and in partnership with other schools, and nationally as further information and guidance is made public. We will implement monitoring and evaluation procedures and maintain a continuing overview of the whole in-school assessment through:

- **Monitoring of children's work**
 - Provide time for subject leaders to carry out regular scrutiny of work to monitor pitch and expectations, coverage, marking and feedback in books and to review children's progress with their teachers (See also pupil progress meetings below)
 - Senior leaders will carry out learning walks and lesson observations, review books and interview children about their learning and steps to improve
 - Senior leaders will quality assure the strengths and weaknesses identified by staff following their own and subject or phase leaders analyses of progress and standards in learning
- **Moderation across year groups and phases of learning**
 - Provide time for key staff to carry out regular moderation of assessment and standards within and across key stages
 - Set out clear expectations about marking and feedback to children that everyone puts into practice
 - Collect examples of children's work that highlight standards, common mistakes and effective assessment and feedback that staff can refer to when underrating moderation exercises
- **Formal testing**
 - Use past test or examination papers and commercially produced materials to provide an independent check on how well children are doing and to compare outcomes against judgements made against learning objectives
 - Use GAP analysis of these tests to find out where there are areas of overall strength and weakness in children's knowledge in order to inform how we organise and teach this in future
- **Pupil progress meetings**
 - Senior and middle leaders, teachers and, if appropriate, teaching assistants together carry out a review of children's progress in each year group and class and identify the extent to which children are meeting expectations
 - Analyse ongoing and past performance data against expectations to review and if necessary set new or revised targets for children to achieve and evaluate the effectiveness of intervention and assessment strategies
 - Use the outcomes of the meeting to target intervention for groups and to review the provision map for children across the ability spectrum
- **Professional development and support**
 - Key staff attend local and national meetings to learn more about assessment and reporting arrangements

- Cross-schools moderation events provide an opportunity to ensure expectations are set at the right level and pitch
- Parents' evenings and meetings
 - Provide opportunities for parents/carers to discuss their child's progress and to highlight any key issues that are affecting the child's learning
 - Update parents on changes to the curriculum and assessment arrangements, and identify ways in which they can support their child's learning
 - Discuss the assessments and comments in children's books and statutory reports to parents

As further guidance is issued by the Department for Education we will amend our practices if required and keep parents informed of any changes that involve their children.