ASSESSMENT L2 POLICY GUIDANCE

ODBST Level 2 Policy:	**ALL** Schools require this policy, **which may be adapted** where identified to suit local requirements and schools may add their own branding. LGBs will **note** adoption of this locally adapted policy in LGB meetings. Review will take place at Trust level, and schools will be notified of updates and review dates as necessary.
Other related ODBST policies and procedures:	Curriculum Policy SEND Policy EYFS Policy
Committee responsible:	SEC
Approved by:	SEC
Date Approved:	18th June 2024
Review Date:	Summer term 2027

1. ODBST Assessment Principles

Accurate assessment is fundamental to effective teaching and learning across all of our ODBST schools and will be closely linked to individual school curriculum. Assessment should be a continuous process that teachers and leaders use to identify pupil achievements as well as pupil misconceptions, a tool to accurately plan future learning and a means to monitor the impact of curriculum intent and implementation. Statutory assessments give Trustees and Local Governing Bodies the means to determine effectiveness against national parameters. The ODBST is mindful of teacher workload; all assessment processes should be meaningful and purposeful but should not compromise a reasonable teacher workload by creating unnecessary processes or expectations.

2. Aims

- To provide information to support progression in learning
- To provide information for target setting for individuals, groups and cohorts
- To share next steps and learning goals with pupils
- To involve pupils with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To improve outcomes for pupils
- To identify pupils who will benefit from additional support including intervention

- To inform parents and other interested parties of a pupil's progress and attainment
- To provide evidence for critical self-evaluation of the school and the wider Trust

3. Ongoing Formative Assessment

Ongoing formative assessment will be the basis of most assessment information gathered, is what is most likely to move on pupil learning and is highly relevant for stakeholders most closely involved with pupils.

- Teachers: to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils: to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- Parents/carers: to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment is achieved by utilising a range of positive and appropriate classroom strategies and these will include, but are not limited to:
- purposeful and planned questioning;
- specific tasks built into planned learning;
- observations;
- pupil discussions;
- small group working;
- live feedback and marking
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See appendix 1 for more detail.

4. Summative Assessment

Summative assessments are made by teaching staff each term:
- Reading, Writing, Maths and Science summative assessments are recorded in Bromcom, the ODBST assessment platform.
- Foundation subject summative assessments are also recorded in Bromcom.
- EYFS summative assessment against the EYFS learning goals are recorded termly in Bromcom.

In order to make summative assessments teachers will always use information gleaned from effective formative assessment and the ODBST does not expect summative assessment to be based purely on termly testing.

See appendix 2 for more detail.

5. Statutory Assessment

All ODBST schools complete national statutory assessments and pupils are prepared for these assessments in line with government expectations. Results from statutory assessments are reported to the DfE as well as to Trust leaders and to parents/carers. OFTSED collect, analyse and use statutory assessments as identified in their handbook.

Statutory assessments include:
- EYFS baseline assessments as a pupil enters Reception
- EYFS end point assessments
- Y1 Phonics testing
- Y2 phonics testing for pupils who do not pass the test at the end of Y1
- Y4 multiplication tests
- Y6 SATS tests for Reading, Maths and SPaG
- Y6 Writing assessments

6. Secondary Selection Tests
The Secondary Selection tests for Buckinghamshire pupils are not statutory tests but Buckinghamshire ODBST schools will enable pupils to sit these tests in their schools.
All pupils sit the test in Y6 unless parents/carers formally opt out of this testing process.
[Guide to grammar schools and the Secondary Transfer Test | Buckinghamshire Council](#) gives further information for parents/carers.

7. Disadvantaged pupils including those with SEND
Trustees expect schools to adopt assessment processes that support disadvantaged pupils and recognise that sometimes pupils may need reasonable adjustments and additional support. More formal pieces of work, including tests, may be undertaken in smaller groups, at a more appropriate time, with time/movement breaks built in and with additional adults on hand to support and reassure more anxious pupils.
Pupils with SEND will have assessments suitably adjusted in line with their specific needs to enable them to perform equitably. Processing difficulties, consideration given to barriers around reading and writing, extra time and movement breaks will all be built into routine assessment practices.
Pupils with SEND will not be given assessment materials that are knowingly above their cognitive level. The exception will be the secondary selection testing which is a parental, not school, opt out process as described above.
All class teachers and ODBST school leaders are expected to have a clear knowledge and understanding of common SEND difficulties and barriers to learning. Pupils with SEND, and those where schools or parents/carers highlight potential SEND, may also engage in additional SEND assessments within school and from external professionals. The ODBST SEND policy and individual school SEND offer give further detail.

8. Moderation
The ODBST runs HUB based moderation sessions each year for all schools in Writing and Maths. Other subjects are also chosen for moderation meetings. Some HUBs will run additional optional sessions and all schools are expected to undergo in school moderation sessions. Teachers in EYFS and Y6 may attend local authority moderation sessions in preparation for administering statutory tests. The ODBST School Improvement (SI) team work in schools and regularly look at samples of work where judgements are moderated and data is quality assured by the ODBST SI team.

9. Reporting to Parents/Carers
Information about an individual child's attainment and progress is shared with their parents/carers at least 3 times a year.

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The outcomes of all statutory assessment are shared with parents/carers in writing.

10. Reporting to the ODBST
School leaders engage in target setting and review meetings with the ODBST SI team and with Local Governing Bodies. Progress towards targets is shared with the ODBST SI team and Local Governing Bodies each term and end of year outcomes are scrutinised with next steps and priority actions identified. The Director of Education reports to Trustees on a termly basis, analysing assessment data across ODBST schools with next steps identified accordingly.

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Appendix 1 Formative assessment

What we do - day to day FORMATIVE assessment	How we use the information	Who we share the information with	How we monitor	How this fits in SDP
TEACHING STRATEGIES- KEY PART OF TEACHING AND LREARNIGN BLUEPRINT **Questioning** in class directed at certain pupils based on AFL and teacher knowledge Different methods to involve all children e.g.: hands down approach, paired talk, True/False questions, class calling out answers Success criteria so that children can assess their learning against clear objectives.	Assessment for learning (AFL) during lessons	TAs Children	Lesson obs, learning walks Planning scrutiny	Part of improving standards of teaching and learning. T and L blue print. Curriculum focus Use of TAs Value of courage, resilience
MARKING **provides next steps for children.**	Children given time to redraft/edit sections of writing according to marking comments. Time built in Maths lessons to do corrections.	Pupils	Termly monitoring of core subject marking by SLT with feedback given to each teacher and logged as part of PM process. Monitoring of books by subject coordinators.	Monitoring redrafting and editing. Part of SDP focus to improve standards in handwriting, grammar and spelling (Ofsted action and key areas identified by monitoring. Middle leadership
MARKING and observations during lessons used to inform plans for next lessons.	Teachers plan support/strategies for next lesson.	TAs	Termly monitoring of core subject plans by SLT with action point given to each teacher	Area of focus for coaching.

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	Teacher and TA PPA 2x weekly meetings after lessons		and comments fed into PM. Monitoring of plans by subject coordinators.	Middle leadership Curriculum focus
SHORT IN-CLASS TESTS Mental maths tests, recap quizzes e.g flashback 4s, weekly spelling test, times tables tests. Used to monitor progress. Quick fire mix and match questions at start of lessons Low stakes testing- quick tests/activities to check knowledge has been retained	Feedback given to children and parents. Teacher log kept of weekly test to track trends and progress and lift/lower provision.	Pupils, TAs	Monitoring of plans by subject coordinators. Learning walks, lesson obs	Recall strategies Curriculum implementation

FOUNDATION SUBJECTS Finding out what children already know at the **start of a unit** about a topic by: **SCIENCE** KS1 mind map at the start of the topic KS2 vocabulary list at the start of the topic. **HISTORY** Mind map at the start of the topic **GEOGRAPHY** KS1 mind map at the start of the topic KS2 vocabulary list at the start of the topic. In all other subjects we use formative assessment techniques to find out what children already know and recall activities are planned throughout the unit.	Used to guide teaching, differentiation and pitch over unit		Monitoring by subject coordinators.	Curriculum focus Middle leadership
INVOLVING PARENTS Formative assessment communicated to parents	Parents given feedback termly. Open book sessions for parents each term.	Parents	HT monitoring of parents' evening notes. Parent survey comments	

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Appendix 2 Summative assessment

EYFS
Baseline tests September (Dfe and Curzon)
Writing assessments half termly
Phonics assessments half termly
Observations recorded on Tapestry and in floor books
Summative assessments recorded on Bromcom 3x per year.

GPS and READING

Year group	Aut 1	Aut 2	Spring 1 January mid-year tests	Spring 2	Summer 1 May tests	Summer 2
1	Phonics assessment	Phonics assessment	Phonics assessment	Phonics assessment	Y1 phonics test	Phonics assessment
2		Teacher assessment		Teacher assessment	NFER Reading paper	Teacher assessment
3			NFER Reading and Grammar papers-scores on progress chasers		NFER Reading and Grammar papers-scores on progress chasers	
4						
5						
6			Practice SATs Teacher assessment	Practice SATs	KS2 SATs Teacher assessment	

All Year Groups		Update Bromcom- Use to inform next teaching		Update Bromcom Use to inform next teaching		Update Bromcom Use to inform next teaching

WRITING

Year group	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
1						
2	1 piece of assessed writing/ cross curricular writing	1 piece of assessed writing/ cross curricular writing	1 piece of assessed writing/ cross curricular writing	1 piece of assessed writing/ cross curricular writing	1 piece of assessed writing/ cross curricular writing	1 piece of assessed writing/ cross curricular writing
3						
4						
5						
6						
	Update Bromcom each term and identify key next steps for class/groups within class.					

NB: Fiction writing to be linked to literacy topic for each class.
Cross curricular: if subject not being taught by class teacher, planning to be done in foundation subject, writing to be done in literacy.

MATHS

Year group	Aut 1	Aut 2	Spring 1 January mid-year tests	Spring 2	Summer 1 May tests	Summer 2
1-5		WHITE ROSE		WHITE ROSE	Y4 times tables test	WHITE ROSE

Year group	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
		Teacher assessment		Teacher assessment		Teacher assessment
6		White Rose Teacher assessment	Practice SATs	Practice SATs Paper Teacher assessment	KS2 SATs	Teacher assessment
All Year Groups		Update Bromcom Use to inform next teaching		Update Bromcom Use to inform next teaching		Update Bromcom Use to inform next teaching

Year 2-6 will do a Big times tables test at the end of each term.

SCIENCE

Year group	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
1-2	Before/end of unit mind map	End of unit mind map	End of unit mind map	End of unit mind map	End of unit mind map	End of unit mind map
3-6	Before/end of unit vocab	Before/end of unit vocab	Before/end of unit vocab	Before/end of unit vocab	Before/end of unit vocab	Before/end of unit vocab
All Year Groups		Update Bromcom- Use to inform next teaching		Update Bromcom- Use to inform next teaching		Update Bromcom- Use to inform next teaching

OTHER SUBJECTS
Some subjects build up to a final piece (e.g. art, DT). Others have specific end of unit tasks listed below. Ks1 topics are shorter so there are more frequent mind maps.

Year group	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
1-2	Art self portrait **Reflection task** RE, PSHE **Before/end of unit mind map-** Hist, Geog, Science, RE **End of unit evaluation-** Art, DT, Music, Computing (Whole class log – moving to indiv summer Y2)	**Reflection task** RE, PSHE **Before/end of unit mind map-** Hist, Geog, Science, RE **End of unit evaluation-** Art, DT, Music, Computing (Whole class log – moving to indiv summer Y2))	**Reflection task** RE, PSHE **Before/end of unit mind map-** Hist, Geog, Science, RE **End of unit evaluation-** Art, DT, Music, Computing (Whole class log – moving to indiv summer Y2)	**Reflection task** RE, PSHE **Before/end of unit mind map-** Hist, Geog, Science, RE **End of unit evaluation-** Art, DT, Music, Computing (Whole class log – moving to indiv summer Y2)	**Reflection task** RE, PSHE **Before/end of unit mind map-** Hist, Geog, Science, RE **End of unit evaluation-** Art, DT, Music, Computing (Whole class log – moving to indiv summer Y2)	**Reflection task** RE, PSHE **Before/end of unit mind map-** Hist, Geog, Science, RE **End of unit evaluation-** Art, DT, Music, Computing (Whole class log – moving to indiv summer Y2))
3-4	Art self portrait					

	Reflection task RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **End of unit mind map** Hist **Before/end of unit vocab** – Geog, Sci, RE	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **End of unit mind map** Hist **Before/end of unit vocab** – Geog, Sci, RE	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **End of unit mind map** Hist **Before/end of unit vocab** – Geog, Sci, RE	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **End of unit mind map** Hist **Before/end of unit vocab** – Geog, Sci, RE	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **End of unit mind map** Hist **Before/end of unit vocab** – Geog, Sci, RE	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **End of unit mind map** Hist **Before/end of unit vocab** – Geog, Sci, RE
5-6	Art self portrait **Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **Before/end of unit vocab** – Geog, Sci, RE, Hist	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **Before/end of unit vocab** – Geog, Sci, RE, Hist	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **Before/end of unit vocab** – Geog, Sci, RE, Hist	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **Before/end of unit vocab** – Geog, Sci, RE, Hist	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **Before/end of unit vocab** – Geog, Sci, RE, Hist	**Reflection task** RE, PSHE, **End of unit evaluation-** Art, DT, Music, Computing **Before/end of unit vocab** – Geog, Sci, RE, Hist

	Applying para- Geog, Hist	**Applying para-** Geog, Hist	**Applying para-** Geog, Hist	**Applying para-** Geog, Hist	**Applying para-** Geog, Hist	**Applying para-** Geog, Hist
All Year Groups		Update Bromcom-Use to inform next teaching		Update Bromcom-Use to inform next teaching		Update Bromcom-Use to inform next teaching