ASSESSMENT Policy
Thomas Harding Junior School
September 2024

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 – see feedback and marking policy for more detail.
- Pupil Voice
- Low-stakes quizzing

Formative assessment is recorded in a number of different ways including but not limited to: Bromcom, IPM's, leadership monitoring documents, PPMs and individual teachers planning or record keeping.

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 will be recorded in Bromcom from September 2024.

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.

At Thomas Harding Junior school summative assessments are gathered from NTS Rising Stars for reading, maths and SPAG. They are also gathered through assessments by places such as White Rose Maths, past SATS papers and Thomas Harding's own assessments.

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:

- 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. This is done during parents' evenings in each long term and forms part of a child's annual report that they receive in July.

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.