



“Creating excellence, embracing all.”

ASSESSMENT POLICY

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Policy determined 2nd July 2024

Policy reviewed 7th October 2025

Botley School governing board

Botley School Vision statement

**A high-quality education in a positive and happy school,
where everyone is included, celebrated and encouraged to
be a creative lifelong learner.**

Botley School Values

Inclusivity

Teamwork

Kindness

Respect

Resilience

Creativity



“It goes without saying that Assessment goes hand in hand with the curriculum; but it is high quality formative assessment that goes to the very heart of good teaching.”

John McIntosh CBE 2015

Philosophy

We believe that assessment is at the heart of effective learning and teaching and our assessment procedures recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process. Assessment within this school leads to both ambitious activities where children are encouraged to develop self-assessment thus helping them to become motivated and independent learners.

Principles

Assessment is based on and matched to clear learning objectives and related success criteria. Assessment is shared with a wide range of people to provide valid information; teachers, children, parents, governors, LA, Ofsted, DFE, other schools and outside agencies.

In our school we seek to assess the children’ learning in terms of:

- The knowledge, concepts, skills, strategies and attitudes they have developed.
- Their attainment within the National Curriculum & Early Years Framework
- Their wider achievements in curricular, social and emotional settings.

In our school we aim to give all children every opportunity to show what they know, can do and understand by:

- Using a variety of assessment techniques to gain a wide range of evidence.
- Using national standardised tests and tasks including Phonics, check, KS1 SATS, Multiplication check and KS2 SATS
- Using non-statutory NFER standardised tests
- Considering the needs of all children.
- Developing a feedback policy which ensures communication between child and teacher and consistency throughout the school.

Purposes

“Assessment without levels gives schools the opportunity to develop their own approaches to assessment that focus on teaching and learning and are tailored to the curriculum followed by their school.” (Commission report 2015) Effective assessment, recording and reporting will enhance the learning of our children because it:

- Actively involves the children in their learning through discussion, provision of information about progress and ensuring children are aware of the purposes of teaching.
- Motivates the children through success/achievement.
- Highlights strengths and areas of development together with strategies to manage them.
- Provides reliable and credible information to support continuity and progression in the learning process.
- Provides valid information to assist with setting individual child targets.

Equally it aids and supports the teachers in evaluating their teaching by indicating:

- Strengths and areas of development in the teaching programme (content).
- The next steps in the teaching programme.
- Strengths and areas of development in the teaching style (method).
- Children who require support and children who require extension.

Types of assessment

There are three broad overarching forms of assessment, each with its own purposes.

Day-to-day in-school formative assessment, for example:

- *Question and answer during class*
- *Marking of pupils' work*
- *Observational assessment*
- *Regular short re-cap quizzes*
- *Scanning work for pupil attainment and development*
- *Self and peer assessment*

In-school summative assessment, for example:

- *End of term non-statutory standardised tests*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities*

Nationally standardised summative assessment, for example:

- *National Curriculum tests at the end of Key Stage 2*
- *National Curriculum teacher assessments at the end of Key Stage 1*
- *Phonics Check*
- *Multiplication check*

What assessment do we carry out in our school?

Early Years

The statutory baseline assessment is carried out within the first 6 weeks of the autumn term in Reception Ladybirds class and is used to assess individual pupil's starting points and inform planning for development.

During the year, formative assessment is carried out through:

- Child initiated activities
- Collaborative child led group work
- Personalised learning activities
- Small group teaching
- Adult lead activities
- Recorded work

Summative assessment is based on an evaluation of the individual pupil's progress using the evidence collated on tapestry and the teacher's knowledge of the child, and is recorded using the BromCom MIS system. This assessment data is reported to the Local Authority.

Throughout KS1 and KS2

Assessment is a continual process and is an integral part of the learning and teaching activities in the classroom. Therefore planned opportunities for assessment are incorporated in both medium and short term curriculum planning.

In School Formative Assessments:

- Questioning – directed, open ended, deeper level and enquiry.

- Focussed marking and verbal feedback
- Pupil voice – pupil response to feedback in books and discussion and identifying next steps in learning
- Discussion with an individual or group of children
- Observation of a specific task.
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/computation/ drawings etc.
- Listening as children report their findings and ideas for example in a plenary session.
- A teacher’s written dated comment of a child’s individual or group performance in an assessment situation. This relies on the experienced, professional judgement of the teacher, supported by the planning procedure and participation in moderation activities.
- Use of frequent short tests to identify gaps and further teaching points
- All of the above elements are used to determine judgements of children’s progress and is recorded termly using a formal tracking system. These judgements are then used to determine ‘Focus Children’ (Children who require additional support/targets to achieve their potential as identified by the class teacher) w3ithin the class inclusion action plan.
- Actions are then taken, recorded, monitored and evaluated on a termly basis.

In School Summative Assessment

- Reception Baseline – Statutory NFER tasks
- Termly summative assessments in reading, spelling, punctuation and grammar (SPAG), and mathematics take place in October and February
- Non statutory Key Stage 1 tasks and tests, Year 2 take place in May
- End of Year Summative Assessment in reading; spelling, punctuation and grammar (SPAG); and mathematics Years 1,3,4 & 5 NFER take place in May
- End of year Summative Teacher Assessment for Writing, Science is completed in June

Nationally Standardised Summative Assessments

- Keys stage 1 phonics check, year 1 (and year 2 for those that did not meet threshold in year 1) takes place in June
- Yr 4 Multiplication check takes place in June
- Key Stage 2 tests, Year 6 take place in May

Inclusion and SEND Provision

As far as is possible, pupils with SEND will access the same age-appropriate tests as their peers, however, where a pupil is significantly behind their chronological age in learning, they may sit a paper from an alternative year group. When administering summative tests, pupils with additional needs are provided with support to access the appropriate assessment. This might include:

- 25% or 10% additional time for assessments
- 1:1 adult support during the test
- Access to an adult to read the questions (maths and SPAG tests only)
- Ability to work in an alternative room to avoid distractions
- Ability to read questions and texts aloud to support processing
- Papers printed on coloured paper or enlarged paper
- Having their answers transcribed or scribed by an adult.

A spreadsheet overview of access needs for individual pupils across the school is kept by the Inclusion Lead and updated regularly in liaison with class teachers. This can be referred to when applying to additional time or other access arrangements for the KS2 SATs.

At Botley School we also use other forms of assessment for SEND pupils during the school year, some of which may be covered by outside agency staff.

- Diagnostic assessment enables learning difficulties to be scrutinised and classified so that appropriate support or strategies can be provided; for example, spelling age assessments and Specialist teaching service assessments.

Ensuring accuracy and consistency of teachers' assessment Moderation processes are used to ensure that:

- Discussions are held between teachers to decide what constitutes evidence of attainment
- Agreement trials are held within the school and between schools
- National and L.A. exemplification materials are used to assist this process.

Next steps in learning

Next steps in learning are based on National Primary Curriculum (2014) in English, Mathematics and Science. The child and teacher engage in frequent dialogue to ensure that personal, social and emotional achievements, organisational skills, self discipline and attitudes are considered alongside the academic achievements of each individual child. Such achievements are recognised in several ways, for example:

- by praise and encouragement
- by awarding stars and stickers
- by awarding prizes and certificates
- by awarding house points
- informing parents

Foundation Subjects:

Subject Leaders have developed progression tables for each of the foundation subjects. These are used by class teachers to inform assessment in these subjects. Formative assessment for foundation subjects are completed as an ongoing process throughout the year and recorded on mark sheets within the BromCom MIS system. The mark sheets have been created from the progression tables. A formal summative assessment for foundation subjects is provided for the end of year reports.

Records

Records are kept in the following ways:

- BromCom MIS Assessment summative and formative mark sheets
- Early Years Assessment recorded on Tapestry

Reporting

The education of the children in the school is considered to be a three way partnership between parents, children and teachers. To support this, regular opportunities, both formal and informal, are provided for the child's progress, attainment and achievement to be reviewed.

Formal reporting takes the following forms:

- Autumn and Spring term consultation evenings where parents are offered a time for personal discussion with the teacher and are informed of their child's progress and areas for development
- An annual written report by the class teacher to the parent detailing the child's progress. The report sets general comments on; attitudes to learning, relationships, behaviour, key strengths and areas for development.

- At the end of the Key Stages additional information is provided with the results of the Standard Assessments Tests and Tasks. Comparative school and national level information is also provided at this time.
- A summary of school results is made available to governors, L.A. OFSTED and DFE according to statutory regulations.
- The school prospectus and website contains the above information and serve to inform the wider public.
- Informal half-termly 'Work Share Afternoons'.
- Work scrutiny.
- Whole school moderation.

Monitoring

The process of monitoring and evaluating the curriculum is the responsibility of the Headteacher, SLT and Governors in line with the School Development Plan. Regular work scrutiny and monitoring of planning is carried out in English, Mathematics, and Science. Reviews of assessment procedures are carried out by the Headteacher and Assessment Coordinator.

Phase Leaders will evaluate and monitor the assessment for their phase of the school.

The Assessment Lead will evaluate whole school progress based on assessment to the Headteacher, Leadership Team, Subject Leads, Teachers and Governors through the Outcomes and Assessment Report. This will be updated 3 times per academic year, in line with the summative assessment points.

Continuous Professional Development

Whole staff training is dependent on the priorities identified in the School Improvement Plan (SIP). The ongoing individual learning and emotional well-being needs of the staff and pupils are evaluated through our annual timetable of staff meetings, briefings, monitoring, assessment and appraisal. Where a need is identified, suitable training and support will be sourced, prioritised according to the SIP and provided wherever possible.

Through assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we ensure that the assessment process must not detract from valuable learning and teaching time. Assessment is an integral part of the planning and teaching process, children are experiencing a learning environment in which they are given the opportunity to achieve their potential.

Appendix 1: calendar

SEPTEMBER	<p>Where are they at after the summer? Identification of Focus Children for Appraisal and Pupil Progress Meetings</p>
OCTOBER	<p>EYFS Statutory Baseline (NFER) Year 1 phonics check monitoring Autumn NFER tests Years 2-5: Reading, Mathematics, Grammar and Punctuation, Spelling Autumn SATS Mock (past paper) Year 6: Reading, Math</p>
NOVEMBER	<p style="text-align: center;">↓</p> <p>Whole Class Inclusion Action Plan Evaluation</p> <p style="text-align: center;">↓</p> <p>New whole Class Inclusion Action Plan for Autumn term 2 and Spring term 1 created</p> <p>Moderation of Writing & Maths</p>
DECEMBER	<p>Year 1 phonics check monitoring</p> <p>End of term teacher summative assessments in: Reading, Writing, Maths and Science Uploaded to BromCom Assessment Summative Marksheets</p>
JANUARY	
FEBRUARY	<p>Spring NFER tests Years 1-5: Reading, Mathematics, Grammar and Punctuation, Spelling Spring SATS Mock (past paper) Year 6: Reading, Math Yr 1 Phonics check monitoring Year 1 phonics check monitoring</p> <p style="text-align: center;">↓</p> <p>Whole Class Inclusion Action Plan Evaluation</p> <p style="text-align: center;">↓</p> <p>New whole Class Inclusion Action Plan for Spring term 4 and Summer terms 5&6 created</p>
MARCH	<p>Year 1 phonics check monitoring</p> <p>Moderation of Writing & Maths</p> <p>End of term teacher summative assessments in: Reading, Writing, Maths and Science Uploaded to BromCom Assessment Summative Marksheets</p>
APRIL	<p>Yr 1 phonics check monitoring</p>

MAY	<p>KS1 Non Statutory Assessment Tasks and Tests (SATS) KS2 Statutory Assessments (SATS) SUMMER NFER tests: Reading, Mathematics, Grammar and Punctuation, Spelling Years 1,3,4&5 Whole School Moderation</p>
JUNE	<p>KS1 Phonics check Yr 4 Multiplication check Moderation and submission of EYFS statutory data Submission of Phonics Check statutory data Submission of KS2 Teacher Assessment for Writing and Science End of Year teacher summative assessments in: Reading, Writing, Maths and Science Uploaded to BromCom Assessment Summative Mark sheets</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Whole Class Provision Map Evaluation</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Completion of Annual Reports</p>
JULY	<p>Pupil Information meeting for teaching staff to hand up key assessment information</p>
CONSTANTS	<p>Formative assessment in Reading, Writing, Maths, Science and RE and other foundation subjects are used on a weekly basis by all teaching staff. Formative assessments can be uploaded to BromCom formative Mark sheets PM Benchmarking for individual readers ongoing in KS1</p>

Appendix 2 : Attainment and Progression expectations

Attainment expectations throughout the year

To be classed as on track for Age Related Expected Standard (EXP) at the end of the year, KS1 and KS2 pupils are expected to be at the following points during the year:

Year group	Autumn Term	Spring Term	Summer Term
1	1 Emerging +	1 Developing +	1 Expected +
2	2 Emerging +	2 Developing +	2 Expected +
3	3 Emerging +	3 Developing +	3 Expected +
4	4 Emerging +	4 Developing +	4 Expected +
5	5 Emerging +	5 Developing +	5 Expected +
6	6 Emerging +	6 Developing +	6 Expected +

For pupils to be classed as on track for Greater Depth, they will show a deeper level of understanding and be able to apply, evaluate and manipulate what they have learnt throughout the year.

How end of year progress is calculated

The end of year summative progress data is calculated in a new, simple way to demonstrate Expected or Accelerated progress, rather than the previous complicated points system. Progress is now calculated based on the following example:

Starting Point	Less than expected progress	Expected Progress	Accelerated Progress
Yr 1 Emerging	Below Year 2	Yr 2 emerging	Yr 2 Developing +
Yr 1 Developing	Below yr 2/Yr 2 emerging	Yr 2 Developing	Yr 2 Expected +
Yr 1 Expected	Yr 2 emerging/developing	Yr 2 Expected	Yr 2 GDS
Yr 1 GDS	Yr 2 emerging/developing/expected	Yr 2 GDS	

If a child starts the year having attained GDS in the previous summer, it is not possible to calculate accelerated progress as they cannot be assessed out of their year group, so they can only make expected progress.

If a child starts the year working below their chronological standard, it is possible for them to make accelerated progress by working past their expected progress to attain within their year group standard.

Appendix 3: Moderation pro-forma

Moderation of Writing

Class teacher:

Year group:

Moderation partner:

	Name	Initial assessment On track for	Moderated assessment On track for	Comments and next steps	Further moderation ##/##/##	Further moderation ##/##/##
1						
2						
3						
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