



Oxford Diocesan Bucks Schools Trust (ODBST)

"Empowering our unique schools to excel"



GREAT HORWOOD CHURCH OF ENGLAND SCHOOL

ASSESSMENT FOR LEARNING POLICY



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:	18 th June 2024
Review Date:	Summer term 2027

1. ODBST Assessment Principles

Accurate assessment is fundamental to effective teaching and learning across all 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 and misconceptions. It is 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:

- clarifying and sharing key learning
- purposeful and planned questioning;
- specific tasks built into planned learning;

- observations;
- pupil discussions;
- small group working;
- live feedback and marking – see school policy for more detail;
- conversations with pupils about their learning;
- encouraging pupils to take ownership of their learning.

At Great Horwood School (GHW) teachers record formative assessments in pupil workbooks in line with the feedback and marking policy. At Great Horwood School we use key learning (KL) and skills (S) and formative assessments are made against these key learning intentions.

In phonics and reading teachers keep their own class reading record and guided reading record sheets for recording formative assessments. Little Wandle assessment tracker is used for all formative assessments. Reading fluency and average word speed is recorded on our GHW fluency grids that are completed half termly. In writing formative assessment is recorded on the GHW writing teacher assessment framework. In all other subjects teachers record key learning assessments in pupil exercise books or on a separate sheet for practical subjects such as music and PE. The judgements made in formative assessment inform the summative assessments which are recorded on Bromcom.

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 from September 2024.
- EYFS summative assessment against development matters are recorded termly in Bromcom.
- EYFS end of year summative assessments against the Early Learning Goals are recorded in the summer term.

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 Great Horwood School summative assessments are gathered from:

- Baseline assessments in September in phonics, reading and maths;
- Reading fluency and average word speed assessments collected half termly;
- Reading comprehension assessment per term;
- Phonics checks each half term building on weekly formative assessments;
- White Rose maths end of unit assessments checks as necessary;
- White Rose maths assessments completed termly;

- Mini quizzes and quick answer 10-minute mini-tests;
- Writing assessments for 6 pieces of writing during the school year. Writing may be selected from all areas of the curriculum and consists of 3 fiction, 2 non-fiction and 1 poetry piece of writing.

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 Spelling, Grammar and Punctuation
- Y6 Writing Teacher assessments
- Y6 Science Teacher 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 by a parent consultation evenings in the Autumn and Spring term and a written end of year report. 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 School Improvement 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.

