



Overstone Combined School

Assessment Policy

Updated: September 2023

To be reviewed: September 2025 – or sooner if appropriate

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

3. Principles of assessment

Assessment at Overstone Combined School is an integral part of teaching and learning. It is a continual process and is incorporated systematically into our teaching strategies with the aim of promoting better than expected progress for all pupils. Our aim is to ensure high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil, including those with SEND. Pupils have an active role in their own assessment, identifying their own learning needs and how they could improve their work. They are continually encouraged to be reflective and have a good understanding of their own strengths and how they can develop their learning further. All our assessment has a clear purpose and is done without adding unnecessarily to teachers' workload.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- 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 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 an integral part of every lesson in our school. We use various retrieval methods to recap on prior learning and ascertain through formative assessment what children can remember from previous teaching. This may be in the form of mini quizzes, 'show me what you know about...', quick fire questions answered on mini whiteboards or analysing/connecting images. Although retrieval practice is a form of teaching rather than formative assessment at its core, it can be a useful indicator as to concepts that are not embedded into children's long-term memory. Throughout lessons formative assessment is continuous and its key focus is on ensuring all children are active participants in the learning in order for teaching staff to check whether everyone has understood the key teaching points rather than using methods such as hands up which only involves gaining feedback from one child. Any gaps or misconceptions seen can then be acted upon via providing immediate feedback or by making a note if a misconception requires more time and explanation. Any large group or whole class gaps/misconceptions will change the structure of following lessons in the sequence to allow for these to be addressed.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

Summative assessment at Overstone takes the following forms:

- End of unit White Rose tests in maths which inform retrieval practice needed in next block.
- End of topic assessments in Science and foundation subjects, using Kapow quizzes, to inform of any end points which have not been learned/retained by children and need further teaching.
- Termly summative tests in reading and maths for Years 2 to 6 (and SPaG for KS2). For Years 3-5 this is done by using the NFER tests for English and maths which provide standardized scores that can then be used to compare the progress of individuals and cohorts as they progress through school and contribute to teacher assessments. Question analysis of these informs future teaching in those year groups and identifies any gaps in knowledge which need addressing. For Year 2 and Year 6 previous years' SATs tests are used and standardised scores used to inform part of teacher assessments.
- Star Assessments are completed half termly to track children's reading.
- Early Years will record children as being 'on track' or 'not on track' termly in each of the areas of learning.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Statutory assessments include:

- Early Years Foundation Stage (EYFS) baseline at the start of Reception.
- EYFS profile at the end of the Reception year.
- Phonics screening check in Year 1
- Multiplication check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage KS2 - Year 6

Please note that the National Curriculum tests and teacher assessments at the end of Key Stage KS1 - Year 2 – are no longer statutory but at Overstone we will continue to use these assessments as an additional piece of evidence to assess children.

5. Collecting and using data

Assessment data for reading, writing and maths will be inputted into Target Tracker half termly using our assessment system codes. These are teacher assessments which in Spring and Summer will also be informed by the summative tests children have completed. Teachers are not asked to provide any onerous evidence to support their assessments and professional judgement is trusted alongside observations and book scrutinies completed by SLT and subject leaders. Writing is moderated across the school and we invest in liaison group time for cross moderation as well. This is especially important in Year 6. Pupil progress meetings take place each term where assessment data is discussed alongside qualitative assessment of where gaps/misconceptions are for particular children in particular subjects. The aim of

these meetings is to ensure we meet the needs of any children who are not currently making good progress via interventions, targeted support or adapted quality first teaching. We also consider the needs of the more able children at these meetings and what is in place to challenge them in all areas of the curriculum.

6. Reporting to parents

Parents meet with teachers in the autumn and spring terms at parents evening when the children's strengths and areas of development are discussed. Parents are informed in the end of year annual report about their child's attainment for both the core and foundation subjects. All subjects are recorded as working above, working at or working below the expected standard for that age group. Statutory assessment results will also be included in the annual report. Parents are able to meet teachers to talk about their child's progress outside of these times if there are any further discussions needed.

7. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

8. Training

Teachers will be kept up to date with developments in assessment practice and statutory arrangements by attending relevant training. We also keep up to date with current good practice and are outward looking in terms of training opportunities to ensure we develop and improve staff practice on a regular basis. This may be in the form of relevant staff accessing training directly or SLT accessing training which is then disseminated to staff. In terms of formative assessment this is monitored in each lesson drop in or observation and is a key element in the feedback given each time. In terms of summative assessments, we ensure moderation both within and outside of our own school to ensure consistency and accuracy.

9. Roles and responsibilities

9.1 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy.
- Being familiar with the standards for the subjects they teach.
- Keeping up to date with developments in assessment practice.

9.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

9.3 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school.