



Assessment Policy 2026

Date: May 2026

Due for Review: July 2028

Assessment

At Ottershaw C of E Schools we endeavour to support all pupils in making better than expected progress and raise their confidence and self-esteem to support achievement. We see assessment as central to this.

Our portfolio of assessment tools includes a mixture of formative assessment used by teachers every day and summative assessments to support teacher judgements at the end of each week, end of a unit of work or term. This range of tools includes:

- Teachers asking questions and encouraging children to ask questions themselves
- Teachers talking to children about their work as they are learning and giving verbal feedback
- Teachers marking work and giving verbal or written feedback
- Children reflecting on learning themselves and responding verbally and in writing
- Making observations as children learn in groups, pairs or individually
- Formal Summative Assessments (Including end of term tests, reading benchmarking and end of Key Stage National Tests)
- Weekly/End of Unit Tests (Spellings, Magic Mental Maths, Big Write and end of unit maths assessments)
- Knowledge retrieval activities
- Sharing progress with parents and carers.

The Principles and aims of Assessment

Assessment is embedded within the daily cycle of teaching: We use information about what children can already do and need to learn next to plan lessons. Throughout the lesson we assess how well the children are learning and use this information to plan the next learning sequence. Throughout this cycle, we share with children how well they are doing, identify misconceptions and then plan what they need to revisit in their learning or learn next. At the same time, we encourage children to reflect on their own learning and achievements. We share this information regularly with parents and carers and encourage them to consolidate learning at home by the completion of weekly homework tasks.

What systems of assessment do we use?

At Ottershaw C of E Schools we teach the Early Years Foundation Stage Curriculum to children in our Nursery and Reception classes, and the National Curriculum (2014) to children in Key Stages 1 and 2. Whilst guided by the 'Development Matters' guidance document, we have worked with colleagues across The Good Shepherd Trust to develop our own termly 'checkpoints' assessment system to track progress throughout Nursery and Reception, culminating in completion of the Foundation Stage Profile at the end of Reception, where we report outcomes and achievement of the Early Learning Goals to parents.

Likewise, across Key Stages 1 and 2, we have worked with colleagues across The Good Shepherd Trust (using the National Curriculum to guide us) to create 'end of year expectations' for each year group and these are used to support our on-going assessment of children in Key Stages 1 and 2. At the end of every term, the 'best fit' judgement of every child's learning in English and Mathematics is recorded on our Arbor tracking system to provide an overview of attainment and progress, with attainment in foundation subjects recorded annually.

In addition we use the following to support our judgements:

- Key Stages 1 and 2 use external, summative tests in maths and reading at the end of each term to provide a percentage score for every child in these subjects.
- Our subject leaders and SLT have produced detailed assessment and tracking grids for reading, writing and maths, which record children's independent learning within lessons. Some of this learning has been explained verbally by children to teachers within lessons (eg within a Guided Reading session) and some is recorded. Wherever the evidence is available, this is verified during internal, moderation meetings. It is also validated during local moderation sessions with other schools and at Local Authority Standardisation Meetings (EYFS, Year 2 and Year 6 only).
- Reading at the earlier stages is assessed every half term using PM Benchmarking.
- Our 'in house' phonics assessment every half term throughout Reception and Year 1, and through in to Year 2 until children have acquired the skills to pass the expectations of the Year 1 Phonics Screen National Test.
- Assess and track children's instant recognition of High Frequency Words (HFW) to support their reading fluency and understanding. This is done every half term, beginning with the first 100 words, then moving on to the next 200 words.
- We use our own observations (based on Development Matters) to identify the starting points of all our Reception children, and continuous assessment from then on to track their progress.

Parents of children in Key Stages 1 and 2 receive a bi-annual update of their child's outcomes in reading, writing and maths, both teacher assessment and (for reading and maths) test score results, along with the next steps identified to support further progress. This information forms the basis of feedback at Parent/Teacher consultation evenings in February and every child's Annual Report to Parents.

What does the school assessment system look like? What language do we use to describe where we judge a child to be learning and the progress they are making?

At the start of every new school year the children will begin to access the learning expectations of their year group. The majority of our children will be achieving in line with the expectations of their year group, with a few children still learning either below or above these expectations.

As we track and record attainment and progress each term for Maths and English we report, for each child, whether they are 'on track to achieve', 'on track to achieve at a greater depth' or are 'not on track to achieve' end of year expectations.

For Foundation subjects, at the end of year, we use our annual reports to record whether a child has met or not met end of year expectations for each subject.

Arrangements for ensuring teachers are able to conduct assessment competently, confidently and that our system is used in a consistent manner across both schools.

We use a comprehensive system of continuous training and induction to ensure all teachers are supported to understand our approach, use our assessment guidance grids consistently (available on the school website and school server) and plan lessons which build on children's knowledge/skills/understanding.

We use:

- Regular Phase Team Moderation meetings to ensure the way we assess and record outcomes each week are consistent and our judgements are sound and linked to evidence of independent learning.
- Termly Learning Walks, Scrutiny of Work and conversations with pupils about their learning by subject leaders is used to evaluate how what impact our curriculum has on learners.

- Termly whole staff moderation meetings to challenge and agree judgements using a 'Best Fit' approach.
- Attend external moderation and standardisation meetings every term (both through The Good Shepherd Trust and the wider Local Authority) as a means of ensuring our expectations are in line with those required nationally.
- Pupil Progress Surgeries conducted by the Phase Team Leaders to monitor the performance of children in every class, hold teachers to account for the progress of the children they teach and feed outcomes in to our appraisal process and end of year pay review.
- Termly Pupil Progress Surgeries by the Inclusion Manager to specifically monitor the progress of children in receipt of Pupil Premium funding and/or who are on the school SEND register.

Reporting Performance Information

Every term a summary of attainment and progress for all groups of children in all year groups is produced by the Senior Leadership Team and presented to the Local Committee for review, scrutiny and challenge.

The Good Shepherd Trust also monitor pupil outcomes each term, using the Arbor MIS.

Review

This policy will be reviewed in May 2025, unless national guidance or Good Shepherd Trust procedures change significantly before this date.

