

Block 2 - January until March

Block 3 - April until June

The programmes of study and end of year expectations for each year group have been split into the three blocks. Throughout each block children are taught the curriculum requirements and are also given time to consolidate, apply and extend previous learning. During each block, teachers regularly assess the children using a range of formative assessments. They can then work with children who are not meeting expectations straight away using support and interventions. In addition, children who are exceeding expectations can be challenged and encouraged to extend their thinking.

Subjects other than English and Maths are assessed in a similar way, as curriculum expectations for every subject are clearly mapped for each year group and children are regularly assessed against those expectations.

What is Summative Assessment?

Summative assessment is:

- Assessment that takes place after pupils have completed units of work or at the end of terms/years
- Indicates progress and achievement against Age Related Expectations
- A more formal 'summing up' of a child's progress
- A 'grade' that can be provided to the next teacher or parents.

Through summative assessments:

- Progress and attainment are monitored to ensure all children are achieving.
- Parents receive clear and accurate reports into their child's achievement and progress
- Governors can use data to hold the school to account for the progress and achievement of the children
- Schools can provide data to show the performance of the school and the children within it.

Examples of summative assessment are:

- SATS tests
- Year 1 Phonics test
- Test papers



How do we use Summative Assessment at Botley?

We use a program called Essex Target Tracker to record our summative assessments and to provide us with analysis of our data. Essex Target Tracker matches to the assessment blocks as it works in six 'steps' which help to track the three 'blocks'.

- beginning (b) and beginning plus (b+) - Block 1
- working within (w) and working within plus (w+) - Block 2
- Secure (s) and Secure plus (s+) - Block 3

Using the 'step' system, we can track progression and attainment for each child. This data may then be analysed to produce reports of overall and average progress for a year group/class, as well as for individual children and significant pupil groups. By working in this way, the school can track the progress of individuals and groups and challenge and support as soon as possible.

At the end of the year we aim to have the vast majority of children working at least at Secure, meaning they have at least met the ARE (Age Related Expectations). Children who are Secure plus will be exceeding the ARE. Children's performance against the ARE will be reported to parents at the end of the year and their progress towards meeting ARE will be reported during the year.

How do we evaluate our assessments?

Teachers meet with a member of the SLT each half term, either through Pupil Performance Meetings or Performance Management. At these times formative and summative assessments are looked at to ensure that all children are making sustained progress. By looking at the range of assessment tools, from teacher assessment records, Essex Target Tracker steps progress and transition matrices, teachers can see the full picture of the children they teach.



Whole school, cohort and group data is shared regularly with the Whole Governing Body. They are able to question the Headteacher on, not only the attainment of pupils, but also on the interventions that are used to improve pupil progress.