



Assessment Policy

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1. Purpose

The purpose of the ASSET policy is to ensure we have a consistent approach to assessment across all schools in the Trust. Individual school policies may detail specific approaches to areas within assessment such as marking.

2. ASSET approach to assessment

The primary purpose of assessment is for teachers to ascertain what children have learnt, understood and can do, and to use this information to adapt their teaching to support better learning. Within lessons, teachers will use assessment information to provide timely support for children to consolidate learning or provide extra challenge to extend the level of depth and establish whether children are meeting age related learning objectives.

Over time, records of the regularity and depth with which children meet these learning objectives, the body of work children have produced (supported by moderation) and external testing using standardised score tests build a full picture of a child's attainment. At three key data points every year teachers make a summative judgement of each child's learning in all subjects. These assessments are used to track whether individual children are on course to meet or exceed age related expectations, and monitor how they are performing compared to their starting points. This enables teachers and leaders to recognise quickly if a child has fallen behind and needs extra support, and which children have performed particularly well.

At any point in the year teachers are expected to be able to make an accurate judgement about whether pupils are working within age-related expectations, which draws on all forms of classroom information indicating the progress children are making. We do not measure progress on a numerical scale or define artificial steps that children need to make and progress may consist of any of the following:

- Catching up: where a child may have been working outside of age related expectations and then got back on course.
- Filling gaps: working within the age related curriculum but with some gaps that need to be plugged.
- Deepening understanding: where children are working within the age related curriculum so need challenge to deepen their understanding. Children must be able to apply their understanding - this is what we mean by understanding at greater depth linking to our mastery approach.
- Overcoming barriers: those children with profound special needs who will not be able to catch up to age related curriculum but overcome significant barriers to their learning.
- Regularly achieving age related learning objectives and working at the expected standard
- Learning new knowledge and skills that they didn't know/couldn't do before

3. Pupil Progress Meetings

Following the termly data point senior leaders monitor the assessments of all children to ensure that no child is 'slipping through the net'; headteachers and assessment leads hold pupil progress meetings with teachers and adaptations are made to each child's provision as appropriate.

4. Trust Focus Reviews

Termly Focus Reviews take place in order to hold Headteachers to account for the progress pupils are making in their schools and ensure that appropriate action is being taken to meet the needs of pupils.

5. Marking and feedback

Schools use an approach to marking whereby children are given feedback without written comments. Most feedback takes place in lessons alongside the child, and records of feedback and achievement against learning objectives are maintained by class teachers. The impact of feedback is monitored by school leaders.

6. Moderation

Schools participate in termly cross-school moderation sessions led by an experienced consultant to quality assure standards and share best practice. Pupil books are brought to these sessions so the standard of learning and work produced can be moderated and benchmarked. Headteachers are aware of the outcomes from these so any issues raised can be addressed within school ahead of any formal moderation processes. Within schools, teachers work together on a regular basis to moderate pupil work and ensure that they have high expectations. Schools should encourage frequent comparisons and evaluations of pupil work.

7. Prior attainment and target setting

Individual target setting takes place in schools at the start of each academic year using prior attainment data (from EYFS and KS1) to create challenging targets so that pupils aspire to be the best they can be.

The Trust is responsible for setting minimum and aspirational outcome targets for the school coming up to key assessment points ie EYFS, Y1 phonics, KS1 SATS, KS2 SATS. These targets are used in order to ascertain the overall performance of the school and plan trust intervention the following year.

8. Assessment timetable and external testing requirements

Before the start of the academic year the Trust publishes an annual assessment timeline which coordinates with the Trust's annual cycle document.

This details the annual cycle of assessment related events, consisting of:

- Whole school targets set for the academic year and review of results
- Dates for summative assessments to be made
- Pupil progress meetings
- Standardised tests
- Baseline

9. Reception baseline

The Trust has its own system for measuring attainment on entry to Reception, which all schools carry out. This determines children's starting points across a range of areas of learning.

10. Principles and thinking around Assessment that underpin the ASSET approach (a summary of internal discussions):

- The best assessment takes place when the teacher is sitting alongside the child (the meaning of the word 'assessment')
- The classroom environment should be one of "low threat, high challenge". Testing, under the right conditions, is often where learning really takes place and children love challenge when they feel safe to challenge themselves

- Teachers need to work to balance the fact that AfL should be happening all of the time in class but we can't assess and record everything we do. We need to record less (do fewer things in greater depth) but always keep an eye on those children who might be falling behind.
- Never assume that you know - don't make assumptions about what a child can do, be prepared to be surprised!
- We should be developing our children's own strategies - are they effective learners, do they have the right disposition?
- We need to know the barriers to learning - then deal with them (don't kill with kindness!)
- We should start from the perspective of the child - how can we get them more involved in their learning (Wroxham style learning reviews, pupil reports)
- Much of the testing we do doesn't really tell us what children can do, but questioning them does - how can we focus more on this?
- We can't change the external factors eg statutory tests - but we must do what we can with the space we have between these and decide what our approach is going to be (strength in doing this as a group)
- If we can define our own principles, stick to them, articulate them well, show that learning is really good as a result, then we will be in a great position!
- Focus on "I am going to teach...." (exams are the by-product)
- Focus on what we can capture that will enable us to understand our learners
- Help children to define what excellence looks like just as we have in all aspects of the Trust, particularly our approach to self evaluation. Then consider the process of getting there eg co-constructing success criteria with children - what does excellence look like?
- Consider how we measure the impact of the learning experience? We could be looking at lots of different data sets eg attendance, how much children enjoy coming to school, behaviour for learning, whether children have an improvement culture. Finding ways to measure all of this as part of our assessment is just as important.
- We need to be open, honest and solution focused. If we expect our children to learn from mistakes - we must model this
- Keep it simple - responsive teaching IS feedback! Make sure you clarify this to the observer - this is what you will see in lessons when feedback is working well
- Keep it manageable, meaningful, motivating
- Again keep it simple - key objectives against a list of names and a tick list with a bit of analysis - that's all (Jamie Pembroke!) Keep thinking how we can develop this.
- Collect really robust portfolios of work - "this is what excellence in Year 3 looks like" (see ASSET examples) but collect your own!
- Put time and effort into working out which pupils are struggling and why. Look for any groups/patterns and plan a quick and effective intervention strategy keeping it as bespoke as possible but sharing this widely so that time and expertise can be used efficiently.
- Know the most effective 'catch up' programmes and use them across the school/ trust (consider training specialist staff to deliver?)
- Continue to develop Distance Marking so that pupil learning is put first (above the process) ie when monitoring check for impact first
- Consider the EOS rubric - strong rubric with good pupil involvement and peer critique built in.