



## **Assessment Policy**

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## Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Principles of assessment.....	3
4. Assessment approaches.....	4
5. Collecting and using data.....	5
6. Reporting to parents.....	6
7. Inclusion.....	6
8. Training.....	6
9. Roles and responsibilities.....	6
10. Monitoring.....	7
11. Links with other policies.....	7

## 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

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

This policy complies with our funding agreement and articles of association.

## 3. Principles of assessment

Assessment is an integral part of teaching and learning. It is the process through which pupils' attainment and progress are recognised and is used to raise outcomes for **all** pupils from their individual starting points.

The key purposes of assessment are:

- Curriculum - to enable the identification of pupils' progress and needs, to evaluate the effectiveness of teaching in enabling learning and motivating pupils.
- Communication - to provide appropriate information for a range of audiences: pupils, parents and carers, teachers, governors other educational institutions, agencies and employers.
- Accountability - to enable teachers to show how they are fulfilling their aims and meeting school requirements.

Assessment **for** learning and assessment **of** learning are different but compatible and complementary. The principle aim of assessment should be to inform teaching and learning and not focus purely on purposes related to accountability.

Assessment, recording and reporting should:

- a) offer all pupils an opportunity to be involved in showing what they know, understand, can do and what they need to develop;
- b) support the setting of personal and school targets that are based on the highest expectations;
- c) recognise that the National Curriculum does not encompass all learning. That there is the wider curriculum which includes pupils' personal, social and emotional development;
- d) be based on shared learning objectives;
- e) provide effective feedback for pupils and adults;
- f) involve different professionals and other agencies as appropriate, recognising the contribution all make to the process;
- g) be rigorous and consistent.
- h) follow the principles for data management, as set out in 'Making Data Work', a report of the Teacher Workload Advisory Group (2018)

## 4. Assessment approaches

At Elston Hall Learning Trust we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 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

Assessment is embedded in the teaching and learning process (see Teaching and learning policy);

- Staff set clear **learning objectives** (LO) with the pupils at the start of the session so they know what they are to achieve
- They use **steps to learning** (STL) to demonstrate to pupils how they can achieve their learning.
- A range of effective **question** types are used to support learning and to assess pupils understanding throughout lessons
- Staff provide clear written or verbal feedback which enables pupils to identify; how they can improve further (See marking policy)
- Opportunities are provided for pupils to reflect on their own learning through self-assessment and where appropriate peer assessment is used.

### 4.2 In-school summative assessment

Assessments are carried out each term for pupils in reading, writing, maths and science (working scientifically)

Teachers make assessments drawing on a range of evidence:

- teachers own knowledge of pupils
- moderation of books carried out in-school and across the Trust
- Marking
- End of unit tests; maths (White Rose, Cornerstones, Test base), phonic assessments (in-house system) and chronological reading tests (Salford tests)

This evidence is collated and matched against the end of year - age-related expectations for EYFS, KS1 and KS2. Judgements are made based on whether children are beginning(b), developing(d) or secure(s) at each age band eg an expected child leaving year 4 would be a 4S however a higher attaining pupil may be a 5b as they are starting to access the curriculum designed for the year group above.

Attainment and progress in the Foundation subjects are tracked termly using the age-related expectations but only reported and analysed yearly with teachers identifying who is working below, at expected or above expected in each subject (see Curriculum policy)

Effective in-school 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 evaluate learning at the end of a unit or period and the impact of their own teaching
- **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
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

### 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

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline
- Phonics screening check in year 1
- Multiplication tests in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

## 5. Collecting and using data (see Assessment cycle)

### **Core subjects**

Each term pupils are given an attainment judgement for the core subjects using the Age-related expectations /EYFS standards (see above)

The data is analysed and teachers provide a progress story for their class which highlights the key priorities and successes.

This data is then challenged further by the Assistant Head teacher responsible for the year group. Interventions and additional support is identified on a Raising Achievement Plan (RAP) and actions for the following term are established.

Leaders report this information to the Headteacher/Executive Leader/CEO during the termly standards meeting, where further challenge are provided.

Headteachers report data summary to the Local governing board.

### **Foundation subjects**

As with the Core subjects, staff use the Age-Related expectations to provide pupils with an attainment level. However, this is only reported once a year and is analysed by the curriculum subject leaders. Strengths and weakness are identified for each subject and subject leaders reflect this in the action plan for the following year.

The data is shared with the receiving teacher to enable them to plan for 'gaps' in learning or to re-teach skills ensuring they embed knowledge and skills.

## 6. Reporting to parents

During the academic year parents are invited to attend termly parent's evenings where their child's attainment and progress information is shared.

They also receive a mid-year report which identifies strengths and development point for parents plus a numerical level for where pupils are working.

In the summer term parents also receive a written report which will include internal summative data and also external data (EYFS, Year 1 phonics, Year 4 multiplication tests, KS1 and KS2 statutory test results). There is an opportunity during the summer term parent's evening to discuss these results, if parents wish to do so.

## 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

All staff receive regular training and attend assessment updates provided via the local authority. Additional termly opportunities are also provided for moderation with experienced staff in school as well as across the Trust.

Elston Hall Learning Trust has LA trained moderators for KS1 and KS2 who offer further support to new staff joining the Trust and provides additional support to ECT 1's/2's and ITT students

## 9. Roles and responsibilities

### 9.1 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

### 9.2 Headteacher(s)

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

### 9.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy, identifying any underachievement and actioning any interventions required.

## 10. Monitoring

This policy will be reviewed by the Executive leaders with overall responsibility for assessment and achievement.

All teaching staff are expected to read and follow this policy.

The Executive Leader alongside the Headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutinies, pupil progress meetings and standards meetings.

## 11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Marking policy
- Teaching and Learning policy
- Assessment Cycle (Below)

## Elston Hall Learning Trust—Termly Cycle of Assessment

The cycle is based on a termly review of attainment and progress data. It allows priorities to support pupil progress and whole school development to be identified, actioned and impact evaluated.

