



# Joint Trust Assessment Policy



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## Core Purpose, Principles and Aims of Assessment

- How it links to progress, attainment and wider outcomes
- How it links to high quality teaching and learning
- Why effective assessment is important (links to groups)
- How it fosters links with parents/carers
- What assessments are used e.g. formative, summative and national expectations.
- Could link to your school's values

### Purpose of this Policy

The purpose of our policy for assessment is to develop effective, efficient, consistent methods through which a child's progress is monitored and information gathered used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on our internal records will provide meaningful information for all stakeholders. Throughout this policy the term 'teacher' is used to refer to any adult in school who is working with the children, this may be teachers, support staff or student teachers.

At this school we use a bespoke version of the E-MAG for planning, formative assessment and summative assessment purposes. Information is collected in one place by all teachers and those responsible for data analysis draw down data from this system in line with the dates on our assessment schedule. This system has been developed with teachers across the trust, to ensure that children meet age related expectations in each of the year groups, and meet national expectations by the end of each Key Stage. Termly pupil progress discussions will be used to ensure children are on track to meet these national expectations.

All children are expected to make good progress. This policy will ensure that statutory requirements are met.

### Principles and Practice

Assessment is at the heart of teaching and learning; it is used by teachers to guide the way they plan and deliver effective lessons. We use summative assessment to evaluate learning over time and we check our outcomes against standardised scores or benchmarks as well as internal and external moderation with colleagues from other schools.

We use formative assessment (in conjunction with a Marking and Feedback policy) as part of ongoing feedback to improve learning for children, to help them identify strengths and areas for improvement. Teachers will use ongoing formative assessment in every lesson to ensure appropriate differentiation, so that children can achieve age related expectations at the end of each key stage. (FS2, KS1, KS2).



## Core Principles

- Assessment places achievement in context against nationally standardised criteria and expected standards
- Assessments will be based on age appropriate tasks.
- Assessment will draw on a wide range of evidence to provide a complete picture of achievement.
- Assessment will demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.

## How assessment outcomes will be collected and used:

- **Day to day practice**
- **Senior Leadership responsibility**
- **Clarity of system**
- **Include EYFS arrangements**
- **How do you assess (subjects, evidence, methodology, recording)**

There will always be a clear purpose for assessment and information will be collected in line with our assessment schedule.

### Expectations

- (a) Early Years (F1)
  - Baseline on entry to F1 to be entered onto E-MAG within 6 weeks of start date.
  - Ongoing formative assessment against development matters age related expectations
  - End of F1 data to be entered July each year as a 'best fit' based on formative evidence
- (b) Early Years (F2)
  - Completion of E-MAG over the year to create Foundation Stage Profile by end of F2.
  - Ongoing formative tracking against development matters age related expectations
  - Phonics assessments at least termly
- (c) Y1
  - Phonics assessments at least termly for children on RWi
  - Y1 Phonics check completed Summer.
  - E-MAG data (reading, writing, maths)
- (d) Y2
  - Phonics assessment termly for children still on RWi
  - Benchmark reading assessment for children who complete the phonics programme
  - Y2 end of KS statutory testing
  - E-MAG data (reading, writing, maths)
- (e) Y3, Y4, Y5
  - E-MAG data (reading, writing, maths)
  - Phonics assessment termly for children still on RWi
  - Benchmark reading assessment for children who have completed the phonics programme



- (f) Y6  
E-MAG data (reading, writing, maths)

This assessment policy and other core policies are included in the school's induction policy. A member of the Senior Leadership Team will ensure induction of all staff includes this documentation and that training in the use of E-MAG is provided.

### **Accountability**

The Head of School and Executive Head Teacher are responsible for reporting data to Governors and others who hold the school to account.

- Summative data will be used to inform appraisal targets for all teachers.
  - Summative data will be reported to Governors on a termly basis.
- Ofsted will make use of nationally standardised summative assessment.

## **Arrangements for ensuring teachers can conduct assessments completely and confidently**

- **How do you know all staff understand assessment in the same way?**
  - CPD (including staff meetings)
  - E-MAG training
  - Data analysis
- **How will teachers be trained?**
- **Who will train them?**
- **How do you know your judgements are accurate?**

We will ensure that teachers have appropriate training and support in all of these areas by

- (a) Attendance at LA training for moderation at F2, Y2 and Y6
- (b) Engaging in cross school, cross phase and year group moderation at least twice per year for all year groups.
- (c) The Senior Leadership Team provide E-MAG training as appropriate and for all new staff.

When teachers join the school they will be provided with a copy of this policy and it will form part of induction. In all staff meetings and training there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Core subject co-ordinators (Literacy, Numeracy) will provide ongoing training for all staff at phase meetings and/or staff meetings and will conduct regular moderation.



The school makes significant use of technology to assess and in order to reduce the workload for teachers we use a bespoke E-MAG system which enables teachers to use one simple process for summative and formative assessment which provides senior leaders with the appropriate data for monitoring purposes.

Other CPD may take various forms including the provision of direct face to face training or coaching (particularly of NQTs or RQTs) as part of their ongoing professional development. The school is making use of external assessment systems and will continually review and evaluate these to ensure they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

Evidence to support moderation will be:

- Pupils' work in folders
- Portfolios of work at the expected standard for F2, Y2 and Y6
- EYFS will hold separate moderation staff meetings internally and across schools
- Subject leaders and SLT will carry out work scrutiny as part of our monitoring triangulation process.

## **The school's approach to different forms of assessment: Summative, Formative, National**

- **How these will be used to improve outcomes.**
- **How information will be recorded**

### **Formative Assessment**

Day to day formative assessment is an integral part of teaching and learning. It enables teachers to understand pupil performance on a continuing basis enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way it supports teachers to provide appropriate differentiation and intervention to deepen learning.

When planning future learning teachers will also consider whether some individuals or groups of children require pre-teaching specific concepts in order for them to fully engage in the whole class teaching at age related expectations with the rest of the class.

Information regarding formative assessment will be recorded by individual teachers using E-MAG and in their planning in a form which is appropriate to each teacher/child.



Examples of formative assessment in this school are:

- Marking and feedback of work completed
- Questioning during lessons
- Reading records
- Marking and feedback of work completed
- Questioning during lessons
- Reading records

## **Summative Assessment**

In school summative assessments will be used to monitor and support children's performance. They will provide teachers, children and parents/carers with information about how well they have achieved in reading, writing, maths, SPaG. Teachers will make use of this information to plan for subsequent teaching and learning.

In school summative assessment data will be drawn down from the E-MAG and will be used to target individuals, groups and cohorts and to monitor the performance of all children. Teachers will use differentiation and intervention to ensure that children can access age related expectations in whole class teaching.

Out-of-class interventions will only be used where they are:

- (a) Planned, delivered and evaluated in conjunction with the ViGIL Team
- (b) Are delivered by appropriately trained teachers and support staff
- (c) Link with teaching and learning in the classroom

OR

Are specifically directed at SEND children whose may not achieve age related expectations.

Examples of summative assessments in this school are:

- Completion of bespoke E-MAG statements towards age related expectations
- SEND reviews, where assessments are made against agreed targets
- Annual end of year reports to parents/carers outlining progress and attainment of children in relation to the National Curriculum and age related expectations.

National Standardised Summative Assessment

- The Foundation Stage profile will be completed at the end of F2 for all pupils.
- Y1 Phonics testing will be carried out annually
- Y2 Phonics repeat testing will be carried out
- End of Key Stage 1 and Key Stage 2 Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. This will be in the form of a scaled score (or in accordance with DFE policy)



## How the policy will be implemented

### Roles and responsibilities of:

- Teachers
- Parents / Carers
- Subject Leaders / Phase Leaders
- Inclusion Team
- Senior Leaders
- Governors

### How do you know that all stakeholders understand assessment in the same way?

#### Teachers

Teachers will use formative assessment on a daily basis to inform their planning and teaching and will ensure that children access appropriate differentiation on a daily basis. They will use the bespoke E-MAG system to plan objectives and assess depths of learning against these, to ensure children remain on track each half term, each term and annually. Information will be reported to parents at the parent consultation evenings in the Autumn and Spring term and will provide an end of year report with detailed information about attainment and progress towards age related expectations nationally.

Teachers will attend termly pupil progress meetings to discuss progress and attainment of their children.

Support staff will be responsible for supporting children with their learning as directed by the class teacher or ViGIL Team and provide feedback on children's learning.

#### Literacy and Numeracy Subject Leaders

Will monitor progress in their subject across all year groups, using the E-Mag and report to SLT where inconsistencies in progress are found.

#### The ViGIL Team

Will monitor the progress and attainment of SEND pupils and pupils at the Classroom Support stage, as well as disadvantaged pupils. They will work with class teachers to ensure appropriate provision to enable children to make good progress from their starting points.

#### Senior Leaders

Will analyse data termly which is drawn down from E-Mag. Outcomes of standardised testing in Y2 will be used to predict end of KS2 outcomes.

#### Parents/Carers

Are responsible for supporting their children with home learning and liaising with school through parent consultation evenings.



## Governors

Will receive the following information to hold the Executive Head Teacher and Head of School to account:

(a) Termly data analysis (b) End of year data (c) Governor dashboard

To ensure that all stakeholders understand assessment in the same way, the following will be put into place:

- This assessment policy will be shared and publicised on the website
- Parents/carers will be invited to meetings
- Governors will receive detailed information and training
- There will be meetings for parents to give them information on:
  - FS systems and procedures when children join our Foundation Unit
  - Y1 systems - Phonics test
  - KS1 SATs - KS2 SATs

A leaflet is available to give further information about assessment without levels.

## **Arrangements for the governance, management and evaluation of assessment**

- **How Governors will be kept up to date with new developments**

- **How the policy will be monitored and evaluated.**

The Head Teacher will ensure that Governors are kept up to date regarding new developments in National Data through HT reports.

The Senior Leadership Team will provide training for new Governors on how to use this data and to interpret the scores.

The Executive Head Teacher and Head of School are responsible for

- Updating this policy in line with any new developments in the school and new Government guidance.
- Ensuring there is a shared understanding and common practice amongst staff.
- Ensuring consistency of teacher assessment.
- Ensuring evidence from the results of assessments is used as performance indicators for all groups including Pupil Premium, SEND, boys, girls, EAL)
- Monitoring and analysing results of summative assessments
- Developing of effective target setting strategies
- Using ICT as an aid for assessment, recording and reporting
- Ensuring that statutory requirements for reporting statutory testing are met.
- Holding staff to account for pupil attainment and progress through the monitoring of assessment data and appraisal targets.
- Holding pupil progress meetings



All staff are expected to follow the policy and the Senior Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.