



Assessment Policy

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Approved by Chair:

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Statutory Policy

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 statutory 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, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- High quality, in depth teaching, is supported and informed by high quality formative assessment
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- There is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports informative and productive conversations with pupils and parents
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- We achieve our assessment without adding unnecessarily to teacher workload
- Assessment is inclusive of all abilities
- A range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment'
- To assess without adding unnecessarily adding to teacher workload

4. Assessment approaches

At SHINE Academies 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 Method of assessment

- We assess pupils against assessment criteria, known as Key Performance Indicators, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Pupils will be assessed within their year group e.g. Year 3 3E (emerging – expected by end of Autumn Term), 3D (developing – expected by end of Spring Term) 3S (secure – expected by end of Summer Term) 3GD (exceeding – working at depth within the subject area and above the expected standard)
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year, these are known as Key Performance Standards
- The achievement of each pupil is assessed against all the relevant criteria at the end of each term
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will **not** be assessed against the criteria in that subject for the next year, but judged as Mastery for their current year
- For those pupils meeting and exceeding the expected standards, we provide more challenging work that provides opportunity to learn at depth
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing
- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools to make sure our assessments are fair, reliable and valid.

4.2 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

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows 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 support (corrective activities) or extension (enrichment

activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will:

- Support children in measuring their knowledge, skills and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve
- Ensure that gaps and misconceptions are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- Use a range of 'Day-to-Day In-School Formative Assessments', including, for example:
 - marking of pupils' work
 - observational assessments (particularly in EYFS)
 - in-depth questioning
 - scanning work for pupil attainment and development
 - discussions with children
 - pupil self-assessment
 - peer marking
 - Timetables Rockstars assessments

4.3 In-school summative assessment

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. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools

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

In-school summative assessments will be used to monitor and support children's performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes – all of which will be shared with parents during termly parents meetings.

Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning and improve future learning. In-school summative assessment will be used to demonstrate improvement over a long period of time. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of 'In-school-summative assessments' will be used including, for example:

- end of year tests
- teacher assessments
- power ups and flashback 4 questions throughout foundation lessons
- reviews for pupils with SEN and disabilities
- termly assessment relating to the National Curriculum age related expectations reported on Scholarpack for Reading, Writing, SPAG, Maths, Science and Phonics where applicable.
- end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations
- Salford Reading tests

In-school summative assessments are standardised and validated using a rigorous moderation process:

- year group in-school moderation
- SLT lead whole school moderation
- trust wide moderation
- cluster group moderation within the local area

4.4 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

Government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Timestables check 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, recording and using data

5.1 Using data

Teachers use the data they collect in a number of ways including:

- To summarise and analyse attainment and progress for their pupils and classes
- To plan the learning for every pupil to ensure they meet or exceed expectations

- To assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods
- To give a clear and accurate picture of the child
- To ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched

The information from assessment is communicated to parents and pupils on a termly basis through termly meetings with parents and using an annual written report.

We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

5.2 Recording data

Data records should be updated regularly and easy to maintain. They should:

- Provide clear evidence of National Curriculum achievements
- Contain information that is useful to other professionals
- Be used as a key tool in ensuring continuity and progression.

There is a clear process that is followed for recording at all levels of assessment:

- 1) **Formative assessment** – this information is collated and stored by the class teacher and used to inform planning, teaching and learning. ‘Evaluation and next steps’ records on planning, where relevant, will identify the successful link between planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes.
- 2) **In-school summative assessment** – records of summative assessments will be updated termly. Current data is submitted once every term to Scholarpack for the Data Manager check for missing information. Termly foundation subject assessment will be completed by class teachers and uploaded to Scholarpack for the respective subject leaders for detailed analysis. Summary of data analysis is reported to the Headteacher and the SLT, who scrutinise and collate the school’s strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability.

Submission dates for TA and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

Summative assessment is undertaken termly and follows a set process:

- Assessments undertaken in Reading, Writing, Maths, Science and Phonics where applicable
- Assessment marked by class teacher
- Assessments are used to inform overall Teacher Assessment (TA) that also takes into account understanding evident in books
- Class teachers upload TAs to Scholarpack
- Year groups moderate assessments
- SLT moderate assessments
- Trust year groups & SLT moderate assessments
- Assessments are amended on Scholarpack following moderation and validation process

- Pupil Progress Meetings take place between year group staff & SLT to plan interventions where necessary

5.3 Collecting data

Data records will be stored on Scholarpack and Class Teachers will have access to current input sheets to enable records to be updated. In-line with the annual assessment calendar, these input sheets will be locked to schools (excluding Head Teachers) on the completion of the schools moderation process. Data will be checked for gaps and obvious errors by the trust Data Manager, reports run and sent to Head Teachers for checking. Once checking is complete all Trust data is forwarded to the Executive Head Teacher.

Head Teachers will use data reports to identify strengths and areas for development that will inform the Termly Action Plan – analysis is shared with the Local Governing Body at the full LGB and Curriculum Committee meetings

The Executive Head Teacher will use the data reports to identify strengths and areas for development for the Trust that will inform the QAR agendas – analysis is shared with the Local Performance and Standards Committee

5.4 Summative assessments used in school

To ensure standardisation across the trust, the following assessments are used:

- Maths – Cornerstones (White Rose assessments may be used to identify gaps in learning)
- Reading – Cornerstones
- SPAG – Cornerstones
- Spelling – Cornerstones
- Science – Power ups and Flashback 4s within exercise books.
- Y2 & Y6 use past SATs papers rather than PIRA & PUMA

All data records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

6. Reporting to parents

Parents are kept informed throughout the year; progress and attainment data is shared with parents on a termly basis. Parents are also given brief details of achievements in all subjects and activities that form the curriculum highlighting their strengths and areas for development, pupil attendance and punctuality, level of effort applied to learning and their social skills. Reporting to parents will be clear, succinct and informative and to conform to statutory requirements. Parents are informed within:

- termly parents evenings
- termly SEND reviews
- annual EHCP reviews

- annual reports

In addition, the school has an open door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record including:
 - o The total number of possible attendances for that pupil, and
 - o The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- The results of any public examinations taken, by subject and grade
- Details of any vocational qualifications or credits towards any such qualifications gained
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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

After joining the school, all teachers will be provided will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Staff involvement in the whole school moderation process is key to upskilling staff and ensuring that their judgements are accurate

The school makes significant use of technology to assess and in order to support staff, training in the use of the Scholarpack, school assessment information system is ongoing.

Teachers attend all relevant training that is provided by the Local Authority in relation to National standardised testing e.g. all Y2 staff will attend the Y2 ARA training on an annual basis. Staff are actively encouraged to train as moderators for nationally standardised tests and sharing these skills across the school and trust.

Continuing professional development may take various forms including the provision of direct face-to-face training and online training. The school in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

9. Management

Each term, the SLT and Subject Leaders will conduct a data analysis and identify strengths and areas for development across the school. These will be used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends of the full cooperation of staff and due regard will be given to staff opinion.

10. Roles and responsibilities

10.1 Trustees

Trustees are responsible for:

- Agreeing and approving a trust wide policy
- 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 Executive Leaders to account for improving pupil and staff performance by rigorously analysing assessment data

10.2 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

10.3 Chief Executive Officer

The CEO is responsible for:

- Holding the EHT to account for improving pupil and staff performance by rigorously analysing assessment data
- 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

10.4 Executive Head Teacher

The Executive Head Teacher is responsible for:

- Undertaking Quality Assurance Reviews
- 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
- Reporting to trustees on individual school strengths and concerns, and the trust as a whole
- Holding Head Teachers to account for improving pupil and staff performance by rigorously analysing assessment data

10.5 Head Teacher

The Head Teacher 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
- Ensuring that statutory requirements are fulfilled.

10.6 Senior leader responsible for assessment within each school

The assessment lead is responsible for:

- Ensuring there is a shared understanding and common practice amongst staff
- Ensuring there is a coherent policy and carry out regular evaluation
- Monitoring and analysing results of summative assessments
- Developing effective target setting strategies
- Using ICT as an aid for assessment, recording and reporting
- Ensure that records will detail Teacher Assessments [TA] and the results of SATs/Optional Testing

10.7 Data Manager

The Data Manager is responsible for:

- Run Termly reports at school and Trust level
- Liaising with Head Teachers to ensure all data is up to date and accurate

10.8 Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy

11. Monitoring

This policy will be reviewed every 3 years by the Trust Board. At every review, the policy will be shared with the Trustees.

All teaching staff are expected to read and follow this policy. Head Teachers are responsible for ensuring that the policy is followed.

Executive leaders and Head Teachers will monitor the effectiveness of assessment practices across the school, through:

- Quality Assurance Reviews
- Moderation
- Lesson observations
- Book Trawls
- Pupil progress meetings

12. Links with other policies

This assessment policy is linked to:

- Curriculum policy

- Early Years Foundation Stage policy and procedures
- SATs Administration Policy

13. Appendix:

1) Assessment for learning

Core subjects:

- One summative assessment is undertaken each term; teacher assessment and formal tests are used – pupil outcomes are judged against the national curriculum objectives which are summarised using our Performance Descriptors
- Writing Assessments using on-going teacher assessment based on a range of evidence gathered during the term and/or year and recorded on writing assessment grids
- Reading assessments are as above for teacher assessment and Cornerstones tests and Little Wandle for KS1 Phonics
- Maths assessments are as above for teacher assessments and Cornerstone tests which are linked directly to the national curriculum
- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

- On-going TA during lessons and at the end of each unit is used to assess pupil attainment against national curriculum objectives and using power ups and flashback 4 questions in each lesson.

2) Feedback

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At SHINE we believe that feedback is not always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/TA
- Pupil to Pupil
- Teacher/TA to Pupil
- Self-Assessment - All children will have opportunities to assess their own attainment and achievement
- Checking - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.
- Success Criteria – Children can use agreed and co-constructed success criteria that have been generated in the lesson or as part of a previous lesson to create a closed checklist to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Things to include'. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality (see universal feedback below)

- Peer Assessment - As with self-assessment, peer assessment should be used in a variety of ways. Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lesson.
- Checking - Peer-assessment is also used for checking of work before handing in. We operate a policy of 'The author holds the pen' meaning that any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work; the author
- Observation – Observation is a tool, which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or TA
- Discussion/Questioning – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.
- Guided Group Feedback – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made