

MARISH ACADEMY TRUST



Assessment, Recording and Reporting Policy 2025

Aims

This policy aims to:

- provide clear guidelines on our approach to formative and summative assessment, so enabling us to measure the impact of our work on pupil outcomes
- 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

1. Legislation and guidance

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

This policy also complies with our funding agreement and Articles of Association as an Academy Trust.

2. Principles of assessment

At Marish Academy Trust, our assessment practice is designed to:

- enable all children to show what they know, understand and establish how they can move forward in their learning
- assist children in their development as reflective life-long learners
- reflect the 4D curriculum so that pupils are able to experience a wide breadth of study and have, by the end of each key stage, long term memory of an ambitious body of procedural and semantic knowledge which is interconnected and creates meaning
- recognise the whole range of children's achievements, within the National Curriculum and beyond, through the use of a variety of assessment techniques
- relate to shared learning objectives and targets, but also take account of unexpected as well as intended outcomes
- enable teachers to plan more effectively for individual and next steps in learning
- support parental engagement in their child's education
- sustain trust wide evaluation of impact of teaching and learning and so promote continuous school improvement, especially related to pupil outcomes, for individuals, groups and cohorts.
- provide evidence of the moderation of work, learning walks, data analysis, pupil voice and the triangulation of all four sources of information, to form judgement about overall quality of teaching and learning and the effectiveness of our schools.

3. Assessment approaches

At Marish Academy Trust, we see assessment as an integral part of teaching and learning; 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.

3.1 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.

At Marish Academy Trust, teachers and support staff are continuously assessing, planning, reviewing and assessing again, through each lesson, week, unit of work and school year. We do this in a variety of ways: questioning, marking, discussing work and providing feedback orally; testing and providing opportunities for children to self and peer assess.

3.2 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.
- **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 learnt 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.

At Marish Academy Trust, we assess all children in the core areas. We formally assess Years 1, 2, 3, 4 and 5 three times a year (one each term) whilst Year 6 are formally assessed four times a year due to statutory tests. We complete a mixture of tests, observations, pupil voice interviews or reviews and work scrutiny and form a best fit teacher assessment which is based on all the evidence available for each child. This is entered into our assessment tracking programme online.

The IMPACT team uses the assessment data, work scrutiny/learning walks, pupil voice and discussions with teachers to analyse and evaluate the progress of individuals, groups and cohorts, from individual starting points. They provide feedback to staff and review regularly for impact (see appendix 1 attainment tracking data sheet).

We standardise, moderate and validate the assessments we use by making reference to national tests and guidance, as well as taking part in trust wide, cross school and Local Authority moderation.

We also assess in the foundation Curriculum subjects using a combination of proof of progress (POP) tasks and teacher assessments. We report on each foundation subject in each child's annual school report sent out in July each year, along with extensive comments on each child's attitude to learning and social and emotional development.

As part of the 4D curriculum, each foundation subject has threshold concepts or curriculum strands which are made up of the knowledge and skills we expect children to achieve over time. Within these threshold concepts or strands, children move through a progression model based on three key milestones.

Each milestone includes the procedural and semantic knowledge students need to understand the threshold concepts. These milestones assess whether a pupil's understanding is at a basic, advancing or embedded level. The expectation is that after one year of study, children who achieve the basic level of understanding will have reached age related expectations and after a second year, children will be at either an advanced or embedded level of understanding (refer to our Curriculum Intent, Implementation and Impact statement and policy for further details).

Assessment begins in Early Years

At the beginning of each school year, since September 2021, a Baseline Assessment continues to be carried out in Reception. It is a short assessment, taken in the first six weeks of a child starting Reception.

Additionally, in the final term of their Reception year, in which a child reaches age five, the Early Years Foundation Stage (EYFS) Profile is completed for each child.

The EYFS Profile provides Year 1 teachers and parents with a well-rounded picture of a child's knowledge, understanding, abilities and their attainment against the expected age related levels, set out in the curriculum for the end of EYFS. Assessment will help inform dialogue between reception and year 1 teachers about the stages of development, learning needs and assist with planning activities in year 1.

3.3 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:

- Reception baseline assessment
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1. (These year 2 tests are no longer statutory but we continue to complete them internally as a check on a cohort's progress and the impact of our teaching and curriculum.)
- Multiplication Tables Check in Year 4

- National Curriculum Standardised Assessment Tests (SATs) for Key Stage 2 taken in Year 6

4. Collecting and using data

As mentioned above, we collect and store our data on children's progress and attainment within an online assessment programme. This software package stores the data securely and analyses it for us at the touch of a button. We use it to track children in class, within cohorts and key stages and across the whole primary school phase. Our analysis of data informs our future school improvement priorities, as set out within our Aspire school development plan and our Impact Strategy.

5. Reporting to parents

At Marish Academy Trust, we report to parents in the following ways: annual reports and parents' evenings. End of year reports are sent home via email. One session of the parent evenings is conducted online and the second one remains a face to face meeting. Our 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:
 - the total number of possible attendances for that pupil
 - 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
- For children with SEND, teachers share the updated learning plans with the parents

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. However, there are some differences to how we carry out both formative and summative assessments with those pupils who have or may have SEND.

Formative Assessment for those with SEND

Assessment will be used diagnostically to contribute to the early, proactive and accurate identification of pupils' special educational needs and any requirements for support and intervention. We measure all aspects of progress, including communication, social skills, physical development, resilience and independence.

Whilst we will have the same high expectations of all pupils, for those with additional needs we take account of small steps in between milestones or targets and the amount of effort the pupil puts in to achieve these.

Termly and annual reviews are organised for children with SEND and their parents, at least three times a year. Teachers and senior leaders ensure that learning plans, outlining the needs and targets for these children, are written and reviewed at least termly.

Summative Assessment for those with SEND

For some children who have additional or special educational needs or a disability, we need to make reasonable adjustments to the assessment process for children. In practice this may mean that they are dis-applied from the baseline, the EYFS profile or other assessments or and do not need to take them.

This is because children with special educational needs have different starting points and their progress may differ from that of the average child. Some of these children, especially those based in our SEND Unit, are not working within the National Curriculum or subject specific curricula. For these children, we set SMART targets based on their EHCP or IEP which are also informed by other professionals. For other children with SEND, who are working within the appropriate national curriculum expectations for their key stage, we can simply make adjustments, such as extra time, rest breaks or by providing an amanuensis, to the summative assessment process and so enable them to access the tests with their peers.

It is important that we work closely with the parents of children with additional needs, so that together we make decisions in the child's best interests well in advance.

7. Training

Teachers will be kept up to date with developments in assessment practice, and will be regularly provided with opportunities to develop and improve their practice on a regular basis. These include in house opportunities for assessment inset from our own senior leaders, who include several experienced LA moderators, and external opportunities delivered by other third party providers.

All new teachers are supported by their Year leader or AHT/DHT initially to assess their class. This support continues throughout the year, with experienced peers also enabling opportunities for new teachers to collaboratively assess.

Our Impact strategy is explained by senior leaders and provides a robust framework for the ongoing development of assessment practice (see appendix 1). Further opportunities are provided for developing leaders via our bespoke Fast Track and Empower to Deliver Programmes.

8. Roles and responsibilities

8.1 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.

At Marish Academy Trust, governors have access to a wealth of assessment data at each Strategic Board meeting and termly in the informative Executive Headteacher's report. They are trained by our

SIP and former HMI consultants in how to interpret data and results and how to challenge constructively, to enable the Trust leadership to improve further. Governors also complete work scrutinies throughout the year.

8.2 Headteacher

The headteachers are responsible for:

- ensuring that the policy is adhered to
- ensuring that standards in core and foundation subjects are monitored regularly through the Impact Strategy
- ensuring that pupil progress and attainment, including individual pupils and specific groups is analysed and results used to inform future plans for improvement
- 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.

8.3 Teachers

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

9. Monitoring and Review

Date of Review	Policy ratified by Governors at Strategic Board	Date of next review
May 2023	June 2023	May 2025
May 2025		May 2027

This policy will be reviewed biannually by the IMPACT team. At every review, the policy will be shared with all teaching and support staff and the Strategic Board of the Governing Body.

The teaching staff are expected to read and follow this policy. The Executive Headteacher, Head teacher and the IMPACT team are responsible for ensuring that the policy is followed.

The Impact Team regularly monitors the effectiveness of assessment practices across the school, through the implementation of the IMPACT Strategy (see appendix 1 for more information on this).

10. Links with other policies

This assessment policy is linked to:

- Curriculum Intent, Implementation and Impact Statement and Policy
- Early Years Foundation Stage policy
- Inclusion Policy

- Single Equality Policy

This policy and its appendices are uploaded onto the Trust's website.