



MARISH



Academy Trust

Assessment Policy

Date: July 2018

Contents. 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 also complies with our funding agreement and articles of association as an Academy Trust.

3. Principles of assessment

At Marish Academy Trust our assessment practice is designed to:

- Enable all children to show what they know, understand and how to move forward
- Assist children in their development as reflective life-long learners
- Recognise the whole range of children's achievements, within the National Curriculum 2014 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.
- Sustains trust wide evaluation of impact of teaching and learning and so promotes continuous school improvement, especially related to pupil outcomes, for individuals, groups and cohorts.
- Provide evidence of the moderation of work, lesson observations, data analysis and the triangulation of all three sources of information, to form judgement about overall quality of teaching and learning and the effectiveness of our schools.

4. Assessment approaches

At Marish Academy 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 through self-assessment using target cards.
- **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.

4.2 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 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

At Marish Academy Trust we assess all children in the core areas once a half term. We complete a mixture of tests, observations 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, Target Tracker, on line. (see appendix 1). The IMPACT team uses the assessment data,

work scrutiny and lesson observation records to analyse and evaluate the progress of individuals, groups and cohorts, from individual starting points. (see appendix 3)

In Literacy, Guided Reading and Maths, we also have target cards which we expect children to date once they have achieved a target. They can identify if a target has been achieved through teacher feedback in their books. All targets are in line with the National curriculum 2014. Teacher's will also keep a record of target coverage with their planning. (See appendix 5)

We also assess in Foundation subjects and return these assessments to parents, via the 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. (See appendix 2)

In line with the SEND Code of Practice we assess children with special educational needs slightly differently as their starting points and progress may differ from those of the average child. It is also important to liaise with parents even more regularly in these cases. Some of these children, especially those in our Resource Base, are not working within the National Curriculum or subject specific curricula. For these children, we set SMART targets based on their EHCP or IEP and informed by other professionals.

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.

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) 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 (year 2) and Key Stage 2 (year 6)

5. Collecting and using data

As mentioned above we collect and store our data on children's progress and attainment within Target Tracker. 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, across key stages and the whole primary school phase. Our analysis of data informs our future school improvement priorities.

6. Reporting to parents

At Marish Academy Trust we report to parents in the following ways: annual reports, parents' evenings and via access to some online information via school app, website and text message. In 2018 for the first time ever, we are sending annual reports home via email.

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, and
 - 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

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

Teachers will be kept up to date with developments in assessment practice, and will be regularly provide 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 laid on by the LA or other third party providers.

All new teachers are supported by a middle leader initially to assess their class. Our Impact strategy is explained by senior leaders and provides a robust framework for the ongoing development of assessment practice. (Please see appendix 3 and 4). Further opportunities are provided for developing leaders via our bespoke Fast Track and Empower to Deliver Programmes.

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

At Marish Academy Trust governors have access to a wealth of assessment data at each Strategic Board meeting and termly in the informative headteacher's report. They are trained by our SIP and Former HMI's 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 scrutiny at every second Strategic Board meeting.

9.2 Headteacher

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

10. Monitoring

This policy will be reviewed biannually by the IMPACT team. At every review, the policy will be shared with all teaching support staff and the Strategic Board of the Governing Body. The teaching staff are expected to read and follow this policy. The Headteacher 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. (Please see attached Appendix 3 for more information on this.)

11. Links with other policies

This assessment policy is linked to:

- Curriculum policy
- Early Years Foundation Stage policy and procedures
- Teaching and learning Policy
- Inclusion Policy
- Single Equality Policy

Appendices

This policy and its appendices are held in hard copy in each school offices and are given to all staff team members at the beginning of each year. They include documents related to assessment listed below:

Appendix 1 – Target Tracker target setting information according to KS1 data.

Appendix 2 – Assessment practice in foundation subjects.

Appendix 3 - The impact strategy observation and work scrutiny sheets.

Appendix 4 – Example of impact of improvements documents

Appendix 5 – Example of a dated target card.

8 Revision History

Version	Date	Author(s)	Comments
1.0	10/05/2011 18/04/2013	HT	
2.0	August 2015	HT	
3.0	June 2017	HT	
<u>4.0</u>	June 2018	Impact team	

9 Approval History

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1.0	10/05/2011 18/04/2013	
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