

### Document Status

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Sept 2019			Trustees SILG FRAR LGB LGB-Finance CEO Headteacher
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### What is assessment?

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

#### Principles of assessment are: -

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self and peer assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of attainment and increase progress
- to identify children for intervention
- to inform parents and other interested parties of children's outcomes
- to complete a critical self-evaluation of the school

## Assessment for Learning

*Assessment for Learning is a natural part of teaching and learning which constantly takes place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and can identify a child's next steps in learning. This information should be shared with pupils in a child-friendly manner.*

To achieve this, we will:

- Assess pupils according to Age Related Expectations
- Adjust plans to meet the needs of the pupils, providing additional support and resources and differentiating objectives if essential
- Ensure pupils are aware of the learning objective for the lesson and provide a clear set of success criteria to judge their work by
- Encourage children to self and peer assess, enabling them to evaluate their progress so that they understand the next steps they need to make
- Set appropriate, yet challenging writing targets to be used across the curriculum, reviewing these on a regular basis and discussing them with pupils so that they are involved in the process
- Share ARE with parents to include them in supporting their child's learning
- Mark work so that it is constructive and informative in accordance with the school's marking policy
- Incorporate both formative and summative assessment opportunities in medium and short-term planning
- Use outcomes from tests & teacher assessment to inform future planning

## Statutory Assessment

The department for Education instructs schools to carry out statutory assessments at the following points in child's education:

**Reception** – Early Years Foundation Stage Profile

**Year 1** – Phonics Screening Check

**Year 2** – End of KS1 Statutory Assessments

Phonics Screening Check (Selected pupils only)

**Year 4** – Multiplication Tables Check

**Year 6** – End of KS2 Statutory Assessments

These assessments will be carried out in line with the Government's assessment arrangements and procedures and are open to both statutory moderation and monitoring.

## Internal Assessments

Additional internal assessments will be used gain regular, accurate judgements about children's attainment and to track the progress they make. The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging, and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

## Early Years

Children's learning is assessed against age descriptors throughout the year, as part of the Early Years Foundation Stage Profile. At the end of the year judgements are made against the Early Learning Goals.

## Years 1 – 6

'Balance', an online curriculum planning and assessment tool is used to make daily assessments of pupils learning based on their engagement with class based activities. This provides a picture of time of children's attainment levels.

This is used in conjunction with end of term NfER tests to form an overall professional judgement.

## Online Tracking

Professional judgements are recorded termly in Balance, and demonstrate pupil's attainment throughout the year. These are informed by smaller steps of progress in children's knowledge and skills in a given subject.

## Progress

School leaders will set end of year targets in order to raise achievement. Progress towards these targets is visible both with the class analysis tools and the summative professional judgements. School leaders will meet at least termly with class teachers, to check progress and support staff with strategies for increasing progress for all pupils.

## Tracking Attainment and Progress in the Early Years

Each school will ensure that an accurate baseline assessment is made for children at their point of entry into school. Their attainment and progress will be tracked at least termly.

## Analysis and Pupil Progress Review Meetings

Information gathered from assessments will be used to:

- identify percentages of children working at each level within a cohort
- review progress and targets for individuals and groups of children (e.g. boys, girls, SEN, Pupil premium, high prior attainers, etc.)
- Identify and plan intervention groups
- work with colleagues to moderate and level writing at least every term
- analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals

Pupil progress meetings will be held at least termly to enable the teacher(s) to collaborate on this process with colleagues and senior leaders.

## Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

We will:

- Report to Parents verbally at least twice per year at Parent Consultation meetings
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The YEAT Assessment lead will:

- Formulate the school's assessment policy in consultation with other stakeholders
- Review the policy regularly in the light of statutory requirements and the needs of the trust
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle

The Headteacher or designated lead in each school will

- Maintain the tracking information and consult with all staff about the targets set
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic-minority background
- Report to governors regarding the policy, statutory test results and cohort targets

## Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

We will:

- Ensure that tests are used in a consistent and fair manner across all schools
- Meet regularly to moderate writing, at least termly across all YEAT schools
- Participate in all statutory moderation exercises
- Use planning, work scrutiny and pupil conferencing to further moderate pupil outcomes
- Ensure there are sufficient records to back up teacher assessments (recorded work, teacher notes, planning, etc.)