

Assessment Policy 2022

1. Introduction

In recent educational history, it has very often been the case that assessment has become broadly synonymous with data and reporting. In many cases, assessment has become the servant of number crunching and spreadsheets, often in the pursuit of 'proving' pupils or groups of pupils are making progress. The real purpose of assessment – understanding and supporting pupils' learning and planning how to improve it – has, to varying degrees, been obscured. This framework sets out the principles and practice for a trust-wide approach to assessment which meets this core purpose.

In this policy, learning is defined as knowing more and remembering more and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned.

The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.

2. Aims and Objectives

This framework has several important objectives, the most important of which is that assessment must be fit for purpose, in all contexts and domains. This framework achieves this by ensuring:

- A close link between assessment, curriculum, and teaching. Assessment is primarily about how well pupils are learning the intended curriculum. The outcomes of assessment should always influence decisions about teaching and the design of the curriculum
- Assessments are valid, reliable, and used to help pupils to learn better. Assessments should be designed to provide insight into pupils' learning – it should never be 'data-led'. However, assessment will be robust enough to provide valid and reliable information across different teachers and different cohorts or classes
- Reporting and target setting are meaningful and valid. Where assessment outcomes are reported, these measures will be valid, meaningful and easily understood. A valid assessment will always measure what it purports to measure – it will not be used to generalise or distort
- Assessment methods must be efficient and not increase staff workload. The outcomes from most formative assessments should not need to be recorded formally. There should not need to be more than three formal summative assessment points per year. Approaches to marking should be designed to ensure impact on learning and reduce the burden on staff
- End of year assessments will be appropriately benchmarked. This is to provide confidence to leaders that standards are appropriate and to ensure comparability, where possible, with national expectations.

3. Core Principles

The primary purpose of assessment is to provide valid and reliable information about whether pupils are successfully learning the intended curriculum. Assessment should always provide information about whether pupils can remember, in long-term memory, what they have learned. A further purpose of assessment is to provide information about the effectiveness of curriculum and pedagogy and how these can be improved.

Progress is defined as the extent to which a pupil or pupils have learned or are successfully learning the intended curriculum. The curriculum is the progression model. It sets out what we want pupils to learn, and therefore their 'progress'. If pupils are successfully learning the curriculum, they must be making progress. Progress cannot be measured or 'proved'. Attempting to do so often sets up perverse incentives or practices such as teaching to the test

Assessment should exploit the benefits of assessment on learning and memory. The approach to assessment should always seek to make use of the 'testing effect'. Research has shown that regular assessment, if used in appropriate ways, strengthens long-term memory and recall

4. Summative and Formative Assessment

Summative assessments information should be gathered at least at three points during the year, which includes an end of year assessment. Summative assessments should be designed to evaluate pupils' learning (of the curriculum) since the beginning of that term/year, along with any content taught previously and considered essential to support current and future learning.

At other times, regular formative assessment will be the main approach. The main aim is diagnostic and remedial: to identify whether important learning has been securely mastered and fluency achieved. Formative assessments will be 'low stakes' and are likely to take a wide variety of forms: from reviewing pupils' work and responses, interactive Q&A during teaching, to 'quick quizzes' and 'exit tickets', teachers will deploy a range of strategies to gauge pupils' fluency and mastery of key knowledge and understanding. The impact of formative assessment will be evident through pupils' improved understanding and mastering of the curriculum

The development of high-quality assessment approaches is essential. For example, research has shown that a high volume of high-quality questions is a significant factor in effective assessment which supports improved learning. Questions should be challenging, be able to flush out misconceptions and stimulate.

5. Tracking and Reporting

National reporting measures, such as SATs scaled scores, should never be used to track pupils' attainment or progress. However, in Key Stage 2, it is legitimate to make judicious use of external sources or SATs test questions as part of assessments (both formative and summative) and to support teaching. This is because familiarity with test instruments is known to be a significant factor in pupils' performance in external tests and examinations.

Leaders must be aware on the extent to which pupils have successfully learned the intended curriculum. To do this, we will make an assessment at three points in each academic year, in each subject (except where this would not be appropriate - for example where subjects are taught on a termly carousel, or where the overall teaching time is small. In these cases, a single end-of-year summative assessment would be sufficient). Each assessment point should be synoptic (that is, assessing pupils' learning since the start of the year or key stage). Information from these assessments will be collected at each of the three points (see Appendix A)

Pupils' learning in core subjects is assessed against end of year expectations and reported in line with end of Key Stage vocabulary as set out below:

- GDS – working at Greater Depth.
- EXS – working at the Expected Standard.
- WTS – Working Towards the Expected Standard.
- DEV – Developing – working well below the expected standard (at least 1 year below the expected standard)

Pupils' learning in foundation subjects is assessed and reported using the four-point scale set out below:

- Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)
- Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)
- Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)
- Not successfully learning the curriculum, with important gaps in the skills and knowledge expected (4)

This information will be reported to parents annually and to other stakeholders, such as governors, termly.

6. Assessment in Early Years Settings

Tower View has adopted the new Early Years Foundation Framework. Within this, schools are expected to follow the principles of EYFS profile assessments outlined in the EYFS Handbook 2021:

- assessment is based primarily on the practitioner's knowledge of the child – knowledge is gained predominantly from observation and interaction in a range of daily activities and events
- responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations

- an effective assessment presents a holistic view of a child's learning and development
- accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

The Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, to be taken in the first six weeks in which a child starts reception. The statutory guidance for the administration of the RBA can be found in the EYFS Framework Document 2021, Annex B. To supplement the statutory baseline assessment we will complete an internal baseline assessment to inform expectations by the end of EYFS.

Assessment and reporting in relation to the Early Learning Goals (ELGs) and guidance in development matters. Early years practitioners should continue with existing practice in gathering sufficient key knowledge and information to make robust and reliable judgements about children's attainment in relation to the 17 ELGs. These judgements will typically assess whether or not children are meeting expected levels of development. The proportion of children at each of the standards will be reported to the Local authority.

7. Phonics

Assessment of early reading and phonics will be regular and help to keep pupils on track. Staff will ensure their approach to the assessment of phonics and early reading is accurate, reliable and effective in helping all pupils to keep up, in line with at least 90% of children meeting the Year 1 phonics screening check. Staff will report on the proportion of children in Year 1 (and, where appropriate, Y2) who are on track to pass the phonics screening check.

8. Targets

Individual pupil targets will not be used.

Leaders will still set end of key-stage cohort targets for attainment in Reading, Writing and Maths. Targets will also be set for the proportions of pupils meeting the Y1 and Y2 phonics screening check.

These targets will be set through the 2nd half term of each school year.



9. Workload

Assessment approaches will be implemented in ways which reduce staff workload.

Feedback to address gaps in learning will be provided as promptly as possible. It is not expected that this feedback is written, or a record to be kept that feedback has been provided – evidence of improvement in pupils' learning or quality of work is sufficient. For most purposes, responsive teaching, including through whole-class, or individual, verbal feedback is the most effective strategy

10. Assessment in practise

Assessments will be carried out termly. In core subjects, these will be teacher assessments which will be informed by testing in Reading, SPaG and Maths. In foundation subjects and writing, these will be teacher assessments.

These assessments will be recorded on the school's assessments systems.

Moderation and confirmation of judgements:

All staff will take part in writing moderation at least twice yearly.

The English and Maths leaders will cross-reference test and teacher assessment data termly.

In foundation subjects, leaders will use management time to regularly undertake pupil interviews to check judgements on the 4-point scale alongside their work and retention of key knowledge. This will be recorded in leadership files.

Appendix A: Summary of Timeframe and Reporting

Assessment information will be gathered as shown in the table below:

Subject	Key Stage	When	Format
Reading, SPaG, Maths	KS1/2	End of each term	Tests* completed and feed into teacher assessed GDS/ EXS/ WTS/ DEV for each child. Standardised score also recorded
Writing	KS1/2	End of each term	Teacher assessed GDS/ EXS/ WTS/ DEV
History, geography, art, D&T, music, PE, computing, RE, PSHE	KS1/2	End of each term	Proportions of pupils in each subject at 1, 2 3 or 4
MFL	KS2	End of each term	
Phonics	KS1	End of each term	On track/ not on track
17 ELGs	EYFS	End of each term	On track/ not on track
17 ELGs	EYFS	End of the year	Achieved/ not achieved

* Tests will be agreed by leaders and subject leaders. Y2/6 will not undergo additional testing over and above SATs in the summer term.