Assessment Policy

Policy Group:	**Pupil Well-being and Safeguarding**
Policy Ref:	**PWS/07**
Responsible Reviewing Officer and Job Title:	**Julia Fountain Director of Education**
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a) Introduction

a) We believe that to facilitate effective teaching and learning, a comprehensive and consistent assessment strategy is essential.

b) We are committed to:

- Ensuring early and accurate identification of individuals' needs, so that support can be implemented.
- Involving all parties in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Acknowledging achievement.
- Working with other agencies as needed.
- Providing equal opportunities for all.

c) The process of assessment is central to helping pupils progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

d) Assessment is used to inform whole-school objectives and training – we ensure assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

e) The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

b) Purpose and Scope

a) We believe that assessment should show clearly what a child knows, understands, can do and what they need to do next.

b) Teacher Assessment should have clear aims and inform future teaching:

- It should be part of the teaching and learning process in all subjects and include both formative and summative assessment (defined later in policy).
- Children should know what is expected of them, what they are being assessed on and what they need to do to improve.
- Assessments should be recorded in a clear and concise way to inform future planning.
- It should involve looking at the "whole child", their personal and social development, attitudes to work and each other so each child can feel proud of 'who they are'.
- It should focus upon learning processes as well as intended outcomes.

- It should identify strengths.
- It should encourage learning from mistakes as a positive part of the learning process.
- It should identify targets for improvement.
- It should be used effectively to raise standards of attainment and achievement.
- It should provide information for the school on cohort progress as well as individual progress.

c) All schools in the Pickwick Academy Trust will:

- Ensure standardised tests and teacher assessments are carried out in reading, writing and maths, in line with the Trust's assessment timetable (Term 2,4 and 6) and uploaded onto Insight and Smartgrade.
- Ensure that teachers, subject leaders and the Headteacher track progress and assess this progress against prior attainment, National expectations and aspirational key performance indicators set for individuals and the cohort.
- In pupil progress meetings carry our rigorous data analysis to identify key strengths, identify gaps and ensure provision is implemented to prevent pupils from falling behind, with a key focus on any vulnerable groups.
- Share data and analysis, including that of specific pupil groups, with Directors of Education twice a year to agree an action plan to address any gaps and accelerate progress for all.
- Hold staff meetings, key stage meetings or year group meetings to assess and make judgements about pupils learning (e.g. moderation of writing).
- Attend Trust writing moderation training twice a year,
- Ensure that the requirements of the Assessment and Reporting Arrangements (ARA) are implemented in the school and that teachers and other staff comply with regulations.
- Ensure deadlines are met.

c) Responsibilities and Accountabilities

a) The Trustees are responsible for:

- Ensuring that this policy is implemented and applied consistently, via delegated responsibility to the Chief Executive Officer

b) The Directors of Education and CEO are responsible for:

• Ensuring this policy is communicated, implemented and applied fairly and consistently in all of the Trust's schools, A Director of Education is responsible for chairing the Assessment Cluster, which enables assessment leaders to keep up to date with new initiatives and share best practice

c) The Local Governing Committee is responsible for:

- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate against pupils, in accordance with the Trusts' Equal Opportunities Policy.

d) The Headteacher is responsible for:

- Ensuring that the statutory requirements of the ARA are implemented in the school and that teachers and other staff are compliant.
- Ensuring that the Trust assessment timetable is adhered to and standardised assessments are uploaded onto Insight and Smartgrade in a timely manner.
- Ensuring that valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Ensuring gap analysis is in place to identify and address gaps in learning, for cohorts, groups and individuals, and action next steps.
- Ensuring pupil progress meetings are held three times a year to analyse progress and action next steps, ensuring underachievement is quickly addressed.
- Ensuring that parent consultations are held to discuss pupils' progress and support next steps.
- Ensuring a representative of the school attends the Trust assessment cluster to keep up to date with new initiatives and share best practice.

e) Teachers have a responsibility to ensure:

- That there are effective systems of formative and summative assessment in place in all subjects so that they can ensure children are making progress against the intended curriculum, so that teachers identify pupils with gaps in their knowledge and ensure that they adapt their teaching to provide additional support to those pupils at risk of falling behind.
- That they are clear about the core knowledge within a particular subject, what they should emphasise and make regular provision for assessment which is related to this core knowledge.
- Use of their professional judgement in making assessments and in devising their own manageable, assessing and recording strategies in accordance with their schools' shared systems.
- That assessment for learning opportunities and target setting processes are an integral part of their planning
- That they are able to monitor the progress of pupils' learning against the intended curriculum successfully and judge the effectiveness of their teaching.
- That they work with colleagues to moderate their judgements about pupil's work.
- That they know and use assessment data to support pupils' progress and identify strengths and gaps in what they have learnt and remembered. That they are able to use systems such as Insight tracker and Smartgrade to confidently track pupils' progress in reading, writing and maths for instance. In this way they are able to identify pupils vulnerable to underachievement.
- That they provide pupils with effective feedback to support their learning.

- That they provide feedback to parents / carers and give guidance, and support where necessary, on the child's strengths and areas for development.

d) Definitions / explanations of terms used

a) The following acronyms and terms are defined as:

- KPIs - Key performance indicators
- ARA - Assessment and Reporting Arrangements - statutory DFE guidance
- STA - Standards Testing Agency- responsible for developing and the delivery of all statutory assessments.
- Insight (Tracker) – Schools' data tracking tool
- Smartgrade - Schools data tracking and question analysis tool which allows comparisons with national average at key points throughout the year.
- PIRA - Progress In Reading Assessment - a standardised assessment
- GAPS - Grammar And Punctuation and Spelling - a standardised assessment
- White Rose - maths standardised assessment
- Perspective Lite - an online toolkit that allows schools to analyse real time data trends

5) Types of Assessment

a) There are two main types of Assessment – Formative and Summative. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

b) Formative Assessment

- Formative assessment provides the teacher with an analysis of a child's performance (strengths/weaknesses), which therefore, informs future planning so that teachers are responsive to the needs of their pupils. This can be an informal part within a lesson or across a sequence of lessons to check understanding and give the teacher information which will help them to adapt and adjust day to day teaching.
- Formative assessment can also support subject leaders when monitoring their subject to identify any gaps or adaptations needed to their intended curriculum.
- Pickwick schools use 5 key strategies to support this formative assessment process, as shown below:

  1. *Elicitation* e.g. exploratory activities done 'cold' such as building a circuit at the start of an enquiry about electricity; making a mind map around the enquiry question; discussion or quizzes about what the children remember from a previous enquiry.

  2. *Questioning* e.g. use of hinge questions with plausible distractors to reveal misconceptions; use of questions to promote thinking (e.g. when

thinking about climate change, ‘why is such a small temperature change a concern to some people?’ and assess thinking ‘What is the impact of climate change?’ or ‘Why does ice melt?’; mini-questions
that build through the learning journey (used on display, taken down to use in a lesson, put back up on the wall with responses).
3. *Quizzing* e.g. low-stakes quizzes at the start of the day / end of a lesson / an enquiry /end of a term, either electronic or paper-based; relevant core knowledge vocabulary taken off the display and kept in a jar and used to help children recall terminology; re-visiting a familiar image that pupils may have used in previous enquiry or unit of learning
and asking for an explanation; concept cartoons.
4. *Responding* e.g. consideration given to how children are being asked to respond in activities which assess their understand of the core knowledge being taught (rather than testing other aspects such as the quality of their use of paragraphs for instance); varied and deliberate use of group work (talk partners / trios or small group); rehearsal of
responses with feedback before final answers; responding to mini-questions during an enquiry journey
5. *Verbalising* e.g. use of extended answers (digging beyond an initial verbal response); children being able to use full sentences when answering; children being encouraged to build on another child’s response in order to give teachers opportunities to check
understanding and spot misconceptions; children being used to explaining what they have learnt and remembered to other visitors to their school, by using their books and displays as a prompt to remind themselves if needed; discussion questions where children are able to agree / disagree and give reasons why; taking on roles such as summariser in an activity.

- Specific activities under each strategy are known and understood by all teachers and leaders.
- Where appropriate, schools provide additional training for teachers on aspects of these, supported by our Trust PDD.

c) Summative Assessment

- Summative assessment provides the teacher with a grade by which the child can be compared with his/her peers (locally and nationally) and individual progress monitored (e.g. PIRA, GAPS tests, White Rose assessments, National assessments (e.g. practice SAT papers). These assessments identify gaps in knowledge that can then be quickly actioned.
- Bi-annually the Directors of Education discuss these judgements at target setting meetings with the Headteacher, Assessment Leader, SENCO, PP leader and other relevant members of the SLT. This enables individual as well as cohort progress to be monitored and ensures that realistic but challenging targets can be set for future improvement.
- Teachers will also draw upon their class record of attainment against the taught curriculum objectives and supplementary notes and knowledge about their class to produce a summative record.
- Summative Assessments will take will take place throughout the school year, in line with the PAT assessment calendar, to assess and review pupil’s progress and attainment. This will take the form of PIRA, GAPS and White Rose assessments as well as compulsory National

Curriculum tests for pupils in year 6. Analysis tools such as Mark Gap analysis and Smartgrade will analyse this data and identify gaps to inform future planning.

- Accurate information will then be reported to the Directors of Education and then the Trust's School Improvement Committee.

6) Pupil Progress and Target Setting

a) To make a judgement about the progress and achievements of individual pupils and groups of pupil's schools need to do three things:

- Find out about what pupils know and can do when they first begin at the school by using a Foundation Stage baseline assessment.
- Find out about pupils' progress in the classroom.
- Compare pupils' achievements in different ways using school, local and national data.
- From this information appropriate targets for future learning can be set. These targets are individual, class, cohort and school.

7) Key Performance indicators (KPIs)

a) Annually, Directors of Education and Headteachers of each school agree challenging but achievable targets based on prior attainment and National expectations. Each school will set KPIs against the following:

- Proportion of Year 6 pupils achieving Age Related Expectations or Above in reading, writing and maths combined
- Proportion of Year 6 pupils achieving expected progress in reading, writing and maths as separate subjects
- Proportion of pupils achieving the phonics test pass mark.
- Proportion of pupils achieving Good Level of Development (GLD) in FS2
- Percentage of Year 6 Pupil Premium achieving Age Related Expectations or above in reading, writing and maths combined.
- Proportion of Year 6 pupils Pupil Premium achieving expected progress in reading, writing and maths as separate subjects
- Proportion of Pupil Premium pupils achieving the phonics test pass mark.
- Proportion of Pupil Premium pupils achieving Good Level of Development (GLD) in FS2

b) Progress against KPIs will be discussed at pupil progress meetings with class teacher and Headteacher. Directors of Education will focus on these in biannual data meetings.

8) Statutory Assessments

a) SATs are carried out in Y6 in line with ARA National guidance.

b) Parents receive information about their child's achievement when results are published. The school forwards information on the children's

achievement to the appropriate authorities and, at Y6, to the child's next school.

c) Phonics Screening is carried out in Year 1 in line with national guidance.

d) Multiplication timetable checks are carried out in Year 4 in line with National guidance

9) Equal Opportunities

a) The Trust is aware of the need to monitor for underachievement by using our data to establish whether there are any significant trends, for example, in gender, race or disadvantaged pupils. This is done by analysing statutory data outcomes in more detail using Insight Tracker, Perspective Lite, PIRA/GAPS analysis, Smartgrade etc. We monitor progress carefully and may provide additional support to children who for particular reasons may be vulnerable to under achievement, especially those in receipt of Pupil Premium.

b) An Equality and Diversity Impact Assessment has been completed in order to ensure it complies with equality obligations outlined in discrimination legislation. The policy positively reflects the aims and ambitions of Pickwick Academy Trust.

10) References, acknowledgements and associated documents

This policy will be implemented in conjunction with other Pickwick Academy Trust polices in the same group of policies.

- Equal Opportunities Policy
- Single Equalities Scheme
- Published Schools Equalities Information
- Trust Overarching Statement for Assessment
- Records Management Policy
- Data Protection and Secure Data Handling Policy

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2024) ‘Primary accountability measures – update’
- DfE (2024) ‘What academies, free schools and colleges should publish online’
- STA (2025) ‘Key stage 2 assessment and reporting arrangements (ARA)’
- STA (2025) ‘Key stage 2: test administration guidance’
- STA (2025) ‘Multiplication tables check: administration guidance’
- STA (2025) ‘Phonics screening check: administration guidance’