



Assessment Policy

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1.

Elveden Schools Trust Vision Statement

Together our schools provide a high quality, inclusive and transformational education for all, effectively enabling every pupil to realise their full potential, as they delight in their learning and grow in confidence and self-awareness.

The MAT and all our schools give high importance to the following core values:

Strength – by working together with trust and mutual support

Openness – to one another in a community of welcome and respect

Inclusion – valuing every individual in all their diversity

Integrity – through transparency, honesty and a high moral code

Opportunity – offering a wide range of options to all pupil and staff

2. Aims

The aim of any assessment at Elveden Schools Trust is to raise standards. This policy outlines what happens and when over the school year.

Assessment is a continuous process integral to teaching and learning. It is how teachers gain knowledge of their children's 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-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

3. Types of Assessment

At Elveden Schools Trust we undertake two different but complimentary types of assessment:

- assessment **for** learning (formative assessment)
- assessment **of** learning (summative assessment)

Assessment for learning (formative assessment)

Assessment for learning is a natural part of teaching and learning and is constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that children understand how well they are doing and what they must learn to help them improve.

Assessment for learning strategies:

- Recapping on prior learning at the start of every lesson.
- Self and peer evaluation
- Discussion, talk and modelling-use of whiteboards
- Feedback - all work is marked in line with the school feedback policy and children are aware of how to improve their work
- Questioning techniques
- Plans are adjusted to meet the needs of the pupils, differentiating objectives, resources and support where appropriate
- Set individual and challenging targets in English and Mathematics on a regular basis and discuss these with the pupils so that they are involved in the process

Assessment of learning (summative assessment)

Assessment of learning (summative assessment) involves judging children's performance against national standards (when available). Teachers make these judgments at the end of a unit of work, the end of term, or at the end of a key stage. Test results describe pupil performance in terms of age related expectations.

We have a termly summative assessment system, so that we can track an individual's progress and facilitate interventions when necessary. This summative assessment supports the on-going formative teacher assessments.

4. Assessment in EYFS

On entry to Reception, our pupils will be assessed using baseline materials along with Development Matters and the information from this will be recorded and used to inform planning, set targets and aid early identification.

During Reception, children will be taught using the Early Years Adopter framework which is based on the teacher's ongoing observations and assessments in 7 areas of learning. Each term, every child's developments and achievements are tracked and recorded on the school's tracking system (Arbor). At the end of reception children are assessed against the Early Learning Goals to give each child a standard national level.

5. Assessment in Key Stage 1 and 2

Children are assessed and tracked using Arbor. Targets are set based on their previous end of key stage data or baseline. For example; Children who are at 'Age Related Expectations' (ARE) at the end of Key stage 1 would be expected to be at least at 'Age Related Expectations' at the end of key stage 2

Those children not on track to meet the expected standard or their individual target will be tracked as 'high priority learners' and intervention put in place to close the gap with peers

6. Formal Assessment Cycle

Formal assessment is a systematic part of our work which will be used to track each cohort in each school. It is through an effective tracking system that the needs of every child can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle includes data from:

- Statutory assessments – ELGs/GLD, phonic screening (Y1 and 2), Multiplication check (Y4), end of Key Stage Tests (Y2/Y6).
- Termly assessments for KS1 and 2 in Maths, Writing (Teacher Assessment), SPaG (Y2 onwards) and Reading.
- The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class
- Termly pupil progress meetings between class teacher and Head teachers/SLT.
- Regular analysis of children's attainment will ensure that every child has challenging and realistic targets set for them and that the path of reaching those targets is determined through quality teacher first teaching, small group and 1:1 TA intervention

To achieve this we:

- follow the assessment cycle and update the data on a regular basis using Arbor
- use information to identify percentages of children working at each step within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are more able and those with special educational needs
- set cohort targets for Maths and English and share information with SLT and trustees
- work with colleagues internally and externally to moderate writing
- analyse data at the end of academic year to track progress made
- pass cohort data and analysis to next teacher
- pass individual data to next teacher at transition meetings

7. 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.

At Elveden Schools Trust we:

- Use end of key stage descriptors (KS1 and 2) and writing assessment criteria for all year groups
- Whole school monitoring to moderate reading, writing and maths assessments.
- Moderate work through planning and book scrutinies, sharing feedback with members of staff
- Participate in moderation meetings with local schools within and outside of the trust.

8. Reporting

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

At Elveden Schools Trust we:

- Provide opportunities for parent consultation evenings so that parents can discuss how well their child is doing and be involved in the target setting process; have opportunities for a mid-year report and have a final end of year report.
- Provide an end of year written report which include results of statutory tests and assessments and gives information relating to effort and attainment
- Discuss a child's progress at the request of the parent by appointment.

9. Roles and responsibilities

Trust board

- Evaluation of Impact
- Hold the Headteacher to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

Headteacher

- Ensure that decisions made are agreed and actions carried out
- Highlight areas for improvement and allocation of resources (staff/ materials/ training/ accommodation etc.)
- Hold staff to account through performance management and appraisal
- Ensure targets set lead to improved performance/rise in attainment and progress measures

Assessment Lead/HT

- Formulate the schools' assessment protocol in consultation with the Headteacher, staff and academy committee
- Review the policy regularly in the light of statutory requirements and the needs of the school
- Provide support and guidance with assessment and keep up to date with current information
- Resource school with relevant tests and update assessment cycle
- Maintain the tracking data and consult with all staff about the targets set
- Highlight pupils who have made no 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 background
- Report to academy committee and trust board regarding the protocol, statutory test results and cohort targets

- Ensure targets set lead to improved performance/ rise in attainment

SLT

- Monitor the performance in their school
- Monitor the performance of vulnerable groups (SENCo)
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/ pupil/books/ observations etc.
- Hold teachers to account for performance.

Teachers

- Operate within the assessment time frame
- Meet or exceed the targets set for each
- Record and analyse child/ group results
- Highlight areas to celebrate and to address, ready for progress meetings
- Prepare for progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto Arbor
- Are aware of the impact of their performance upon the whole school

This policy will be reviewed as appropriate by the Senior Leadership Team.

Intended protocol review date: March 2026