**Assessment Policy**

**November 2021**

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| **Associated documents:** |  |
| * **CSI Guide** |  |
| **Links to:** |  |
| * **Curriculum Policy** * **SEND Policy** * **Equalities Policy** * **Behaviour (including Rewards, Sanctions and Exclusions)** * **Relationships and Health Education Policy (primary)** * **Relationships, Health and Sex Education Policy (secondary)** * **Early Years Foundation Stage Policy** * **Pupil Premium Policy** * **CEIAG Policy** |  |

**Policy statement approved by the Executive Leadership Team, July 2021**

**Our Vision**

**We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners. #TransformingLives

**How do we ensure this across our trust?**

In all we do we are:

* Ethical to the core, ensuring that education is always front and centre
* Futures focused system leaders – never simply followers
* Collaborative in every endeavour
* Resolutely learner centred.

**What does this look like across our trust?**

**Education**

We are:

* Ruthlessly ambitious for all who learn and work with us
* Unwaveringly inclusive – determined on eradicating barriers to educational success
* Committed to excellent teaching
* Determined upon academic excellence for all in our communities
* Compassionate, ethical and caring advocates for all in our communities
* Outwardly facing and globally conscious

**Operations**

We are:

* Committed to the very best people development and empowerment
* Determined to shout loudly and share proudly our successes
* The best professional and technical experts (supporting education) in the sector
* Committed to the very best understanding and management of risk

**Financial**

We are:

* Providing the best possible public service for the best possible value
* Determined to supplement our public income with shrewd income generation
* Building financially sustainable models of educational improvement in our communities
* Demonstrably efficient in all we do

**Our values**

* We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
* We will develop the very best leaders of the future, working to improve education and transform lives.
* We will adhere unwaveringly to the ‘Nolan Principles’ of Public Service, which is made clear in our commitment to Ethical Leadership.

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**Statement of Intent**

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child’s education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. To achieve this, we must ensure we expose all students ‘to the best that has been thought and said and engender an appreciation of human creativity and achievement’. To truly transform lives, we must not only show students what is possible but inspire and instil the confidence in them to go out and do it. Central to achieving this intent is a robust assessment practice as detailed in this Assessment Policy. This will ensure all students make strong progress and should they fall behind, they are quickly identified, and support is put in place.

All learners in our academies will experience a curriculum that​:

* is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision ​
* is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities
* is **inclusive**, nurturing and tailored towards the needs of the individual
* is focused on developing the very best **oracy**, **literacy, numeracy** and **digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens​
* is **enriching**, ensuring all experience a rich variety of cultural, artistic and sporting activities
* is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum
* celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills​**
* **develops** character, personal pride and the highest moral standards
* celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world
* is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1. **Legal Framework and Definitions**

This policy has due regard to statutory legislation, including, but not limited to

* The Education and Inspections Act 2006
* The Health Act 2006
* The Equality Act 2010
* The Education Act 2011
* The Education (Independent School Standards) Regulations 2014.
* The Immigration Act 2016
* The General Data Protection Regulation (GDPR)
* The Data Protection Act 2018

This policy also has due regard to DfE/Ofsted guidance, including, but not limited to, the following:

* Inspecting the Curriculum, Ofsted, May 2019
* Statutory Guidance for Careers, DfE, January 2018
* Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE, June 2019
* National Curriculum in England: Framework for Key Stages 1-4, last updated December 2015

1. **Scope of this Policy**

2.1 This policy applies to all academy leaders, academy staff and academy learners.

2.2 For the purpose of this policy the reference to ‘students’ includes all learners in our academies.

2.3 For a glossary of the terms used in this policy refer to Appendix A.

**3 Principles of Assessment**

3.1 To truly benefit from the collaborative work across the Trust and to ensure that every pupil attending an ATT academy experiences a world class curriculum, through which they can achieve the very best, there must be a set of common principles and practices. In our academies, middle and senior leadership teams share an assessment language tightly linked to our curricular language for talking about curriculum, teaching and assessment– Appendix A. It is important that how the curriculum, and the role of assessment within it, is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff, in order for it to be truly embedded as the vision and mission of the academy. All of our academies establish this approach in their own versions of the ‘**Curriculum Leaders Handbook’**.

3.2 Curriculum leaders regularly **review** the design of all assessments and routinely **quality assure** their implementation so that they achieve their intended purpose.

3.4 Curriculum leaders work to **ensure** that all assessments are fit for purpose and secondly to **assure** that they are delivered well and lead to an excellent quality of education for all students.

3.5 Curriculum leaders work collaboratively within and between our academies to design assessments which follow tight principles about what **content** is taught and how it is **sequenced.** Agreed common assessments, developed collaboratively through TNGs, with oversight from the Curriculum and Outcomes SDG, ensure assessment information can be effectively used at individual, class, cohort, academy and Trust level to strengthen the response to this information.

* The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test.Aligned to this effective teaching with a secure and rigorous assessment strategy which is fit for purpose.
* Formative assessment is a form of assessment which helps capture what students do and don’t know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.
* Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning.
* In our academies staff are asked for assessment information to provide meaningful data about how well students have learned the curriculum. The frequency varies according to the phase.
* In our academies, assessments are developed collaboratively. TNGs (Team Network Groups) meet regularly to standardise assessments at a subject/phase level. At KS4, this is assisted by the move to common examination boards for the EBacc subjects.

**4 Purpose of Assessment**

4.1 In establishing the purpose of assessment within and across our curriculum we refer to the following tight curriculum principles:

* That our curriculum is at least as broad and balanced as that of the National Curriculum.
* That it is important for all pupils and particularly for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital.
* That our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations.
* That all of our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible. (60% of KS4 in 2021 and 75% by 2022.)
* That all pupils are entitled to read widely and often.
* That the development of pupils’ character is as important as the teaching of academic knowledge.
* That the curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual and cultural knowledge and understanding rooted in the principles of Fundamental British Values.
  1. Assessment Principles and Intent
* To measure progress against the curriculum intent.
* Align assessments with the curriculum.
* Define the purpose of an assessment first.
* Include items that test understanding across the construct continuum.
* Include items that reflect the types of construct knowledge.
* Use the most appropriate format for the purpose of assessment.
* This is further elaborated on in the following link: <https://joeybagstock.wordpress.com/2017/03/11/principles-of-great-assessment-1-assessment-design/>

* 1. Assessment Implementation

We consider the following principles when deciding how to implement the assessment intent:

* Assessments must cover current and prior learning.
* When and how to teach new core and wider content.
* When and how to teach core skills including oracy, literacy and numeracy.
* When and how to revisit and build on prior learning so that each component of learning can build to become composite learning.
* What knowledge pupils should be able use with fluency (speed and accuracy) and by what stage of their education from their starting points.
* How to sequence learning so that the proximal and ultimate functions of knowledge build over time.
* How to ensure pupils will make expected or better than expected progress as a consequence of the curriculum purpose, design and implementation.
* In order to achieve a broad curriculum, how to ensure that all pupils, where applicable, in KS4 study a minimum of eight qualifications with every bucket filled with best practice to study nine. At KS5 how most pupils should follow a programme of three qualifications with some doing four.
  1. Long Term Plans and Assessment
* Every subject has a Long Term Plan that sets out what will be taught and in what order and each one links to the preceding and next year.
* This information is shared with pupils, parents/carers, governors and other relevant stakeholders through the academy website.
  1. Inclusion

We aim to provide every pupil with the best education possible. We promote a fundamental belief in equality of opportunity in the classroom and throughout The Trust (see our Equalities Policy). All pupils are fully included into the life and curriculum of our academy communities. Reasonable adjustments are made so that this can be achieved.

Strategies and procedures to ensure all assessment is inclusive will be determined locally by individual academies. See Appendix B.

# 4.6 Intervention

* Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners.
* Our academies develop a range of intervention strategies to support learners to fill knowledge and skills gaps and accelerate progress.
* Pupils who are identified, at Progress Reviews, as being below the expected standards are targeted with individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

**5 Formative Assessment**

5.1 Formative assessment is at the heart of excellent teaching and should be an integral part of all learning and assessment practices.

5.2 Formative assessment is when teachers ‘use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs’ (William 2009) and involves a continuous way of checking and balancing, in the process of teaching and learning (Jeri, 2018). Formative assessment then, needs to collate data/information that can elicit change, which can be used to adapt teaching in order to address misconceptions or gaps in knowledge acquisition; they give in-process feedback about what students are or are not learning so instructional approaches, teaching materials, and academic support can be modified to the students' needs. Moreover, Christodoulou suggests that formative assessment(s) should be ‘specific, frequent [and] repetitive’ (2016).

5.3 The marking of work provides another opportunity for formative assessment, whereby the teacher judges the quality of work and provides meaningful feedback accordingly. Each academy will have their own procedures for marking and feedback. Such procedures are an integral part of the Teaching and Learning cultures of each faculty, used to provide next steps for improvement and as a means to set and enforce standards of presentation and effort. Marking and feedback procedures must have the key ethos of formative assessment at their heart.

5.4 Each academy will have its own formative assessment arrangements. See Appendix C.

**6. Assessment Cycles**

6.1 Data collection dates will be published in the ATT Global Calendar. These dates will be agreed in conjunction with the Curriculum and Outcomes SDG. Academies will publish their own Assessment Cycles in line with these dates. Assessment Cycles can be found in Appendix D.

**7** **Assessment: Early Years**

7.1 Baseline

Projections for Early Year focuses on the Early Learning Goals and the Early Years Policy.

A baseline is established for each child early on through teacher assessment based on Development Matters (national document).

7.2 Progress

At the end of Early Years, a teacher assessment is reached and reported based on the ELG.

All additional assessment practice will be determined locally in by individual academies. See Appendix E

**8** **Assessment: KS1 & KS2**

8.1 Baseline

* Progress against the ELG will be used as a baseline for Year 1.
* Pupils will be formally assessed at the end of key stage 1.
* Pupils will sit national examinations (SATs) at the end of key stage 2.
* In year 5/6 pupils will complete practice assessments in preparation for their SATs assessments.

8.2 Target Setting

* All academies will set targets using FFT5, 20 and 50.
* Specific Individual academy targets will be set using the FFT measure appropriate to the academy context through the CSI process.
* Individual student targets will be set using the appropriate FFT level. These targets will not be communicated to students and parents/carers but will be used as an internal metric to aid measuring pupils’ relative progress.
* An aspirational but achievable target of minimum expectation will be agreed annually within each key stage.

8.3 Assessment Practice

* All academies will assess reading, writing and maths at three points in the year.
* Assessments will be standardised across all academies in core subjects.
* Non-core subjects will be assessed using local academy practice and standardised through the TNGs.
* The timing of the assessments will be determined by each academy but will fall into the planned Trust cycle (diagram above).
* Assessment information will be reported to the Trust using the agreed template as indicated in the Assessment Cycle.
* Phonics in Year 1 will be assessed through three assessment points and again in Year 2 for those who did not meet the standard by the end of Year 1.
* All additional assessment practice will be determined locally in by individual academies. See Appendix F.

**9** **Moderation and Standardisation**

9.1 ATT understands the importance of the moderation and standardisation process, not only to ensure learner progress and outcomes but also as an important training opportunity for teachers.

9.2 Trust wide moderation and standardisation of assessments will be undertaken by subject experts through Subject Team Network Groups (TNGs). This moderation and standardisation will validate work carried out in each academy.

9.3 TNGs will meet six times per year to plan, review and improve the curriculum for their subject. These meetings are scheduled on the ATT Global Calendar. TNGs will be guided by the Curriculum and Outcomes Strategic Development Group (SDG), whose remit is reviewed and agreed through the Principal’s Development Group (PDG). TNGs will work collaboratively to agree the ATT Curriculum Entitlement (ACE) for their subject and to write, resource and implement high quality schemes of learning and assessments.

9.4 Assessments will be co-created in order that they can be moderated, and progress measured with validity and reliability.

9.5 All additional standardisation and moderation practice will be determined locally in by individual academies. See Appendix L

**10** **Staff Training and Support**

10.1 As a Trust, we build regular opportunities for staff in our academies to develop their subject, pedagogy and pedagogical content knowledge through individual and group training.

10.2 Team Network Groups (TNGs) are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.

10.3 Strategic Development Groups address wider curriculum issues and also meet up to six times a year.

10.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations. Training needs for individual staff are routinely linked to their development targets and PDCs (Professional development Conversations) take place regularly throughout the year.

10.5 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

# 11 Review

The application of this policy in our academies is reviewed by the Principals Development Group (PDG) and actioned through the Curriculum and Outcomes Strategic Development Group (SDG).



**Appendix A Glossary of Curriculum Language**

Further updates to be included.

|  |  |
| --- | --- |
| PEG | Predicted End Grade. Predicted end of KS grade a student would attain if they continued to work at their current level with only class based intervention/support. |
| Progress Review | Progress Review. Point where student assessment data is collected |
| ELG | Early Learning Goals |
| Quality of Education | A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation). |
| Intent | What the curriculum is building towards and how it is planned to get there taking into account the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities and experiences in later life. This is set at Trust, academy and subject/phase level with each being intrinsically linked to the others. |
| Implementation | How the curriculum is taught at subject/classroom level. |
| Impact | What students have learned. |
| Component | Individual items of knowledge that students will learn. |
| Composite | Components combine together to form composites, combined they become more complex composites. |
| Fluency | The ability to retrieve knowledge quickly and accurately. |
| Cultural Capital | ‘It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’ (Ofsted S5 Handbook 2019) In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies. |
| Core Content | This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development. |
| Wider Content (Hinterland) | This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students. |
| Substantive Knowledge | The knowledge produced by an academic subject, which is made up of established facts that are uncontested. |
| Cumulative knowledge | This is where knowledge is not wholly reliant on students having previously studied a ‘certain’ topic, which means there are many pathways to mastering the content. |
| Hierarchical Knowledge | This means that you cannot teach one topic until students have ‘mastered’ the prior knowledge - e.g. times tables before fractions. |
| Disciplinary Knowledge | Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline, its degree of certainty and how it continues to be revised by scholars, artists or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges and subject thinking. |
| Curriculum sequencing | This is ultimately about *how* and *why* a certain section of the curriculum serves to prepare students for future content, such that it has a *proximal function* to make the next stage possible and *ultimate function* to do an enduring job. The aim is to build a student’s knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves. |
| Proximal Function | Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks. |
| Ultimate Function | Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future. |

**Appendix B: Inclusion**

As a fully inclusive academy, all of our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full potential in all areas.

We believe that this positive belief and the high expectations for all pupils will encourage them to thrive. All children on our SEN register have a Personalised Learning Plan (PLP) written in conjunction with the child, their parents, class teacher and SENCO. The PLP aims to bring together information about the child’s strengths and qualities, as well as what the child feels they need support with and any resources that will help them. Thoughts of the child, parent and teacher are included, as well as pastoral and academic SMART targets agreed and written together.

Your child’s class teacher will plan a range of strategies to help your child learn, including 1:1 teaching, small group work, interventions, pre-learning.

The SENCO and data lead oversee all additional provision made for our pupils. We regularly review provision by monitoring and discussing progress with the child’s teacher as well as the support and targets identified on the PLP.

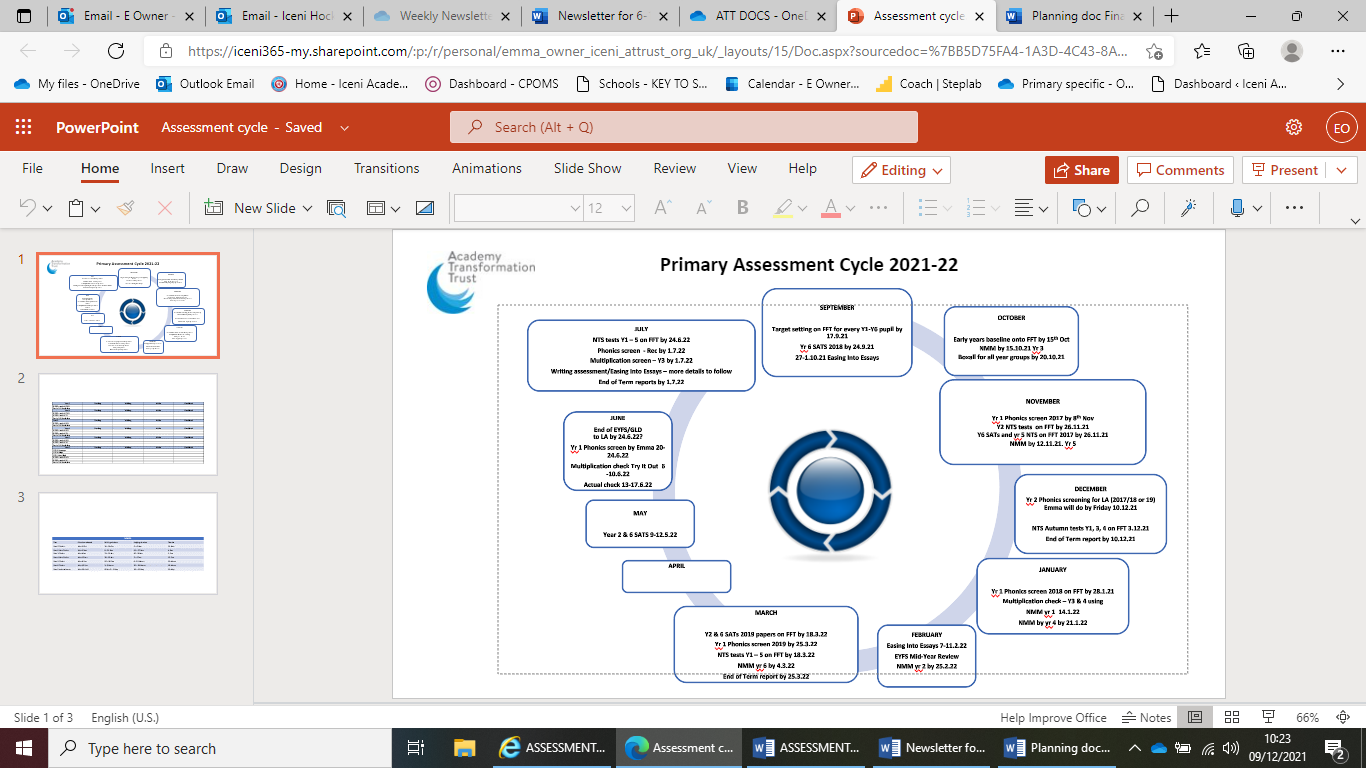
If the expected progress is not being made, we will look at other evidence based targeted interventions and update the PLP. We work closely with Educational Psychologists, school nursing team, occupational therapists, Speech and Language team, CAMHS, Point 1 and the ASD team amongst other specialist organisations who we ask to assess and observe children if they are still not making progress.

**Appendix C: Formative Assessment**

The techniques and strategies that can be employed in formative assessment are of course far-reaching, but below provides a selection of strategies that we may use to collate data and respond accordingly. Examples may include

* Question and answer sessions in class
* Talking partners
* Pupil presentations/feedback
* Peer assessments
* Self-assessments
* Stickers
* Photo evidence
* Verbal comments/feedback
* Written comments/feedback.
* Scaffolding
* Modelling
* Cold-calling
* No-hands up
* Think Pair Share
* Whole-class response

**Appendix D: Assessment Cycles**



**Appendix E: Early Years**

EYFS staff carry out a baseline of all children in EYFS during the first three weeks in September.

Ongoing assessments are completed throughout the year ranging from quick ‘catch as you can’ observations to longer ones, accompanied with a photo and documented on the 2simple assessment system. These observations are recorded to show development through the age bands of 2-3, 3-4 and reception. At the end of the year each child is assessed against the Early Learning Goal for the area of learning as either at the expected level or the entry level. If the child is expected in the following areas, they are said to have achieved a ‘Good Level of Development’.

* Prime Area: Personal, Social & Emotional Development (PSED)
* Prime Area: Physical Development (PD)
* Prime Area: Communication and Language (CL)
* Specific Area: Literacy (L)
* Specific Area: Mathematics (M)

**Appendix F: KS1/KS2**

It is vital that we complete ongoing, smaller assessments of the children to assess the knowledge that they have retained, allowing us to plan for the next steps.

We carry out the following on a regular basis:

* Spelling tests
* Times Tables tests
* Arithmetic tests
* Club 99 (maths tests)
* Reading fluency
* Reading raffle
* 1:1 marking

**Appendix L: Standardisation and Moderation**

We conduct regular maths and English moderation/standardisation throughout the year. The focus is based on set criteria such as the calculation policy, Long Term plan or moderation throughout the year groups.

We also use No More Marking to assess the quality of writing compared to that of schools nationally. NMM gives us the expected standard based on age and the working at grade of each child.