

Assessment Policy

Freemantle Church of England Community Academy Trust



This policy should be read in conjunction with the following where further information may be found:

- Teaching and Learning Policy
- Curriculum Policy
- Feedback and Marking Policy
- Early Years Foundation Stage Policy
- SEND Policy

Reviewed by:	Senior Accountability Team	Date: December 2023
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment and how it supports teaching and learning
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This policy complies with our funding agreement and articles of association.

3. The importance of assessment

Why is assessment important?

- It establishes what the children and teachers already know.
- It informs the journey plan within that unit of work.
- It gives teachers, pupils and parents progression feedback and inform next steps.
- It helps pupils reflect on and identify what they have learnt.
- It improves learning and increases pupils' motivation.
- It monitors the effectiveness of provision.
- It ensures children and staff feel successful.

4. Principles of Assessment

The underpinning pedagogy of our curriculum centres around Rosenshine's principles of teaching and learning and particularly Tom Sherrington's revised 10 principles. We use various retrieval methods to recap on prior learning and ascertain through formative assessment what children can remember from previous

teaching. Although retrieval practice is a form of teaching rather than formative assessment at its core, it can be a useful indicator as to concepts that are not embedded into children's long-term memory.

Throughout lessons formative assessment is continuous, via Rosenshine's 'checking for understanding' and 'questioning' principles, its key focus is on ensuring all children are active participants in the learning. This enables teaching staff to check whether everyone has understood the key teaching points rather than only gaining feedback from one child who offers responses.

Any gaps or misconceptions seen can then be acted upon by providing immediate feedback or by making a note to inform same day intervention if a misconception requires more time and explanation. Any large group or whole class gaps/misconceptions will change the structure of following lessons in the sequence to allow for these to be addressed. Children are aware of their role in this process and know they are required to contribute and answer all questions asked of them so the teacher can see who needs further explanation/support/clarification with the concept in hand.

Types of assessment

Formative (assessment for learning)

This approach is integrated within the lesson structure to evaluate learners' knowledge and understanding of areas of the curriculum. Teachers use this to secure students' learning, supporting them to deepen their knowledge and understanding or improve their performance. Assessment for learning allows early recognition of pupils who are falling behind, potentially needing additional support; it also identifies those who are excelling – essential for high quality teaching.

Summative (assessment of learning)

This is approached in different ways, depending on the age and stage of pupils and is recorded using a range of recording strategies and methods. Teachers complete summative assessments throughout the learning journey but also more explicitly at the end of a unit of work in order to evaluate how much each learner has retained to plan next steps.

Ipsative assessment (can be formative or summative)

Ipsative assessment is the practice of determining pupils progress based on their earlier learning/understanding and is essential to acquiring new knowledge and skills. Through ipsative assessment methods we are able to compare pupils at the start and end of a unit of work/series of lessons, and use this information to address misconceptions as well as plan next steps of learning in response to pupil and curriculum needs. This approach is embedded within the cycle of teaching so that there is no negative impact on teacher workload.

Triangulated approach (Sherrington, 2020)

A true picture of achievement is achieved by triangulating the three approaches listed above and using information obtained to adapt teaching and curriculum planning responsively.

National Standardised Summative Assessment

These tests and assessments are used to see how learners are performing in comparison to learners nationally and to support transition.

5. Assessment approaches

At Freemantle, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use a triangulated approach to assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

5.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives and the curriculum, and identify areas in which they need to improve.
- **Parents/carers** to gain a broad picture of where their child's strengths and areas for improvement lie, and what they need to do to improve.

Formative assessment techniques used include:

- Marking and feedback
- Questioning
- Regular short-recap quizzes
- Self and peer-assessment
- Technology based quizzes
- TTRS, Numbots, Spelling Frame, Accelerated Reader Logs

5.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. School leaders use summative assessment in collaboration with directors to demonstrate improvement over a period of time.
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching, providing useful information for improving future learning. To ensure pupils are supported to achieve sufficient progress and attainment. It also informs transition to the next phase, Key Stage or year group.
- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

Summative assessments are supported by guidance documents to support judgements, exemplification materials and moderation sessions that are strategically placed throughout the academic year which standardise judgements and ensure consistency.

Summative assessment strategies include:

- Reception baseline (RBA) as well as internal assessments to establish an overview of learning to date which in turn informs next steps.
- EYFS check points to support staff to identify children who are on track with their learning and plan next steps.
- Phonics baseline assessments to establish a starting point for the teaching of phonics that meets the needs of each cohort.
- INSIGHTS baseline, mid and end of year papers for maths (see maths policy)
- Half-termly phonics assessments to ensure pupils are keeping up with the pace of learning and provide support and intervention to catch up.
- Star Reader assessments allows us to ensure children are reading books of appropriate challenge, provides individualised next steps in learning and helps teachers to identify pupils who require support to keep up.
- Core subject tracking/check point documents to establish how pupils are progressing against the outcomes set out in the National Curriculum.
- Past papers for phonics, Year 2 and Year 6 to check progress against national expectations and to support pupils in accessing the final statutory assessments.
- Assessment data from the strategies above is used to evaluate our curriculum, confirming the fidelity of schemes or subject approaches applied. Data is also shared with our Directors, who challenge subject leaders about the performance of their subject across an academic year.

5.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables...

School leaders to monitor the performance of pupils and cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment. National standardised summative assessments are also used to evaluate the success of the curriculum and approaches to learning.

Teachers to understand national expectations and assess their own performance in the broader national context. Teachers identify trends and reflect on strategies to inform future curriculum design.

Pupils and parents/carers to understand how pupils are performing in comparison to pupils within the local authority and nationally.

Nationally standardised summative assessments include:

- Reception Baseline Assessment (RBA) in the first six weeks of reception.
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in Year 1
- Multiplication Tables Check (Year 4)
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (KS1) (Year 2)
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (KS2) (Year 6)

6. Collecting and using data

	Type of data collection	When is it recorded?	How is it collected?	How it is used?
In-school summative assessment	Little Wandle Phonics Assessment	At the end of each half term	Using Little Wandle Assessment framework and tracking documents	Data is used to inform teaching and to highlight pupils who need additional catch up or keep up support.
	Star Reader Assessments	At the beginning of each academic year and at the end of each half term.	Using the Star Reader assessments platform which provides a detailed analysis for each pupil.	Data is used to identify pupils' next steps in order to develop. Data is used to highlight pupil/s who need additional catch up or keep up support.
	Insights MNP Papers	A baseline is completed at the beginning of each academic year (2-6). A further two assessments are recorded in the Spring and Summer terms	Recorded on the MNP portal, where detailed analysis is provided.	Data is used to identify gaps in learning and potential areas for intervention.
	Core subject tracking/check points and assessment judgements	Ongoing	Tracking is collected using internal assessment trackers and recorded on Cornerstones Maestro.	Data is also used to monitor the performance of pupil cohorts.
Nationally standardised summative assessments	EYFS Profile	By the 30 th June, at the of Reception	Collected by teachers and sent to the children's data team	Compare to local and national and identify trends and areas for improvement. It is also used to inform the pupils journey into KS1
	Phonics Screening Check	During the phonics screening, typically in June	Collected by teachers and sent to the children's data team	Compare to local and national and identify trends and areas for improvement. It is also used to identify pupils who need catch up support in reading as they move beyond Year 1.
	Multiplication Tables Check	During the MTC fortnight, typically in June	Automatically collected by DfE on the MTC platform	Benchmarking against local authority outcomes.
	KS1 Non-Statutory National Curriculum Tests & Assessments	TBC based on guidance from LA (summer term)	TBC based on guidance from LA (summer term)	Used to support internal assessments and transition to KS2
	KS2 National Curriculum Tests & Assessments	Recorded and submitted by the end of June, (28 th June for the 2023/2024 academic year)	Writing collected by teachers and sent to the children's data team Tests collected by the DfE	Compare to local and national and identify trends and areas for improvement. Used to support transition to KS3.

7. Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Freemantle Academy recognises that AI has many uses to help pupils learn, but may also lend itself to cheating and plagiarism.

Pupils **may not** use AI tools:

- During assessments, including internal and external assessments, and coursework
- To write their homework or class assignments, where AI-generated text is presented as their own work

Pupils **may** use AI tools:

- As a research tool to help them find out about new topics and ideas

8. Reporting to parents and carers

At Freemantle, we report to parents and carers in a range of ways which is illustrated in the table below:

	Implementation
Autumn	• Parents' Evening to report on attainment, achievements, general progress and attendance record • Additional keeping on track meetings where needed • Attendance letters to outline termly attendance
Spring	• Parents' Evening to report on attainment, achievements, general progress and attendance record • Additional keeping on track meetings where needed • Attendance letters to outline termly attendance
Summer	• Statutory annual report covering attainment, achievements, general progress and attendance record • Reports for end of Key Stage outcomes • Reports for phonics screening outcomes • Additional keeping on track meetings where needed • Attendance letters to outline termly attendance

9. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence through targeted interventions and alternative models of assessment. For example, for those children who are not yet accessing subject specific learning in the early years and year 1, we use the engagement curriculum. We have the same high expectations for all pupils and set appropriate targets for those children who are making small yet significant steps with their learning. We ensure that the effort that every child puts into their learning is considered as well as their attainment.

For pupils working below the national expected level of attainment, our assessment approaches will consider the progress made relative to pupils starting points alongside the nature of pupils' special educational needs.

10. Accountability

To ensure a good understanding of assessment and assessment practice among all teachers we provide opportunities to work collaboratively to develop a shared understanding of our judgements. Teachers embrace challenge through robust moderation which may be in house, with the local authority or within our cluster. Teachers attend local authority moderation training to ensure staff assessment knowledge matches any updated national guidelines or expectations. Subject leaders and SAT work with staff to develop their pedagogy and ensure there is consistency in our approach to assessment among all teachers. All teachers

will engage with responsible pedagogy which includes drawing from a range of reputable sources to stay abreast of current good practice. As part of the local authority moderation approach, our academy may be selected to engage with end of key stage moderation in Reception, Year 2 or Year 6.

11. Roles and responsibilities

11.1 Directors

Directors are responsible for:

- Being familiar with statutory assessment systems, as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

11.2 Leaders

Leaders are responsible for:

- Keeping themselves informed about the latest trends and research in educational assessment to guide decision making
- Ensuring the policy is understood and adhered to, ensuring consistency in practice and judgements
- Analysing pupil progress and attainment, including individual pupils and specific groups and identifying next steps
- Prioritising key actions to address underachievement
- Reporting to directors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

11.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Working collaboratively with staff in their year group, phase and across the school to develop their practice
- Keeping up to date with developments in assessment practice

12. Monitoring

This policy will be reviewed annually by the SAT team. At every review, the policy will be shared with the Board of Directors.

All teaching staff are expected to read and follow this policy. The SAT team are responsible for ensuring that the policy is followed.

The SAT team will monitor the effectiveness of assessment practices across the school, through moderation, observations, learning walks, planning assurance, book scrutinies, and/or pupil progress meetings.

13. Links with other policies

This assessment policy is linked to:

- Teaching and Learning Policy
- Curriculum Policy
- Feedback and Marking Policy
- Early Years Foundation Stage Policy
- SEND Policy