

ACET - ASSESSMENT POLICY

DOCUMENT CONTROL

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Rationale

Assessment at Springwood Junior Academy lies at the heart of the process of promoting pupils' learning. All forms of assessment should be used to improve teaching and learning. We believe that the best form of assessment results from ongoing dialogue and interactions with pupils. These daily interactions provide the soundest judgments of pupil progress and are used to inform planning and teaching. Assessment is incorporated systematically into teaching strategies in order to tackle misconceptions and provide ongoing feedback to pupils.

Daily formative assessments are communicated with pupils via verbal feedback or marking. Weekly test scores (times tables and spellings) are recorded in pupil planners. Families are informed via parents' evening, workshop events, communication in planners, or by setting and reviewing targets.

We recognise that progress in learning is not linear and therefore pupils should not be judged solely on the basis of a test. Where data is gathered, this is used as a further tool to inform teacher assessment.

Assessment provides a powerful impact on learning, when its core principles are at the heart of teachers' practice. Assessment will:

- be used to improve teaching and learning
- be rigorous and reliable
- be underpinned by knowledge of the curriculum
- inform future planning and delivery of the curriculum
- help pupils embed knowledge and use it fluently
- find out what a pupil already knows so that they can build on this
- unpick pupils' misconceptions
- check learning within (as well as at the end of) lesson
- provide effective feedback to move learning forwards
- enable the monitoring of progress
- recognise achievements of pupils
- ensure there is no unnecessary paperwork that does not contribute to teaching and learning
- provide reliable information to parents about how their child is doing
- comply with statutory requirements

Types of Assessment

Formative

This is the ongoing daily assessment carried out by teachers both formally and informally. Formative assessment is the most crucial type of assessment as it informs the next steps in teaching and learning. It is also an opportunity to find out which pupils are making expected progress, retaining key knowledge, and those exceeding or falling behind. These ongoing formative assessments are then

used immediately to have a direct impact on teaching and learning. Effective feedback, whether it be written or verbal, should move the learning forwards.

Formative assessment enables planning and teaching strategies to be adapted to meet the needs of all learners. This information is used to ensure that any pupil falling behind, is supported to catch up. Formative assessment enables teachers to pitch the learning at the correct level, by gauging pupils' understanding of subject content prior to teaching a unit of work, and ensuring all groups of pupils make the maximum amount of progress from their individual starting points.

'Hinge point' questions are used as a powerful strategy within lessons to enable teachers to make evidence-based decisions about the direction of the lesson. These questions are specifically designed to consider the possible misconceptions that different learners may have. The wrong answers should be those typically given when common misconceptions are held, and the question is designed so that it is extremely unlikely that a pupil can arrive at the right answer but for the wrong reason.

Progression documents have been produced, based on The National Curriculum Programmes of Study, for Reading, Writing and Maths. These documents form the basis of teacher assessments, providing clear broken down statements of yearly expectations. In Science and the foundation subjects, each unit of work has clear end goals. These are used as an ongoing, formative tool to assess pupils' understanding and to establish whether they have retained key subject knowledge. Where there are gaps in knowledge, this informs subsequent 'Flashback 5' activities.

Summative

These occur at defined periods of the academic year, such as SATs tests or phonics tests. Summative tests support teachers in making assessments alongside their teacher judgement.

We expect teachers to keep a log, either on paper or on line, detailing results of mini tests given within the classroom. These results will not be collected centrally. Their purpose is to use this information formatively; to inform the next steps in pupils' learning; to identify whole class areas to focus on; to help identify pupils' performance; and identify pupils requiring targeted interventions. These can also be used to inform parents of pupils' areas of strength and where to develop. An example of content would be results of arithmetic tests in Maths, results of weekly times tables tests, or results of weekly spelling tests.

End of year summative assessments for Reading and Maths are also in place for children across KS2. Information collected from these assessments is used to support transition to the next teacher/year group with a detailed question-level analysis. This then informs the autumn medium term planning.

Internal summative tests

Phonics: Pupils in FS2, Y1, any pupil in Y2 who scored below the pass threshold in Y1, and any pupil in KS2 still accessing daily phonics teaching, will be assessed on the ACET phonics programme in September, and take a previous years' phonics test in January and March. When a pupil reaches the end of phase, they are assessed on the ACET phonic programme before they move to the next phase.

Y2: Past SATs in Maths and Reading at two points in the year.

Y3-5: Tests in Maths at three points in the year, using White Rose assessments. Tests in Reading in the Autumn and Summer term, using NFER standardised tests.

Y6: Past SATs in Maths, Reading and SPaG at four points in the school year.

In Writing, staff use the writing assessment progression document to provide a summative judgement at three points in the year.

Using test data (in some subjects), and teacher assessment, staff establish if pupils are working at the expected standard. The shared language of assessment is Expected Standard (EXS), Working towards National Standard (WTS) and Working at Greater Depth (GDS). These summative judgements take place three times a year. These results are entered onto Academy Improvement Review (AIR) document and senior leaders work alongside the Executive Team to establish trends and next steps. These results provide a full data picture to analyse and drive academy improvement.

At the end of a year, pupils will receive a summative judgement for each foundation subject. This is used to write the Record of Achievements (ROAs).

Statutory National testing

During pupils' time in the academy, they will take part in these external national tests:

Foundation Stage 2 – EYFS baseline – within first 6 weeks

Year 1 – Phonics screening test – June – internally marked and score out of 40 provided

Year 2 - KS1 SATS in Reading, Writing, SPaG and Mathematics – May – internally marked and teacher assessment provided (2023, not statutory from academic year 2023/24)

Year 4 – MTC (Multiplication Table Check) – June - marked externally and score out of 25 provided

Year 6 – KS2 SATS in Reading, SPaG and Mathematics – May – externally marked and teacher assessment provided

Moderation of judgements

Moderation is an essential part of Springwood Junior Academy's assessment system. Teachers are involved in the moderation process to ensure agreement on criteria and to ensure consistency. This takes place with colleagues in the academy, in year group pairs and Key Stage teams; with colleagues from across ACET; attending LA sessions to ensure judgements are in line with other schools across the LA; by using the Standards exemplification materials.

Reviewing pupil progress

Pupil progress meetings are held termly with teachers, teaching assistants and the leadership team. Discussions are held around progress, pupil attainment, behaviours for learning, and attendance, so that any areas of underachievement can be addressed.

Leaders are responsible for monitoring attainment across school by reviewing termly data analysis and discussing progress with their Academy Improvement Lead.

Pupils with SEND

For some pupils with SEND, assessment may take different forms and consideration is given to any reasonable adjustments or access arrangements required to inform judgements.

Staff have high expectations to ensure all pupils make at least good progress. It is acknowledged, for some pupils, aspects of assessment may need to be personalised. As part of the Assess Plan Do Review cycle, targets will be set and reviewed with parents at least three times a year and may also include different forms, for example, Boxall and AET progression framework. As part of this process, class teachers will review targets and, under the guidance of the SENDCO, discuss the progress of children with SEN. The inclusion team support to identify further actions for individuals, for example, involvement of external agencies and classroom strategies.

Reporting attainment and progress

Parents/carers are encouraged to be active participants in their child's learning. We provide an open door policy whereby parents can seek advice or support from any member of staff. We communicate through newsletters, curriculum overviews on the website, homework grids, planners, reports, showcase assemblies, parent workshops and the academy website. Parents have regular opportunities to discuss pupil progress and view their child's learning journey. Parents' evening, where curriculum books are available to view, are held in the Autumn, Spring and Summer terms.

A Record of Achievement (pupil report), detailing all areas of the National Curriculum, is completed in July. This report outlines the achievements of each pupil in terms of their personal development; how they uphold the academy values; progress in the core and foundation subjects of the National Curriculum; grades for attainment in Reading, Writing, Maths and Science (age related expectations); effort judgement; and targets for Reading, Writing and Maths. In year groups where statutory testing has taken place, this report will communicate test/teacher assessment outcomes:

Y1 phonics score (out of 40)

Y2 teacher assessment in Reading, Writing, Maths and Science

Y4 MTC score (out of 25)

Y6 results of Statutory Assessment Tests

Staff Workload

Assessment should not be a task that takes up unnecessary amounts of time for staff. Assessments should be useful and an integral part of the planning process. All assessments are meaningful and ensure that staffs' time is supporting pupils to achieve their very best. To ensure assessment is impactful and time efficient, we have implemented the following:

3 Data collections a year

3 Internal Moderations a year

Release time to attend LA training

Succinct end goals in foundation subjects

Directed time to complete pupil progress reviews

Policy Review

This policy will be reviewed in June 2024 through consultation with teachers and leaders from the junior academies across ACET.