



**South East Stafford Academy Trust
Assessment Policy**

Date Approved: September 2020	Print Name: Jeff Smith
Date to be Reviewed: September 2022	Signed: Jeff Smith
1. Statement of Intent	
<p>At SESAT, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.</p> <p>We are committed to:</p> <ul style="list-style-type: none">• Ensuring early and accurate identification of individual needs.• Involving all staff, pupils and parents/carers in the assessment process.• Ensuring pupils have individual and aspirational targets.• Regularly monitoring attainment and progress.• Setting individual pupil targets which are SMART:<ul style="list-style-type: none">➤ Specific➤ Measurable➤ Achievable➤ Realistic/relevant➤ Time bound• Acknowledging achievement• Working with other agencies as needed• Providing equal opportunities for all	
2. The Principles	
<p>Using the principles and processes of assessment, our aim is to:</p> <ul style="list-style-type: none">• Monitor progress and support learning.• Celebrate the achievements of pupils and identify areas for development.• Inform pupils of their progress and give guidance on how to improve.• Use assessment to guide planning, teaching, additional support, curriculum development and the creation of resources.• Communicate with parents/carers and the wider community about our pupils' achievement.• Provide information to ensure continuity when a pupil changes year group or leaves the school.• Comply with statutory requirements.	
3. Rationale	
<p>The process of assessment is central to helping pupils to 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.</p> <p>Schemes of assessment also inform whole-school objectives and training. Assessment should be 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.</p> <p>The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.</p> <p>Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.</p>	

4. Legal Framework

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 General Data Protection Regulation

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

- DfE (2019) 'Primary school accountability in 2019: technical guide'
- DfE (2018) 'What academies, free schools and colleges should publish online'
- DfE (2018) 'What maintained schools must publish online'
- STA (2019) 'Key stage 1 assessment and reporting arrangements (ARA)'
- STA (2019) 'Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2019) 'How to keep test materials secure'
- STA (2019) 'How to report maladministration at key stage 1 and key stage 2'
- STA (2019) 'Key stage 1: test administration guidance'
- STA (2019) 'Key stage 2: test administration guidance'
- STA (2019) 'Multiplication tables check: administration guidance'
- STA (2019) 'Phonics screening check: administration guidance'

Additionally, this policy operates in conjunction with:

- Equality Information and Objectives Policy
- Early Years Policy
- Behaviour and Discipline Policy
- Data Protection Policy

5. Key Roles and Responsibilities

The **Trustees** have overall responsibility for the implementation of the Assessment Policy and procedures.

The **Trustees** have overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The **Headteacher** has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

The **Headteacher** is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

The **Deputy Headteacher** is responsible for collecting and interpreting assessment data, and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.

The **SENCO** is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing PLPs and managing statutory assessment.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to PLPs.

All staff, including teachers and support staff, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and Headteacher.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

6. Key Roles and Responsibilities Regarding Statutory Assessment

The **Headteacher** is responsible for:

- Ensuring that the requirements of the ARA are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the phonics check and the KS1 and KS2 tests.
- Considering whether any pupils will need braille versions of the phonics screening check.
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per pupil.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring pupils have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.
- Ensuring the English reading and maths tests are administered during May.
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings.
- Ensuring pupils' responses are marked accurately and consistently.
- Notifying the STA of any issues that may have affected the security, confidentiality or integrity of the tests.
- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the LA.
- Completing and submitting the phonics screening check and KS1 and KS2 headteacher's declaration form (HDF) by the specified deadlines.
- Ensuring all staff are fully informed of the KS2 test timetable.
- Explaining to all staff, participating pupils and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Submitting aid notifications and notification of pupils identified as having cheated on the Primary Assessment Gateway (PAG), if required, before submitting the HDF.

Test administrators are responsible for:

- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance
- Reporting any attempts of cheating to the **Headteacher**.
- Reporting any maladministration incidents to the **Headteacher**.
- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Pupils are responsible for:

- Completing the phonics check and KS1 and KS2 tests to the best of their ability.
- Submitting their own work and not cheating on the tests.
- Engaging fully in the assessment process and following assessment rules.

6. Training of Staff

We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets. Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

Teachers and support staff will receive training as part of their development as and when this is needed.

7. Definitions

SESAT accepts the following definitions for the purpose of this policy:

“**Assessment**” is defined as:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities which assess final achievement at the end of the year.

Personal Learning Plan (PLP): An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point (given to pupils on SEN register).

Responsive Marking: Where the teacher will assess the pupil’s learning regarding the success criteria and set a further task to further impact learning.

8. Formative Assessment

SESAT acknowledges that assessment on a day to day basis will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Assessment carried out in the class from day to day will always be either linked to the success criteria set out for that particular lesson, or on basic skills that are non-negotiable, and therefore expected for that child’s age. Please refer to the **Marking and Feedback Policy** for further and more detailed information.

Types of assessment carried out include (but are not restricted to):

- Oral feedback
- Written feedback
- Self-assessment
- Peer and group assessment
- Reasoning Tasks set away from the learning (Leasowes only)

9. Summative Assessment Across the School

Summative assessments are used to assess what a pupil can do at a particular point in their learning journey. Performance in summative assessments will be measured against age-related expectations. Formal summative assessments are used across the school, at the end of learning units or at key points within the year. Summative assessment schemes are used to ensure a consistent approach, as well as to ensure a judgement that has been standardised. This is

coordinated by the subject leader in order to ensure that it is completed at the same time across the school. Examples of summative assessments that are used by SESAT are:

- NFER assessments
- Collins Maths assessment (Leasowes only)
- White Rose assessments

Any scores gained through summative assessment are strictly used by the teacher to **support**, rather than to lead their judgements of pupil's attainment. Scores will be used alongside evidence gained through formative assessment.

10. Summative Assessment within Key Year Groups

At **SESAT** we aim to produce independent learners; encouraging our pupils to be creative and develop a lifetime love for learning.

To ensure that pupils are ready for their secondary education when they leave **Leasowes and Barnfields**, we will continually monitor the progress of pupils through teacher-led assessments and statutory formal assessments.

Pupils in **Year 2 and 6** will undertake National Curriculum tests, commonly called Statutory Assessment Tests (SATs). The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in English and Mathematics.

Early Years Foundation Stage (EYFS)

In Reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.

Each child's level of development will be assessed against the Early Learning Goals. The EYFSP will indicate whether a pupil is meeting expected standards of development, if they are exceeding the expected levels, or if they are not yet meeting the expected levels ('emerging').

The Year 1 teachers will be provided with a copy of the EYFSP, along with a short commentary on each pupil's skills and abilities; this copy will help to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.

Parents will also receive the results of the EYFSP, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.

Early years providers will supply a copy of the EYFSP to the Local Authority (LA) on request. LAs are required to return the profile to the relevant Government department.

The EYFSP will reflect:

- Ongoing observations
- All relevant records held by the setting
- Discussions with parents
- Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

Although both of the nurseries are private, they are moderated alongside the EYFS staff to ensure consistency in the judgments made.

Key Stage One

Towards the end of **Year 1**, pupils will complete a phonics screening check. Any pupils who do not meet the required standard will be required to repeat a phonics screening check in Year 2.

At the end of **KS1**, pupils will undergo teacher assessments in Mathematics and Reading which will be informed by externally-set, internally-marked tests. Additionally, there is an option to complete externally-set test in English Grammar, Punctuation and Spelling.

Formal tests will not be strictly timed and are likely to be incorporated into everyday classroom practice, for example, through spelling tests.

The proportion of pupils achieving the expected standard in English Reading, English Writing, Mathematics and Science will be published at a national and local authority level but not at a school level.

Key Stage Two

At the end of **KS2**, formal externally-marked tests, for Mathematics, English Reading, and an English Grammar, Punctuation and Spelling test, will be taken on dates specified by the examination board.

Teacher assessment judgements are made in English Reading, English Writing, Mathematics and Science. Judgements made by the school in English Writing, however, are chosen approximately every three years to be externally moderated by the Local Authority.

If a pupil is absent, they will be allowed to take the formal tests up to five school days after the specified date.

Science sample tests are conducted biennially. A national sample of approximately 9,500 pupils are randomly selected to sit a science test, based on 5 pupils from 1,900 schools; meaning that there is a possibility that pupils from **SESAT** may be required to sit a science test in addition to their other statutory tests. Results are reported as national data only and individual results are not returned to schools or pupils.

11. Target Setting

Pupils joining the school in Reception complete 'Baseline' diagnostic assessments at the beginning of the Autumn term. These will inform the teacher when setting learning goals for any given pupil.

Through formative and summative assessment, pupil's performance is assessed and tracked at SESAT using Target Tracker. These judgements are used by the Deputy Headteacher at the beginning of the Autumn term to set annual targets in Reading, Writing and Maths for all pupils individually.

Pupils on the SEN register will be set individual targets through Personal Learning Plans (PLPs)/Learning Passports (LPs). These may involve accessing National Curriculum objectives from year groups lower than the pupil's age.

All targets set for pupils will be shared with pupils on a regular basis during lessons, as well as with parents through Parents' Evening meetings, meetings arranged with the SENCo and through annual School Reports.

12. Tracking and Reviewing Progress

Formative and summative assessment milestones are recorded electronically using Target Tracker. This is recorded in the form of making a judgement on whether a given skills statement is 'working towards', 'achieved' or 'mastered'. Using this information, the class teacher will then make a professional judgment on whether the pupil's progress has moved forward or not. These judgements are made by the teacher on a regularly basis alongside colleagues during PPA (Planning, Preparation and Assessment) sessions.

The class teacher then uses this information to review attainment and progress and put interventions into place where necessary. This is monitored by SLT through Pupil Progress Meetings. The school's data as a whole is collated, analysed and reviewed by the Deputy Headteacher on a half termly basis. This information is used to inform Pupil Progress meetings and therefore impact pupil performance.

Pupil Progress meetings for each class are scheduled to be completed half termly. The purpose of these meetings is to:

- Review the impact of any prior actions set
- Review the attainment and progress of all pupils
- Identify and monitor cohorts of pupils that are underperforming
- Pinpoint barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, Pupil Premium, EAL and SEND factors
- Select intervention strategies to implement as a team to tackle barriers to learning
- Create short term actions to combat any barriers to learning, to close gaps and bring underachieving pupils in line with others

National Curriculum objectives are only recorded as achieved when a pupil has:

- Learned the skill/concept
- Practised the skill
- Applied the skill

Through planning, pupils are encouraged and given the time to review and reflect on their progress regularly through the week. This is completed through informal learning conversations alongside teaching staff as well as peers.

Progress and attainment of pupils, and actions put in place to further improve performance, is shared with trustees on a termly basis.

13. Marking and Feedback

Marking of pupils' work will follow the **Marking and Feedback Policy**. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved. Marking and feedback will directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.

Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

For more detail on marking and feedback strategies, please refer to the **Marking and Feedback Policy**.

14. Records and Record Keeping

At the EYFS, each child's developments and achievements are recorded in EYFS Learning Journals, which records teachers' ongoing observations and assessments.

Summative assessment records, such as KS1 and KS2 examination results, are kept electronically and held for six years after the year of the examination.

Examples of formative assessment records, such as pupil work, are held for one year.

15. Standardisation and Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues during PPA sessions
- Moderation of work within Phase meetings
- Moderation of work within Year groups across the two academy schools
- Partnership with colleagues from other schools within the local area
- Attendance at Local Authority sessions to ensure judgements are in line with other schools/academies, including subject leader update meetings
- Portfolios of moderated work are kept securely in a locked cupboard/cabinet within each phase

16. Reporting

Records promote and ensure the following:

- Positive home/school relationships
- Information for parents/carers
- Opportunities for discussion with parents/carers
- In some cases, information for partnership agencies
- Targets for pupils

A written report for each pupil is sent to parents/carers annually during the Summer Term.

Reports outline pupils' progress in the core and foundation subjects of the national curriculum.

Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for English and Maths are also set. Additionally, a progress report is sent

out at the end of the Autumn and Spring terms. This gives parents and carers a brief insight into how their child is achieving in conjunction with their age related expectations. The report also informs them whether their child is on target to make the expected progress by the end of the year.

For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of national curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

Parents are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Headteacher at other times through individually organised and agreed meetings.

Class teachers, SLT or the SENCo may invite some parents for an interview to discuss their child's progress, if required.

Progress is reported to the Governors and Trustees by SLT on a termly basis through Data governor meetings, a termly Headteacher's Report, as well as termly Curriculum, Strategic, individual Whole School Governor and Trustees meetings.

17. Relevant Policies

This policy also links to the:

- **Home Learning Policy**
- **Behaviour Policy**
- **Marking and Feedback Policy.**