



Assessment policy

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| Audience: | Parents School staff (in particular teachers and leaders) Local Governing Bodies |
| Reviewed: | REAch2 central team – February 2021 |
| Other related policies: | Teaching and Learning, Curriculum, Core Subjects, Special Educational Needs, Marking and feedback |
| Policy owner: | Gill Ellyard, Director of Education |
| Review: | In 3 years or more frequently if national policy requirements change or if our continuous review (see last section) finds that significant changes are needed |
| Version number: | V2 |

REAch2 Assessment Policy



At REAch2, our actions and our intentions as school leaders are guided by our Touchstones:

- Integrity** We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour
- Responsibility** We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements
- Inclusion** We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style
- Enjoyment** Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved
- Inspiration** Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full
- Learning** Children and adults will flourish in their learning and through learning discover a future that is worth pursuing
- Leadership** REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the possible in people as well as the actual

Contents

| | Page |
|--|----------|
| POLICY OVERVIEW | 3 |
| Intended impact | 3 |
| Roles and responsibilities | 4 |
| How this links to national guidance and requirements | 4 |
| Key definitions | 4 |
| POLICY PRINCIPLES IN DETAIL | 5 |
| Forms of assessment and their purpose | 5 |
| Assessment in Early Years Foundation Stage | 6 |
| Assessment in Phonics | 7 |
| Assessment in Key Stages 1 and 2 | 7 |
| Multiplication Tables Checks | 8 |
| IMPLEMENTATION | 8 |
| Tools and guidance | 8 |
| Tracking and reporting | 9 |
| Review and continuous improvement | 10 |

POLICY OVERVIEW

Intended impact

At REAch2 Academy Trust we believe that to facilitate teaching and learning, a comprehensive assessment strategy is essential.

Using the principles and processes of assessment, we aim to:

- recognise the achievements of pupils and identify any areas of development
- inform pupils of their progress and next steps
- guide planning, teaching, additional support, curriculum development and resources
- inform parents and the wider community of pupil achievement
- provide the Headteacher, governors and Deputy Director of Education with information that allows them to make judgements about the effectiveness of the school
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements.

Roles and responsibilities

The Trust Board/Education Committee:

- Will receive termly data for all schools and be made aware of areas requiring improvement
- Will hold the Deputy CEO and Directors of Education responsible for standards across the Trust.
- Will ensure that this policy does not discriminate against pupils, in accordance with the Trust's Equal Opportunities policy.

The Director of Education:

- Report to Trustees on the standards achieved by all schools
- Monitor and evaluate data to look for whole Trust trends and act on the findings.

The Cluster Board:

- Will receive termly data for all schools and be made aware of areas requiring improvement
- Will hold the Deputy Director of Education responsible for standards across the Cluster.

The Deputy Director of Education:

- Will hold the Headteacher accountable for standards within their school.
- Will monitor the performance of children within the cluster and challenge and support schools where required.
- Will organise and support moderation across the cluster.

The Local Governing Body:

- Will support and challenge the school leadership by scrutinising in-year achievement data including for different year groups and groups of pupils, and by triangulating this data with other evidence e.g. through book looks

The Headteacher:

- Will support and challenge teaching staff in their assessment practices and judgements, including through regular training and school, cluster and national moderation

- Will ensure that all assessment processes, procedures and requirements are adhered to at Trust and National level.

Teachers:

- REAch2 teachers will actively engage with training, support and moderation for assessment in order to be assessing pupils' achievements accurately and with confidence
- Will ensure that all assessment processes, procedures and requirements are adhered to at Trust and National level.

The Pupils:

- Will do their best and focus on their learning, not our assessment of it

The Parents:

- Parents/carers will support their child's learning and engage with their class teacher on their child's achievements so far and next steps to progress further

How this links to national guidance & requirements

A national system of assessment is no longer available, instead schools have the freedom to make professional judgments on how children are learning and developing the, skills, concepts and acquiring the knowledge within the more challenging National Curriculum introduced in 2014.

The curriculum requires that children are able to independently access the skills taught in year groups across a wide range of contexts. They are revisiting and deepening their understanding of what they have learnt, improving their ability to apply learning in as many different ways as possible. All children will have the opportunity to master the full breadth of the curriculum for their year group and should not be pushed to their next stage of learning too early.

However, we expect all schools to use the REAch2 assessment system to ensure that we have a consistent system across the Trust enabling data to be accurately used.

Key definitions

'Attainment' is what a pupil or pupils is/are achieving at a particular point in time.

'Progress' is the improvement a pupil or pupils has/have demonstrated over a given period.

'Formative assessment' is where the assessment of a pupil or pupils' attainment and/or progress directly shapes and impacts on the teaching, learning and support provided – an on-going cycle of adapting practice to take account of what has worked/been achieved so far. Examples of formative assessment activities are given on the next page.

'Summative assessment' is the overall assessments of a pupil or pupils' attainment and/or progress typically at the end of a project, topic, term or year. Examples for summative assessments are given on the next page.

POLICY PRINCIPLES IN DETAIL

Forms of assessment and their purpose

REAch2 schools use three broad forms of assessment, each with its own purpose.

1. Day-to-day in-school **formative assessment**, for example:

- Question and answer during class
- Quality next step marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Peer review, marking & feedback
- Ascertaining how much pupils know and remember about the taught wider curriculum

Day to day in-school/remote learning formative assessment has different purposes for different stakeholders:

- **For pupils:** helps them to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.
- **For parents:** provides them with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve.
- **For teachers:** is an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
- **For school leaders:** formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

2. In-school **summative assessment**, for example:

- End of year assessments
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities
- Spelling tests

In-school summative assessment has different purposes for different stakeholders:

- **For pupils:** provides them with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.
- **For parents:** can be reported to them to explain the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year.
- **For teachers:** enables them to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. Both these purposes help teachers to plan for subsequent teaching and learning.

- **For school leaders:** enables them to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

3. Nationally **standardised summative assessment**, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1
- Phonics Screening Test in Year 1 & Year 2
- Multiplication tables Checks in Year 4

Nationally **standardised summative assessment** has different purposes for different stakeholders:

- **For pupils and parents:** to provide information on how pupils are performing in comparison to pupils nationally.
- **For parents:** to provide them with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.
- **For teachers:** to help them understand national expectations and assess their own performance in the broader national context.
- **For school leaders and school governors:** to enable them to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

Assessment in Early Years Foundation Stage (EYFS)

On entry to school (whether Nursery or Reception), children are assessed in order to ascertain how they compare to age related expectations, in line with the stages of development outlined within Early Years Foundation Stage. This runs alongside the teachers' daily informal observations to build up a complete picture of each child on entry. The assessments are used to inform planning, set targets and aid early identification of special needs.

Over the course of the year, all staff in the EYFS contribute to the ongoing assessment process, using a variety of formal and informal methods. The children are observed working independently on child-initiated tasks as well as teacher led focus tasks with a specific learning objective, both indoors and outdoors. Evidence is gathered in a wide range of ways such as children's direct quotes and observation notes, annotated photographs, videos, children's work in their Literacy or Numeracy book, phonics assessments, and daily reading records and recorded in an electronic or paper learning journal which captures each child's learning and progress.

During the year, teachers use the assessment data as a valuable source of information about levels of development across the year group. The EYFS phase leader monitors the picture for individual pupils and classes with particular attention to certain groups such as summer born children and disadvantaged children and boys/girls, with the aim to close the gap in attainment (where it exists) for these groups of learners. This information helps staff to plan activities which will help all children to move forward in their learning and development.

At the end of the year, the EYFS Profile (EYFSP) is completed and the judgements are reported to parents, the Trust and the Local Authority. This profile is based on the cumulative ongoing observations and assessments in the following areas:

- The Prime Areas of Learning: Communication and Language, Physical Development and Personal, Social and Emotional Development, and,

- The Specific Areas of Learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.
- Characteristics of Effective Learning: Playing and Exploring, Active Learning and Creating and Thinking Critically. Each child's developments and achievements are recorded in the EYFSP.

There are 17 Early Learning Goal (ELG) descriptors, together with a short narrative describing the child's three Characteristics of Effective Learning. For each ELG, a judgement is made as to whether a child is meeting the level of development expected at the end of Reception year.

To ensure that all judgements are accurate, valid and consistent, the judgements are moderated internally within the school, with other REACh2 schools and also as part of Local Authority moderation either as a local cluster or individual school.

Phonics Assessments

Schools are expected to closely track children's phonics skills to ensure that phonics groups are fluid, enabling children to move from one group to another, matched to the development of their phonics skills. O Track have provided a half termly phonics tracking page should leaders wish to use this.

To ensure that there is consistency in the terminology we are using to assess phonics, we will be using the following terminology (in-line with national language):

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| Working At | Child has met (end of year judgement) or is on track to meet (mid-year judgement) the required standard in phonics whether this be at the end of Year R, Year 1 or Year 2. |
| Working Towards | Child has not met (end of year judgement) or is not on track to meet (mid-year judgement) the required standard in phonics whether this be at the end of Year R, Year 1 or Year 2. |

Assessment in Key Stages 1 and 2

All judgements made will be made 'in the present' linked to the Key Performance Indicators (Programmes of Study) that they have covered so far. Therefore, this system is both actual and predictive and should use the principles of 'best-fit', hence the working 'within' terminology during the year. Whether a judgement is made during the year or at the end of an academic year, the same terminology and shortened forms will be used to record attainment.

We have aligned our language and terminology with the national language so much of this will be familiar. We have 'finer tuned' the judgements for children working below their chronological year group, within the same key stage by preceding the WTS with a year group which indicates the year group key performance indicators that the child is working on.

For those children leaving reception year without achieving GLD, we have introduced a OWTS to be used for the Autumn term only, to allow time for a child to achieve GLD by Christmas. If the child achieves the expected standard at this point, they may move to WTS (meaning they are working within the year 1 curriculum) If this is not possible, then the child will move to Pre Key Stage Standards 1-4 (PK1-4) when assessed at the end of the term.

Pre-Key Stage standards are for pupils who are working below the overall **standard** of national curriculum assessments, but who are engaged in subject-specific study. **Pre-Key Stage standards 1-4 relate to KS1 (and can be used by year 1 from the end of the Autumn term) with Pre-Key Stage standards 5 and 6 relating to KS2.**

Teachers are able to record individual children's assessments using Pre-Key Stage Standards and the Engagement Model on O Track, which will support the tracking and data analysis of those children with Special Educational Needs. However, those children working within the Engagement Model, will only be assessed within this general heading. Leaders will need to ensure that individualised programmes are provided and tracked for children working at this level.

To summarise, the terminology in use is:

- Working at or within Greater Depth
- Working at or within the Expected Standard
- Working Towards the Expected Standard
- Working below their chronological year group, within the same Key Stage but on a previous year's key performance indicators.
- Working on Pre-key stage standards
- Working on the Engagement Model

Year 4 Multiplication Tables Checks (MTC)

The MTC is focused on the fluent recall of multiplication facts. This is included in the national curriculum (2014) statutory programme of study for mathematics at key stage 1 and key stage 2. This covers up to the twelve times tables.

The MTC is to be delivered as an online, on-screen digital assessment and should take pupils less than 5 minutes to complete. It will be automatically scored, and results will be available to schools once the assessment window closes.

Within O Track's formative tracker, there is a facility to track children's knowledge of times tables and make an assessment on how securely they know them.

IMPLEMENTATION IN PRACTICE

Tools and guidance:

Senior Leaders and subject leaders will be provided with an 'Assessment Programme and Guidance' document in Summer 2 each year. This document will provide the following guidance and support for the following areas:

- Early Years Foundation Stage
- Phonics – Early Years onwards
- Year 4 Multiplication Tables Checks
- REAch2's Assessment System
- The use of test materials
- REAch2's curriculum tracking system
- Assessment Expectations in Year Groups
- Key Performance Indicators for core and foundation subjects
- Assessment and Data training dates for the following academic year

- National guidance documents available at the date of production.

This data will be amended as the year progresses e.g. should there be school closures. There is also a help line where queries can be sent which are responded to by Education Team members:

assessment@reach2.org

Tracking and reporting

All schools in REAch2 are expected to use the O Track system for tracking children's attainment and progress and for setting annual targets. This enables standardised, comparable data across the Trust. Judgements are made each term on children's attainment and progress as per the REAch2 assessment programme. The O Track system provides a range of reports to aid data analysis and enables us to access and analyse the data at school, cluster and Trust level, including by our non-executives at each of those levels who provide scrutiny and challenge.

It is expected that all schools will use the data reports produced by O Track to fully analyse the school's data and share the outcomes with a range of audiences.

The assessment expectations and dates are shared annually with schools.

Remote Learning

Schools are encouraged to continue using some of assessment techniques mentioned within this policy even when children are learning remotely. This is to ensure that children's work is appropriately targeted to meet their individual needs. Following any prolonged closure of a school, leaders should establish a baseline for all pupils within the first few weeks of a school re-opening to ensure learning is appropriately targeted and gaps in learning can be filled.

Review and continuous improvement

The education team will review the assessment system on a regular basis, along with the data management programme to ensure that any required developments are made in an appropriate and timely manner. School leaders will be provided with an opportunity annually to feedback any issues or ideas for further development each Spring term, enabling time for adjustments to be made to the following year's procedures.