



# Assessment Policy

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<b>Last review date</b>	April 2020
<b>Next Review date</b>	April 2023
<b>Review Cycle</b>	3 Years
<b>Statutory Policy</b>	No
<b>Publication</b>	

## Assessment Policy

### Introduction

Here at The Small Schools Multi Academy Trust we believe that effective assessment provides the key information needed to improve teaching and therefore improve learning. Our assessment takes many forms based around regular feedback for the children on their learning so that they understand what it is that they need to do better in order to progress. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. We are continually developing our practice in light of government initiatives and requirements as well as seeking out the most efficient and effective assessment structure for our schools.

For assessment, due to direction from the Department of Education (DfE) (see below) we have moved to a system which removes the old assessment grades (e.g. 2a, 2b, 2c) that have been with us for many years.

*"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced.*

*We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools."*

*DfE June 2013*

Our new assessment system is directly linked to year group National Curriculum objectives and expectations. We have seen this as an exciting opportunity to review our assessment and reporting systems in order to create a more holistic approach that makes sense to pupils, parents and staff.

We are now assessing children against the new curriculum framework and we have a robust assessment system, based on **Building Blocks**, which tracks and monitors pupil progress across the Trust in all areas of the curriculum.

### Building Blocks

Children work through a 'building block' of objectives/targets linked to their ability. Staff monitor their progress through these blocks by continually assessing when children have achieved their targets. These judgements are highlighted and used each half term to make a judgement based on the following;

Year Group	Below Emerging	Below Developing	Below Secure	Achieving Emerging	Achieving Developing	Achieving Secure
Percentage of building block achieved	-40%	40-80%	80% +	-40%	40-80%	80% +

The children continue to work through these targets and progress up through the building blocks. When a child completes a building block they progress to the next block. This allows continual progression and challenge for our children.

### Aims and objectives

The aims and objectives of assessment in our Trust are:

1. to enable our children to demonstrate what they know, understand and can do in their work;
2. to help our children understand what they need to do next to improve their work;
3. to allow teachers to plan work that accurately reflects the needs of each child;
4. to provide regular information for parents that enables them to support their child's learning;
5. to provide the Headteacher and Directors with information that allows them to make judgments about the effectiveness of schools within the Trust.

### Planning for assessment

We use our Trust's detailed curriculum plans to guide our teaching. These curriculum plans ensure appropriate National Curriculum coverage which we can then directly link to our Building Blocks assessment.

### Formative Assessment

We plan our lessons with clear learning objectives (WALTs) and success criteria (WILFs). We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriately challenging for each child (see Teaching and Learning policy). Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class. The children are made aware of their progress/targets through verbal and written feedback (see Marking policy).

### Summative Assessment

We recognise various methods of assessing a child's learning.

1. On our planning sheets we record pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. We use our annotated lesson plans as a record of progress measured against learning objectives.

2. Using our Building Blocks we record the progress of each child against their year group expectations. This enables teachers to make a judgement about the progress of each child in relation to the National Curriculum level of attainment. This progress is measured in terms of points with children expected to make the following progress;

Below expected progress	Expected progress	Above expected progress
0-5 points	6 points	7+ points

This allows us to monitor the progress and attainment of every child. These judgements are made every half term for the core subjects and termly for all foundation subjects. Each teacher passes this information on to the next teacher at the end of every year. Children progress through our points based system from 1-45 during their primary education with us.

3. Teacher assessment judgements are validated in mathematics, grammar and reading through termly tests which provide children with a standardised score and judgement of attainment. Alongside the teacher assessment these tests allow staff, senior leaders and Directors to see both attainment and progress. At present we use the test-suite designed by Hodder Education (PIRA/PUMA).

Working Towards Expected standard	Working at Expected progress	Working at Greater Depth
-100 Standardised score	100-115 Standardised score	115+ Standardised score

### Target setting

We set targets in Mathematics and English for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child continually and set revised targets accordingly.

## **Reporting to parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work. ;

Each term we offer parents the opportunity to meet their child's teacher. We offer a formal and informal parents meeting in the Autumn and Spring Term. At the second formal meeting of the year we evaluate the children's progress as measured against the targets.

During the Summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education.

In reports for pupils in Year 2 we give an End of Key Stage 1 final Teacher Assessment Level and for Year 6 we report the levels achieved in the national tests alongside teacher assessment. Year 1 children are also assessed on their phonics knowledge through the Phonics Screening Check. In the foundation stage we provide details of attainment in relation to the foundation stage profile. In Years 3 to 5 we report on the attainment of the children based on teacher assessment.

We offer parents of pupils in The Foundation Stage the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

## **Consistency**

All our teachers discuss their teacher assessments throughout the year within their phases as well as within their individual schools. Judgements are validated through rigorous moderation within the academy. By doing this we ensure that we make consistent judgements about standards in the Trust.

## **Monitoring and review**

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom. Data is also analysed each half term and reported to the Chief Executive Officer and Directors.

## **Directors**

Our Chief Executive Officer and Headteachers report to the Governing Body each term on individual schools, curriculum developments and assessment.