

# SET Primary Assessment Guidance

## Introduction

Learning involves a lasting change in pupils' capabilities or understanding (DfE 2019). Assessment is a vital part of the learning process and can be used in various forms to enable all pupils to achieve the very best outcomes throughout their time in Shaw Education Trust schools.

Assessment is broadly split into two main groups: formative and summative assessment. Formative assessments are used on a regular basis to identify gaps in pupils' development, knowledge and skills. The process informs staff who can then facilitate appropriate learning processes, allowing opportunities for a pupils to continue to develop knowledge and skills. It is important to recognise the fundamental role formative assessment also plays on pupil's ability to learn and retain new knowledge and skills over time. Summative assessments are used to assess a pupil's ability to retain knowledge and skills over a prolonged period, however only sample a smaller section of the curriculum being taught. Summative assessment outcomes can be useful to help teachers and leaders identify gaps in a pupil's knowledge and skills, identify longer term trends in pupil performance and critically consider the impact of the intended curriculum. This information should be used by teachers and school leaders to intervene when performance is not at a sufficient level to prevent under-performance continuing over a prolonged period.

## Core Principles of Assessment

- ❖ Assessments must be fit for purpose, providing reliable and valid information about how well pupils are developing and learning the intended curriculum; can pupils transfer key knowledge to long-term memory and apply it fluently?
- ❖ For pupils with EHC plans target setting should follow a pupil centred approach.
- ❖ There should be a close links between assessment, curriculum and teaching:
  - outcomes of assessment should be used to check pupils' understanding of what the curriculum intent says they should know, do and understand and be used to inform future teaching in a responsive way (OFSTED);
  - outcome information should be used to evaluate the effectiveness of the curriculum and pedagogy and inform future provision.
- ❖ Assessments should relate to the curriculum journey, be appropriately interleaved to strategically challenge pupils to recall and strengthen learning and understanding.
- ❖ Assessment information should be used to plan for, identify and address misunderstandings and to support pupils with gaps in their knowledge so that appropriate and timely interventions can be made.
- ❖ Feedback should be high quality and meaningful, focussed on moving learning forward and be carefully planned to ensure that all pupils act on the feedback offered (EEF).
- ❖ Different forms of assessment and feedback may be required for individual needs, different learning pathways and subjects or different types of knowledge and skills.
- ❖ Assessment must not be too onerous for teachers, tools such as digital platforms should be used where applicable to support efficiency with assessment procedures.

## **Assessment calendar**

**Summary for assessment positioning across the academic year:**

### **Summary timetable**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Baseline						
Live progress						
Assessment						
Attitude to Learning (ATL) Grade set 1-4						

### **1. Baseline data**

All schools are responsible for ensuring the following baseline data is in place for every pupil:

- Individual baseline data (taken from review of actuals from the previous year) in all areas of learning/subjects within 6 weeks of admission or no later than 4 weeks after the start of the Autumn Term.
- Reading ages
- ELG, Phonics, KS1 and MTC outcomes as appropriate
- Individual targets set from EHCP Targets within 6 weeks from admission and at each Annual Review of EHCP. To include Personal Development and Behaviour Targets as appropriate.

### **2. Target setting**

There is a shared vision across SET school to deliver an ambitious curriculum to all pupils. Teaching to the top and ensuring the curriculum is accessible to all means that there is no expectation for schools to limit potential having a ceiling target for pupils. Targets should be utilised to develop contextual understanding about a pupil or pupil group and for school analysis only.

Primary Schools will set a flight path for their pupils using prior knowledge and formative assessment; taking into account any individual or special educational needs. A range of indicators should be used as appropriate including, but not exclusively; EYFS Profile, phonics outcome, KS1 attainment, MTC and the National Curriculum (as appropriate for age and learning needs).

#### **2.1 Standardised targets**

Subject targets will be created in line with national curriculum milestones, linked to individual EYFS outcomes, any individual flightpaths, and the school's assessment scheme(s). These targets will be recorded in Arbor and locked.

#### **Statutory Assessments** (Age as appropriate)

EYFS Profile  
Phonics Screening Test  
MTC  
Annual Review of EHCP

#### **Non Statutory Assessments**

End of Key Stage 1 Teacher Assessment

[Primary school accountability in 2024: technical guide \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

## **2.2 Aspirational school-based target:**

Schools will be able to set targets using their unique aspirational target methodology. This will be recorded in Arbor in the Aspirational Target field and will remain open to schools for amendments.

## **3. Live progress tracking**

There is a shared ethos across SET schools for the importance of high-quality formative assessment approaches leading to adaptive and responsive teaching that support students with learning in real time (*Annex 1*). SET schools employ their own mechanisms for this process, many of which utilise digital tools (*Annex 2*). Live progress tracking in Arbor will enable schools to maintain the live status of pupil progress, drawing from the formative mechanisms that support a teacher's judgment of how well a student is progressing. Tracking of Live data will commence in week 6; the 'on-track' column for each pupil in each subject will be pre-populated with 'On'. Schools will only update the live status if there are concerns with a pupil's progress so early intervention can be put in place or if a student exceeds expectations, so the student continues to receive appropriate challenge. Live tracking will remain fluid across the year with 'snap shots' of data taken each half-term. Data should be used to inform strategic actions and to support the rigor of quality assurance (*Annex 2*). Headteachers are to work with their QAL to ensure processes for live tracking are robust, fit for purpose and do not impinge on staff workload.

**Grade set for live progress tracking: Above, On, Below track**

## **4. Summative assessments**

Schools are expected to formally assess how well pupils are meeting their targets and retaining knowledge and skills from the taught curriculum at three assessment points across the academic year. Deadlines for assessment data captures are calendared for the academic year and can be found in the Primary Assessment Overview (Schedule), along with a definition of terms (*Annex 3*). For the agreed standardised assessment captures, MAT level mark books will be rolled out to schools through the Arbor MAT MIS portal. This will support schools with workload and will ensure there is consistency and robustness of data across the Trust.

### **4.2 Summative assessment for foundation curricula**

For foundation subjects, it will be an individual school's responsibility to create a summative assessment that is fit for purpose. Summative assessments should include questions that assess knowledge from the current term, along with interleaved assessment of knowledge from the start of the course.

## **5. Attitudes to learning (ATL)**

ATL's are recorded at the school level using a range of values between 1-4. Schools have developed and implemented their own specific criteria; however, all schools share the notion of 1 indicating exemplary attitudes at the top of the scale with 4 at the bottom of the scale, identifying serious concerns that require high-level intervention.

## **6. Examinations, Standardisation and Moderation**

### **6.1 Summative examination conditions**

Wherever possible, pupils should sit their summative exams in conditions in line with JCQ regulations [Exams Office - JCQ Joint Council for Qualifications](#). Practice tests should be executed as close as possible to end of key stage assessments. This is to allow pupils to acclimatise in preparation for external exams and will limit any threats to exam validity.

### **6.2 Marking Standardisation**

Before teaching staff begin to mark exam papers, a process of standardisation should take place. For aligned curricula, SET Subject Directors will create and distribute standardisation materials; it is the responsibility of the subject leader to ensure all staff undertaking marking has completed this standardisation process. For non-aligned curricula, it is the responsibility of the school leaders to ensure standardisation is in place.

## 6.2 Marking Moderation

Once pupils have sat the summative assessment and papers are marked, a process of moderation should take place. This will include a sample of scripts that cover a range of marks being re-marked by a colleague (from a different school in SET, where possible). Any significant differences in marking will lead to further enquires being made by subject leads within schools or SET Subject Directors, where appropriate. For aligned curricula subjects, this will be organised in regional clusters by SET Subject Directors.

## 7. Reporting to Parents

### 7.1 Statutory requirements

As set on the .gov website, there are minimum expectations that schools must follow when reporting a pupil's school performance to parents. Please see [School reports on pupil performance: guide for headteachers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers) for more detail.

### 8.2 SET requirements

**Schools should ensure that reports home to parents include a minimum of:**

- General progress
- Brief particulars of achievement, highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at the school
- Attendance records
- The results of any national curriculum assessment taken by the pupil (e.g. EYFS, Phonics, MTC, KS2 Sats results)
- The outcomes of any teacher assessments the pupil has undertaken
- ATLs

It is the discretion of the school to decide if other data should be communicated with parents. For example, schools may choose to adopt other comparative data when reporting to parents:

- Comparison to the class average %
- Comparison to the cohort average %
- Comparisons to pupils with similar starting point

Schools are encouraged to carry out their own analysis and reporting as they see fit in their local contexts

**Pupils with SEND:** Parents will be invited to the Annual Review of the pupil's EHCP and receive the paperwork within statutory timelines

Parents will receive at least one summative report of their child's progress in addition to the Annual Review

## **Bibliography:**

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