



# Assessment Policy

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## Elliot Foundation Academies Trust Values



### 1. Put children first

- a. We trust and value your professionalism
- b. We share the responsibility for the learning and welfare of all of our children
- c. Our purpose is to improve the lives of children

### 2. Be safe

- a. Don't assume that someone else will do it
- b. Look after yourself, your colleagues and all children
- c. We are all responsible for each other's safety and well being
- d. Discuss any concerns with an appropriate member of staff

### 3. Be kind & respect all

- a. People are allowed to be different as are you
- b. Kindness creates the positive environment we all need to flourish
- c. This kindness should extend to ourselves as well as to others

### 4. Be open

- a. If you can see a better way, suggest it
- b. If someone else suggests a better way to you, consider it
- c. We exist to nurture innovators and support those who take informed risks in the interests of children

### 5. Forgive

- a. We all make mistakes
- b. Admit them, learn from them and move on

### 6. Make a difference

- a. Making the world a better place starts with you
- b. Model the behaviour that you would like to see from others



## Related policies and documents

[Quality of Education Statement \(TEFAT\)](#)

[Standards and Testing Agency](#)

[National Curriculum and Assessment: information for schools](#)

Reporting to parents: [School reports on pupil performance: guide for headteachers](#)

Education evaluation framework (TEFAT)

## Definitions

Where the word 'Trust' is used in this document it refers to The Elliot Foundation Academies Trust.

### Formative Assessment

Assessment which is intended only to inform teaching, formative assessment can be formal and/or informal.

Formative assessment is the feedback mechanism of the plan-do-review teaching cycle; enabling educators to assess the current status of an individual's learning, effectively plan next steps and ascertain whether learning has been effective. It allows teaching to change course in light of learning.

### Summative Assessment

Assessment which is used as a proxy for attainment and knowledge, summative assessment is usually formal and standardised.

### Simple Assessments

The Simple Assessment Framework replaces the previously used attainment steps in scholarpack (eg. 1.2, 1.4, 1.6) and aims to simplify how we report and use pupil attainment data on a termly basis. Children can be assessed at 'working below, working towards, at expected, greater depth'.

### Forecasts

Based on teachers' current knowledge of the children, how many children are expected to reach age related expectations by the end of the school year. A forecast may change at any given point during the academic year.

### Targets

An aspirational expression of where we want a particular variable to be, in this instance pupils' attainment.



## 1. Policy statement and objectives

Assessment is the lens through which children's strengths and areas for development are revealed. This enables decision making to be centred around accurately identified priorities in order to improve outcomes for the children.

Assessment is the process by which we seek to understand and articulate to others what we believe children know and can do. As it is a human process of seeking to explain what is going on in another person's mind it is an inferred process and subject to error.

If, however, we want to be the best teachers we must base our teaching on the most accurate model of assessment that we can afford (in terms of money, available time, workload and value for money) - otherwise much of our teaching effort will be wasted.

Only through an accurate understanding of where a learner is on their journey can their most effective next steps be planned.

Within a Trust school, assessment will be actively engaged with by pupils, teachers and leaders for purposes within classrooms, across the school and throughout the Trust. It will value teacher assessment and standardised assessment used formatively to ensure successes are celebrated and next steps are identified.

## 2. Scope and principles

This document outlines the Trust's approach to assessment within its academies and how the information gathered will be used.

As a diverse and growing organisation, it is essential for all stakeholders to have an agreed, common understanding of assessment in order that we can accurately and consistently evaluate where we are against an agreed and transparent set of objectives. Only through a common language and common understanding of this can we reliably seek to improve outcomes for children.

The Trust recognises that assessment is integrated with the curriculum. We need to understand what children have learned (assimilated knowledge, understanding or skill through study, instruction or experience) in order to adapt plans at all levels of the organisation.



Within the Trust, the term assessment will be defined as the effective and efficient gathering of information to inform data (through teacher assessment, low stakes standardised testing, moderation and nationally required testing) for the purpose of formatively identifying next steps for all stakeholders (pupils, teachers, leaders, directors and trustees).

The Trust seeks to use internal formative assessment for this purpose. The use of formative assessment for summative statements is the perversion of the assessment system and a practice the Trust will actively seek to avoid.

### **3. Roles and Responsibilities**

#### **The Trust will:**

- Ensure that the assessment system is robust and that it, and the use of data generated from it, aligns with the vision and values of the Trust
- Provide academies with the tool or tools that best fits the needs for all stakeholders (e.g. the most effective use of MIS, commercial tests such as NTS)
- Support all academies in developing effective practices for assessment activities (including: moderation, preparation for statutory assessments and administration of low-stakes assessments)
- Use data generated from assessments to support improvement at all levels of the Trust

#### **Principals and School leaders will:**

- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum.
- Provide detail that informs an overall judgement of the effectiveness of teaching and learning across the school;
- Provide challenge to teaching staff and encourage professional dialogue between teachers in reaching accurate judgements;
- Use the information from assessments to take a strategic view and plan appropriate support and CPD for staff that may improve outcomes.
- Work with parents so that they have the best understanding of where their children are and what they need to learn next

#### **Teaching staff will:**

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons

- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.



Additionally, to engage with the intent and ethos of this policy: essentially low-stake, high value testing delivered consistently and fairly for the benefit of all stakeholders, particularly pupils.

#### **The SENCo will:**

- Strive for convergence between internal assessment and requirements from external agencies to reduce the tautology in data generated and increase the pace of external processes e.g. applications for EHCPs
- Develop a holistic aspirational system (IEPs) that uses a range of assessment to record progress over time
- Support colleagues in making accurate assessments for pupils working at levels below their year group

## **4. Assessment for Children with SEND**

Specific assessments are required to inform Education and Healthcare Plans which may be written by a range of external professionals. Such assessments will identify learning disabilities and learning difficulties alongside the degree to which a child is affected. These will be outlined in depth in our forthcoming SEND policy, which is to be developed as part of the SEND strategy.

The use of assessment for educational purposes depends on the learning needs of the individual child. Expectations should always be high. For example, a child with SEND may well be able to access a broad, balanced curriculum and achieve in line with their peers and achieve greater depth. A child may have specific interests and talents which means that they may be gifted at one subject in particular, eg. mathematics, but may struggle with writing.

This means that any use of assessment must be undertaken with care and appropriately nuanced. It must be based on the specific and identified needs of the child, not solely the diagnosis.

Adaptations should be made, as required, so that children can access statutory testing so that they are not unnecessarily prejudiced on entry to the next stage of their education.

Some children do have learning needs which mean that they have difficulty in accessing the National Curriculum at age-related expectations. Leaders and teachers need to use rigorous assessment systems to observe precisely what children know and can do so that the curriculum can be tailored according to their needs.

## **5. Statutory Assessment**

### **5.1. Early Years Foundation Stage**

#### Reception Baseline assessment

- This is a short online test taken within the first six weeks of a child's entry to Reception. The results are collated nationally and then used to measure progress by the end of primary school by the DfE.

#### EYFS Profile Assessments (EYFSP)

- These take place in the final term of Reception based on practitioner observation and professional knowledge of the child on a 'best fit' basis.
- Each child's level of development must be assessed against the 17 Early Learning Goal (ELGs). Teachers must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').
- A child reaches a 'Good Level of Development' (GLD) in the EYFSP if they reach expected levels in the Prime Areas, Literacy and Mathematics.

### **5.2. Key Stage 1 (Years 1 and 2)**

#### **Year 1 Phonics Screening Check**

- This is administered in June every year within specific DfE guidance. The outcomes of this check are an essential measure used by Ofsted and for other accountability purposes.
- The check is delivered one to one with every eligible pupil in the cohort, unless the child has no understanding of grapheme-phoneme correspondences. It consists of 40 words that children must decode and read. Twenty of the words are real words, and twenty are pseudo-words.
- Once the checks are completed, the score at which a child has met the expected standard is released nationally. In recent years, this threshold score has been 32, but may vary year to year.
- Pupils who do not attain the expected standard in the check in Year 1 are then required to retake the check in June of the following year, when they are in Year 2.



## Year 2 End of Key Stage 1 Assessments

- These are submitted every year during Summer 2 to the relevant Local Authority
- The assessments are based on teacher judgements in Reading, Writing, mathematics and science. Schools use test materials to inform their judgements
- The tests assess pupils' knowledge and understanding of the KS1 programmes of study in English reading and mathematics tests. The tests make up one piece of evidence for the overall teacher assessed judgement.
- An optional English grammar, punctuation and spelling test is available for schools to administer if they choose.
- All Year 2 teachers should use the national teacher assessment framework to assess pupils who have completed the KS1 programme of study.
- The National pre-key stage standards should be used to assess pupils who are working below the standard of the national curriculum standards or who have not completed the programme of study.
- The Engagement Model should be used if a pupil is working below the standard of national curriculum assessments and is not yet engaged in subject-specific study.

## 5.3. Key Stage 2 (Years 3 to 6)

### Year 4 multiplication tables check

- Pupils in Year 4 take part in the multiplication tables check in a 3-week time frame in June each year. The purpose of the check is to identify whether pupils can fluently recall multiplication tables up to 12. It is an on-screen check consisting of 25 questions that gives pupils 6 seconds to answer each question.
- Pupils should not take part in the check if they are working below the national curriculum expectation for Year 2 in multiplication tables, or cannot access the check, even with access arrangements in place.

### Year 6 End of Key Stage 2 assessments

- These tests are a key accountability measure and used in school performance tables
- Tests in reading, mathematics and punctuation, spelling and grammar are undertaken in May each year.
- These are statutory tests which are administered under strict guidance including guidance around test security.
- Scaled scores are used to report national curriculum test outcomes.
- National guidance should also be followed to identify pupils who should not undertake the tests or who require access arrangements to be in place. All test and assessment outcomes must be reported to parents at the end of the academic year.
- Teachers must also assess pupils in English writing and science.
- The assessment frameworks should be used to make judgements against. If a pupil is working below the overall standard of the national curriculum assessments, the

National pre-key stage standards or Engagement Model should be used to make assessments against.



## 6. Trust Assessment

The Trust requires schools to submit data at 3 points during the school year so that teachers' workload is not unduly affected by an onerous system of formal assessment.

All assessment information is used to inform the evaluation frameworks and highlight strengths and weaknesses in the central risk register so that support can be targeted as needed.

	2023/24
<b>Term 1</b>	CP2 13th-24th November <ul style="list-style-type: none"> <li>End date for data entry into ScholarPack - 1st December</li> </ul> NTS Y2 - 5 have been ordered 2017 Y6 SATs tests (if possible)
<b>Term 2</b>	CP4 4th-8th March <ul style="list-style-type: none"> <li>End date for data entry into ScholarPack - 13th March</li> </ul> No NTS - schools' own data
<b>Term 3</b>	CP6 17th-28th June <ul style="list-style-type: none"> <li>End date for data entry into ScholarPack - 3rd July</li> </ul> NTS Y1, 3, 4 and 5 Y2 use optional test material Y6 statutory assessments

This schedule is updated each academic year with specific delivery dates.

## 7. Trust Moderation

Moderation is a vital part of the assessment process and schools should moderate both internally and with other schools, by accessing events such as the termly Trust-wide writing moderation sessions.

The Trust runs moderation for EYFS and for writing years 1 to 6. Maths and reading moderation are the next two subjects for development; maths for Autumn 2022 and reading for Spring 2023. Moderation of teacher assessments are currently supported in these two subjects using NTS tests in December and July.



## 8. The role of assessment in Foundation Subjects

- The school's curriculum plan needs to show the knowledge, skills and understanding that children are expected to know, learn and be able to do at the end of each year and by the time they leave school
- The function of any assessments, therefore, must be to check that the identified knowledge and skills have been learned and can be applied to other tasks and contexts
- The use of assessment is based on strong practitioner subject knowledge. Assessment is not a spreadsheet or other such document. It is demonstrated by the feedback and support the children get so that they can be successful in all areas of the curriculum
- Feedback from assessments should then be used to inform curriculum design and classroom planning
- Moderation and exemplification processes are needed both within schools and across the Trust to ensure that any judgements are valid
- Senior leaders use the findings of monitoring and evaluation, including children's voice, discussions with teachers and work scrutiny to evaluate achievement in Foundation Subjects. They do not use any data recorded in online systems as this does not give meaningful information; it simply adds to teacher workload.