POLICY

For

Assessment

September 2020	**September 2022**	**September 2025**
March 2021	**September 2023**	
September 2021	**September 2024**	

Striving for excellence, caring for all

Within a loving and caring Christian environment.

Our Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can." ***John Wesley***

As a RRS (Rights Respecting School – UNICEF) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

- Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.
- Article 29: Every child has the right to be the best they can.

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children, ensuring they are actively engaged in their own learning journey.

Assessment should be incorporated systematically into teaching strategies to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and supports teachers in enhancing their skills and judgements. Our assessment procedures are free from bias, stereotyping, and generalisation in respect of gender, class, race, and disability.

It is important that assessment does not unduly add to teacher workload; the assessments and record-keeping we undertake should provide us with a valuable picture of the whole child, which in turn impacts positively on their future next steps. Our Assessment Points take place no more than three times a year and are closely linked to the Trust's monitoring schedule, work and planning scrutiny, and lesson observation. This careful alignment ensures that all are given the opportunity to thrive, and that teaching practices are continuously refined to support every child's development, allowing all to be the best that they can and flourish.

We use the following as a guideline for collecting data:

- Be streamlined: we eliminate duplication – 'collect once, use many times'.
- Be ruthless: we only collect what is needed to support outcomes for children. The amount of data collected is be proportionate to its usefulness. We always ask why the data is needed.
- Be prepared to stop activity: we do not assume that collection or analysis must continue just because it always has.
- Be aware of workload issues: we consider not just how long it will take but whether that time could be better spent on other tasks.

Fundamental Principles of Assessment

All assessment should:

- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that **every** child can succeed
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil level
- enable parents to be involved in their child's progress

Types of Assessment

Formative:

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have a direct and immediate impact on learning and teaching. Assessment for Learning enables pupils to understand what is involved in the learning process, what progress is being made and informs next steps for learning. Pupils are actively involved in this and time is given to ensure they reflect on their successes and how to improve their work.

(See the Feedback Policy for detailed description of formative assessments)

Summative:

Summative assessments occur at defined periods of the academic year such as pre-determined SATs tests, standardised tests or at the end of a unit of work. Summative assessment assists teachers to be able to make a judgement over the course of the year. Summative assessment is used in conjunction with formative and diagnostic assessment. Through the continuing process of enhancing and refining our curriculum, we also provide opportunities for POP (Proof Of Progress) tasks. These enable us to measure progress within and across Milestones (Y1/2, Y3/4 and Y5/6) for non-core subjects and are an intrinsic part of our spiral-structured curriculum.

The Academy Trust has devised an assessment calendar (see Appendix 3) and formal assessments are used at agreed points in the year to track progress. A combination of assessments will be used to support the monitoring of pupil attainment and progress. Summative assessments are informed by the professional judgement of teachers (teacher assessment) as well as tests.

(See Appendix 1 for detailed description of summative assessments)

Diagnostic:

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data. Frequent checking for understanding also provides a considerable amount of diagnostic material and teachers need to make appropriate use of this. Where necessary, pupils are assessed by a member of the SEN team to identify specific learning needs.

Inclusive Assessment

The principles of assessment set out in this policy apply to all pupils, including those with special educational needs (SEN) and disabilities. Assessment should be inclusive of all abilities. It should be used diagnostically to contribute to the early and accurate identification of children and young people's special educational needs and any requirements for support and intervention. For pupils with recognised SEN and disabilities, assessment should consider long-term wider outcomes. High expectations should apply equally to pupils with SEN and disabilities as to all other pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. Assessment methods may need to be adapted for some pupils with SEN and disabilities.

Assessment in the Foundation Stage

Reception pupils are assessed using the statutory Reception Baseline Assessment (RBA). The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting Reception. The assessment has two components, each consisting of practical tasks using physical resources. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from Reception until the end of Key Stage 2. Results will be used to inform planning, set targets and aid early identification of special needs.

Throughout the year, a fundamental part of our Early Year assessment and tracking is the recording of every child's developments and achievements based on on-going observations and assessments in the three prime and four specific areas. Tapestry is used to record 'WOW' moments. The statutory 'age 2 progress check' is carried out in Abbey Ark. The purpose of the 2 year check is to help identify strengths and any areas where progress is less than expected. It is not a requirement to identify a child as exceeding, emerging or expected for the 2 year check.

Termly pupil progress meetings give an opportunity for teachers to identify any children who are exceeding, or below expectations and then arrange interventions where necessary.

Assessment Language

We value our internal tracking system as it supports teachers to monitor the progress children are making according to a common language across our Trust. This internal data, together with a teacher's in-depth knowledge of individual children and their next steps, provides a starting point for dialogue at Pupil Progress Meetings.

Workings significantly below the age-related expectation	Working towards Age Related Expectations	Working towards Age Related Expectations	Meeting Age Related Expectation	Exceeding Age Related Expectation
Those working on content from a previous year group will be identified separately with the year group standard they are working at clearly marked. This may include PIVATs where appropriate.	**Beginning** Those working on content from their current year group expectations, but have only just started and do not show secure knowledge of any areas yet	**Developing** Those working on some elements of current year group expectations, and are secure in some areas but are not yet secure overall	**Secure C, B, A** Those pupils working securely within current year group expectations	**Exceeding** Those pupils who have exceeded expectations for their year group

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.
Records are kept in many ways. These include:

- Teacher's planning
- Feedback books
- Children's books (see Marking Policy)
- School data transfer sheet
- Visual Maps

Parents/carers and pupils are invited to attend '*Parent, Pupil and Teacher Learning review evenings*' during the Autumn, Spring and Summer terms. Should the need arise; parents/carers are welcome to discuss the progress of their child with the teacher and/or members of the leadership team at other times.

A full annual written report for each pupil is sent to parents/carers at the end of the Summer term. The end of year report outlines a pupil's progress in the core and foundation subjects of the National Curriculum. Attainment of pupils in terms of national age-related expectations and National Standard are included. For children at the end of Key Stages 2, additional information including details of end of Key Stage outcomes are also provided. In Year One parents receive results of the Year One Phonics Screening and in Year Four they will receive the results of the Multiplication Tables Check.

Visual Maps are updated at each Assessment Point (AP) by class teachers. The data on these Visual Maps is used to update the Cohort Overview document. For cohorts 26 and 27, progress is measured from national end of Key Stage One assessments. For all other cohorts, progress will measured nationally from the EYFS Reception baseline.

Groups tracked include Gender, FSM, Looked After Children, Service children, EAL and SEN children.

Feedback to Pupils

Abbey Academies Trust understand the importance of providing meaningful feedback. Done well, it supports pupil progress, builds learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and can be seen in classrooms across all year groups and subjects.

Our approach to feedback is outlined in detail within our Feedback Policy.

Monitoring, Moderation and Evaluation

Assessment, recording and reporting procedures should be monitored regularly in order that they remain meaningful and manageable. Policies and procedures may change in light of any new initiatives. This policy will be reviewed at least in line with the school cycle.

Throughout the Trust, work across the curriculum is moderated in PPA, staff meetings and work scrutinies to ensure consistency in assessment outcomes. We also moderate work from all year groups with other local schools and we seek external support with moderation including Educational Advisors including the Local Authority and Diocese. New strategies are implemented, as appropriate, as a result of moderations, reviews and in response to statutory requirements.

This policy should be read in conjunction with:

- Teaching, Learning and Curriculum Policy
- Staff well-being policy
- Feedback policy
- Monitoring and evaluation policy

Roles and Responsibilities

Board of Trustees/Local Governing Body
• Evaluation of impact • Hold the Executive Headteacher and Head of School to account • Receive summary information of attainment and progress at end of Key Stages and significant groups • Be mindful of staff wellbeing and work life balance
Executive Headteacher, Head of School and Assessment Leaders
• Whole school analysis (including trends over time) • Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc) • Managing the Monitoring/Assessment Calendars • Ensuring that decisions made and agreed are carried out • Prepares whole school data for presentation to the governors • Monitor the performance of teachers and overview of pupils • Analyse cohort/group data and preparing it for presentation to governors • Holding subject leaders/teachers to account for targets set • Hold teachers to account for impact where resources have been allocated • Ensure targets set lead to improved performance/ rise in attainment • Carrying out Appraisal meetings to discuss assessment information using evidence prepared by the teachers
Year Leaders and SENDCo
• Analyse and report on attainment and progress of pupils in their year group and phase for SLT and Assessment Leaders • Evaluate intervention provision • Monitor the performance in their year group • Monitor the performance of vulnerable groups • Highlight areas of strength to celebrate and areas for development • Lead pupil progress meetings with their team through PPA • Moderate and address issues arising from mismatch between data/pupil books/observations etc • Hold teachers to account for performance in their year group and phase.
Teachers
• Operate within the assessment time frame • Meet or exceed the targets set for each pupil • Record and analyse pupil/ group results • Highlight areas to celebrate and to address ready for pupil progress meetings during PPA • Prepare for pupil progress meetings • Plan for timely intervention where needed and report impact • Be aware of the impact of the outcomes of pupils they teach upon the whole school • Ensure Visual Maps and Cohort Overview documents are accurate and up to date • Review intervention provision termly and review with the SENDCo noting progress

Assessment Policy – Appendix 1

Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child can do at a given time.

Strategy	Purpose
Statutory Assessments: Pupils are statutorily assessed at the beginning of Reception (baseline), in Year 1 for Phonics Screening, in Year 4 for the Multiplication Tables check and at the end of Key Stage Two. Pupils in Reception are assessed throughout the year, using the Early Learning Goals.	To provide a summative end of key stage attainment result. It is a national yardstick against which to compare children's performance. These assessments can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Baseline Assessments: Statutory assessments that take place in the first few weeks of Reception.	To establish pupils' abilities at the beginning of YR, so that subsequent progress and achievement can be compared with, and measured against, expected norms. Progress from Reception to end of Year 6 will be measured using this baseline (First cohort 2022). Assessments can also be used formatively, to identify strengths and areas to develop, and support teachers in providing appropriate learning experiences for individual pupils.
Non-Statutory Summative Assessments: A variety of summative assessments (tests) are given to pupils throughout and at the end of an academic year. Progress tests for core subjects. Commercially produced standardised progress tests. (See appendix 2 for calendar of summative assessments used)	To provide an opportunity to keep track of pupils' progress and teachers' expectations and to enable schools to monitor progress through summative means at different points in the year and key stage. Identify provision required for the next academic year. Identify trends and key priorities. To provide information to parents and to the next year's teaching team
End-of-Key-Stage Teacher Assessment: In Year 6 teachers decide a level for each pupil's attainment in the English and Science, using the criteria of the level descriptions to make their professional judgements.	To provide information to parents and next phases of education.

Appendix 2 – Assessment Overview 2025-26

	On Entry – first 2 weeks of the year	Data Collection 1 –End of November	Data Collection 2 –March/April	Data Collection 3 – June/July	Throughout year
AA	Continual gathering of assessment information and sharing through Tapestry 2 year old check when applicable				
YR	Statutory Baseline	Continual gathering of assessment information and Wow moments shared through Tapestry Reading End of each small term RWInc phonics assessment Maths- Early maths skills assessment Writing Letter and number formation tracking			
Y1	September RWInc phonics assessment	Reading - Teacher assessment and phonic assessment Maths – Teacher assessment and early maths skills assessment (where applicable) assessment Writing – Evidence T.A. Whole School Writing			Fluency of core calculation skills assessments Letter and number formation tracking As required: • End of unit Maths progress tests • Bespoke maths curriculum overview updates
		Common exception word reading End of each small term RWInc phonics assessment	Common exception word reading Common exception word writing End of each small term RWInc phonics assessment Jan - phonics screen (2024) March – phonics screen (2025) May – phonics screen (2023) – for child prev. off-track	Common exception word reading Common exception word writing End of each small term RWInc phonics assessment Statutory phonics screen (2026)	
Y2	Phonics Screen (2017)	Reading - Teacher assessment Maths – Teacher assessment GP&S – Teacher assessment Writing – Evidence T.A. Whole School Writing assessment Previous SATs assessment questions used to support judgement through classroom application • Common exception word reading • Common exception word writing			
Y3	TTRS soundcheck as baseline	Reading - NTS Autumn Maths – NTS Autumn TTRS soundcheck GP&S - NTS Autumn Writing – Evidence T.A. Whole School Writing assessment	Reading - NTS Spring Maths – NTS Spring TTRS soundcheck GP&S – NTS Spring Writing – Evidence T.A. Whole School Writing assessment	Reading - NTS Summer Maths –NTS Summer TTRS soundcheck GP&S – NTS Summer Writing – Evidence T.A. Whole School Writing assessment	Letter and number formation tracking As required: • End of unit Maths progress tests • Bespoke maths curriculum overview updates
		NGST and/or NGRT up to 6 children per class (4 for CSW) for children who are finding spelling challenging but beyond a phonic programme. Teacher to draw individual pupil report from ~~Testwise~~.			
Y4	TTRS soundcheck as baseline	Reading - NTS Autumn Maths – NTS Autumn TTRS soundcheck GP&S - NTS Autumn Writing – Evidence T.A. Whole School Writing assessment	Reading - NTS Spring Maths – NTS Spring TTRS soundcheck MTC assessments using MTC official practise site and TTRS soundcheck. GP&S – NTS Spring Writing – Evidence T.A. Whole School Writing assessment	Reading - NTS Summer Maths – NTS Summer TTRS soundcheck MTC assessment June MTC assessments using MTC official practise site and TTRS soundcheck. GP&S – NTS Summer Writing – Evidence T.A. Whole School Writing assessment	
		NGST and/or NGRT up to 6 children per class (4 for CSW) for children who are finding spelling challenging but beyond a phonic programme. Teacher to draw individual pupil report from ~~Testwise~~.			
Y5	TTRS soundcheck as baseline	Reading - NTS Autumn Maths – NTS Autumn TTRS soundcheck GP&S - NTS Autumn Writing – Evidence T.A. Whole School Writing assessment	Reading - NTS Spring Maths – NTS Spring TTRS soundcheck GP&S – NTS assessments Spring Writing – Evidence T.A. Whole School Writing assessment	Reading - NTS Sumer Maths – NTS Summer TTRS soundcheck GP&S – NTS assessments Writing – Evidence T.A. Whole School Writing assessment	
		NGST and/or NGRT up to 6 children per class (4 for CSW) for children who are finding spelling challenging but beyond a phonic programme. Teacher to draw individual pupil report from ~~Testwise~~.			
Y6	2025 SATs papers as a baseline (do not mark with children) Reading Maths GP&S TTRS soundcheck as baseline	Reading 2024 SATs Maths 2024 SATs TTRS soundcheck GP&S 2024 SATs Writing – Evidence T.A. Whole School Writing assessment **Term 3** Reading - 2022 SATs Maths – 2022 SATS GP&S – 2022 SAT Writing – Evidence T.A. Whole School Writing assessment	Reading - 2023 SATs Maths – 2023 SATs TTRS soundcheck GP&S – 2023 SATs Writing – Evidence T.A. Whole School Writing assessment	**Pre-SATs** As required redo 2025 SATs paper **SATs (AP3)** Statutory KS2 Assessments - **USE DATA FOR AP3 GRIDS** - Submission of statutory Teacher Assessment - Spelling and Reading Age test of vulnerable groups TTRS soundcheck	
		NGST and/or NGRT up to 6 children per class (4 for CSW) for children who are finding spelling challenging but beyond a phonic programme. Teacher to draw individual pupil report from ~~Testwise~~.			