

Assessment Policy

Evolve Church Academies Trust



Approved by:	[Name]	Date:	[Date]
Last reviewed on:	[Date]		
Next review due by:	[Date]		

Aims

At all of the schools within the trust, we believe the key aim of assessment is to support pupil achievement and progress.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit. Topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and help them to plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their learning.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Provide information that can be used to evaluate teaching and learning practice.
- Give parents a clear idea of what their child can do and what they need to do to progress, allowing them to work in partnership with the school to support their child's learning.
- Enable all pupils, including pupils with Special Educational Need and Disabilities (SEND), to make good progress.
- Enable all stakeholders to monitor all pupils' progress, including the schools current vulnerable groups, including those that attract Pupil Premium Funding
- Ensure continuity within the school and nationally
- Keep all leaders and trust directors fully informed, allowing them to make judgements about the effectiveness of the school and areas of improvement for individual schools and the trust.

Types of Assessment

There are three main types of assessment; formative (ongoing); summative (end of unit/term) and nationally standardized summative.

Formative Assessment goes to the heart of good quality teaching and learning:

- To develop keen, ambitious children with a thirst for learning by identifying for them where they need to target their efforts to improve.
- To allow teachers to be reflective practitioners, identifying what a child knows and what they need to learn next. It enables teachers to provide appropriate support or extension and evaluation of what is working well in teaching and what may need to be altered and improved.
- Providing parents with rich, constructive information and a broad picture of their child's strengths and areas for improvement.

Summative assessment is a significant contributor to our understanding of children's learning by:

- Giving children an opportunity to understand how well they have retained information and understood their learning in a particular topic.
- Allowing teachers to evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this supports future planning.
- Summarizing a child's learning for their parents, enabling a discussion about future learning and support needed.
- Supporting school and trust leaders in the monitoring of progress and attainment of individuals and groups across the school and trust.

Nationally Standardized Assessment

The annual national tests/ reported assessments are as follows:

- EYFS, end of year teacher assessment of all areas of the learning in foundation stage curriculum
- Phonics tests for year 1 and those in year 2 who did not pass in year 1.
- End of Key stage one tests and teacher assessments
- End of Key stage two tests and teacher assessments

Assessment processes

The different forms of assessment and how judgments are reached are for individual schools to decide and can be found at the end of the document as an appendix.

Reporting

Teachers within schools collect formal, summative assessment data three times per year; November, February/March and June/July.

This data is reported to the Head teacher/Senior Leadership team who analyse as appropriate. Each school will then use this data to inform provision for the following term, providing interventions or altering teaching as appropriate.

Data is reported to the Local Governing body and to the Trust directors in order that standards are audited, scrutinized and targets set for improvement where necessary.

Reporting to parents

Schools within the trust report formally to parents once a year at the end of the Spring Term. This formal report allows parents to understand the achievements of their child, both academic and social, and their targets moving forward.

Language

The trust has agreed shared language for assessment data in order to enable quality auditing and moderation. From Year 1 to Year 6 the pupils will progress through their year group expectation as follows:-

Emerging- learning for the first time, coping but need to revisit

Developing- some revisiting, more confident, beginning to highlight some objectives

Within- working confidently on 75% of the curriculum

Secure- ready to progress to the next year

Exceeding- working at greater depth, confidently applying, leading own learning

For pupils to make expected progress from September to July they will need to progress from like to like (e.g. Year 3 secure to Year 4 secure or Year 1 developing to Year 2 developing). To make above expected progress they will make at least one extra step. Schools should be targeting to achieve accelerated progress for those below ARE.

The age related expectation for pupils is that they reach secure in their year group, ready to progress to the next year's curriculum.

Moderation/ Standardisation

The trust work together, throughout the year, to support teaching staff with the standardisation of judgements and moderation of teacher assessments.

English and Maths subject leaders meet each term to discuss any new/ topical issues and organise priorities for training throughout the school year.

Key stage 1/ Year 2 teachers meet for information meetings relating to statutory assessments in March led by two members of the trust teaching staff, who are area moderators.

Year 2, Year 6 and Foundation Stage teachers meet for internal moderation in June.

Year 1, 3, 4 and 5 teachers meet early July to moderate teacher assessment prior to the completion of end of year data reports.