South East Stafford Academy Trust
Assessment Policy

Date Approved: September 2023	Print Name: Matthew Rowell
Date to be Reviewed: September 2024	Signed: Matthew Rowell

1. Statement of Intent

At SESAT, we believe that in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.
We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the assessment process.
- Ensuring pupils have individual and aspirational targets.
- Regularly monitoring attainment and progress.
- Setting individual pupil targets which are SMART: Specific, Measurable, Achievable, Realistic/relevant, Time bound
- Acknowledging achievement
- Working with other agencies as needed
- Providing equal opportunities for all

As a Rights Respecting School, we will embed the UNICEF Convention for the Rights of the Child through all practice. We ensure that the children understand their right to access education (Article 28). Assessment plays a crucial part in this.

2. The Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Use assessment to guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents/carers and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

3. Rationale

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources and support.

Schemes of assessment also inform whole-school objectives and training. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole-school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels. Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the SEND Code of Practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

4. Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Equality Act 2010
- Education Act 2002
- Data Protection Act 2018
- The UK General Data Protection Regulation (UK GDPR)

This policy has due regard to all relevant guidance documents, including, but not limited to, the following:

- DfE (2022) 'Primary accountability measures – update'
- DfE (2023) 'What academies, free schools and colleges should publish online'
- STA (2023) '2023 Key stage 2 assessment and reporting arrangements (ARA)'
- STA (2023) 'How to keep test materials secure'
- STA (2023) 'How to report maladministration at key stage 2'
- STA (2023) 'Key stage 2: test administration guidance'
- STA (2023) 'Multiplication tables check: administration guidance'
- STA (2023) 'Phonics screening check: administration guidance'

This policy operates in conjunction with the following school policies:

- Staff Equality, Equity, Diversity and Inclusion Policy
- EYFS Policy
- Behaviour Policy
- Data Protection Policy
- Marking and Feedback Policy
- Curriculum Policy

5. Key Roles and Responsibilities

The **Trustees** have overall responsibility for the implementation of the Assessment Policy and procedures.

The **Trustees** have overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The **Headteacher** has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.

The **Headteacher** is responsible for the day-to-day implementation and management of the Assessment Policy and procedures.

The **Deputy Headteacher** is responsible for collecting and interpreting assessment data, and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.

The **SENCO** is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing PLPs and managing statutory assessment.

Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to PLPs.

All staff, including teachers and support staff, are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENCO and Headteacher.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.

Parents/carers are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

6. Key Roles and Responsibilities Regarding Statutory Assessment

The **Headteacher** is responsible for:

- Ensuring that the requirements of the ARA are implemented in the school.
- Ensuring that teachers and other staff comply with the ARA.
- Ensuring that the deadlines in the ARA are met.
- Identifying which pupils will take the phonics check and the KS1 and KS2 tests.
- Considering whether any pupils will need braille versions of the phonics screening check.
- Considering whether any pupils will need modified versions of the phonics screening check and downloading them.
- Ensuring that the phonics screening check is administered once per pupil.
- Ensuring that pupils' responses to the phonics screening check are scored accurately and consistently.
- Ensuring that any pupils who do not meet the 'expected standard' in phonics continue to receive support.
- Following the annual statutory data collection requirements by submitting phonics screening check results to the LA for all eligible pupils, by the LA's deadline.
- Keeping all test materials secure and treating them as confidential.
- Ensuring that test administrators are appropriately trained.
- Ensuring pupils have the correct test materials and equipment.
- Ensuring access arrangements are used correctly.
- Ensuring the English reading and maths tests are administered during May.
- Ensuring that the specific content of test materials is not used to prepare pupils taking the tests in later sittings.
- Ensuring pupils' responses are marked accurately and consistently.
- Notifying the STA of any issues that may have affected the security, confidentiality or integrity of the tests.
- Ensuring that the results for English reading and mathematics are used to inform teacher assessment judgements and submitting data to the LA.
- Completing and submitting the phonics screening check and KS1 and KS2 headteacher's declaration form (HDF) by the specified deadlines.
- Ensuring all staff are fully informed of the KS2 test timetable.
- Explaining to all staff, participating pupils and their parents how the tests will be administered.
- Ensuring sufficient staff are available to administer the tests.
- Understanding what to expect from a monitoring visit.
- Ensuring the tests are administered according to the published guidance, including in relation to access arrangements.
- Submitting aid notifications and notification of pupils identified as having cheated on the Primary Assessment Gateway (PAG), if required, before submitting the HDF.

Test administrators are responsible for:
- Adhering to the provisions outlined in this policy.
- Reading and understanding all the relevant guidance including, but not limited to, those identified in the Legal Framework of this policy
- Reporting any attempts of cheating to the **Headteacher**.
- Reporting any maladministration incidents to the **Headteacher**.
- Understanding what equipment is permitted in each test.
- Understanding what assistance is permitted in each test.
- Ensuring the security and safety of all test materials.

Pupils are responsible for:
- Completing the phonics check, Multiplications Table Check and KS2 tests to the best of their ability.
- Submitting their own work and not cheating on the tests.

- Engaging fully in the assessment process and following assessment rules.

7. Training of Staff

We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.

Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

Teachers and support staff will receive training as part of their development as and when this is needed.

8. Definitions

SESAT accepts the following definitions for the purpose of this policy:

"**Assessment**" is defined as:
- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities which assess final achievement at the end of the year.

Personal Learning Plan (PLP): An individualised plan which shows how a learner will get from their starting point on a learning journey, to the desired end point (given to pupils on SEN register).

Responsive Marking: Where the teacher will assess the pupil's learning regarding the success criteria and set a further task to further impact learning.

9. Formative Assessment

SESAT acknowledges that assessment on a day to day basis will take place in a range of different ways for different subjects; however, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson. Assessment carried out in the class from day to day will always be either linked to the success criteria set out for that particular lesson, or on basic skills that are non-negotiable, and therefore expected for that child's age. Please refer to the **Marking and Feedback Policy** for further and more detailed information.

Types of assessment carried out include (but are not restricted to):
- Oral feedback
- Written feedback
- Self-assessment
- Peer and group assessment
- Reasoning Tasks set away from the learning (Leasowes only)

10. Summative Assessment

Summative assessments are used to assess what a pupil can do at a particular point in their learning journey. Performance in summative assessments will be measured against age-related expectations. Formal summative assessments are used across the school, at the end of learning units or at key points within the year. Summative assessment schemes are used to ensure a consistent approach, as well as to ensure a judgement that has been standardised. This is coordinated by the subject leader in order to ensure that it is completed at the same time across the school. Examples of summative assessments that are used by SESAT are:
- NFER assessments

- White Rose assessments

Any scores gained through summative assessment are strictly used by the teacher to **support**, rather than to lead their judgements of pupil's attainment. Scores will be used alongside evidence gained through formative assessment.

11. Summative Assessment within Key Year Groups

At **SESAT** we aim to produce independent learners; encouraging our pupils to be creative and develop a lifetime love for learning.

To ensure that pupils are ready for their secondary education when they leave **Leasowes and Barnfields**, we will continually monitor the progress of pupils through teacher-led assessments and statutory formal assessments.

Pupils in **Year 2 and 6** will undertake National Curriculum tests, commonly called Statutory Assessment Tests (SATs). The results give an opportunity to compare pupils nationally, which will ensure that schools are helping pupils to learn, understand and make progress in English and Mathematics.

Early Years Foundation Stage (EYFS)

In Reception, an Early Years Foundation Stage Profile (EYFSP) will be completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.

Each child's level of development will be assessed against the Early Learning Goals. The EYFSP will indicate whether a pupil is meeting expected standards of development, if they are at the expected levels, or if they are not yet meeting the expected levels ('emerging').

The Year 1 teachers will be provided with a copy of the EYFSP, along with a short commentary on each pupil's skills and abilities; this copy will help to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.

Parents will also receive the results of the EYFSP, and will be given an opportunity to discuss any concerns with the teacher who completed the profile.

Early years providers will supply a copy of the EYFSP to the Local Authority (LA) on request. LAs are required to return the profile to the relevant Government department.

The EYFSP will reflect:

- Ongoing observations
- All relevant records held by the setting
- Discussions with parents
- Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

Key Stage One

Towards the end of **Year 1**, pupils will complete a phonics screening check. Any pupils who do not meet the required standard will be required to repeat a phonics screening check in Year 2.

At the end of **KS1**, pupils will undergo teacher assessments in Mathematics and Reading which will be informed by externally-set, internally-marked tests. Additionally, there is an option to complete externally-set test in English Grammar, Punctuation and Spelling.

Formal tests will not be strictly timed and are likely to be incorporated into everyday classroom practice, for example, through spelling tests.

The proportion of pupils achieving the expected standard in English Reading, English Writing, Mathematics and Science will be published at a national and local authority level but not at a school level.

Key Stage Two

Towards the end of **Year 4**, all children will complete the Times Tables Check.

At the end of **KS2**, formal externally-marked tests, for Mathematics, English Reading, and an English Grammar, Punctuation and Spelling test, will be taken on dates specified by the examination board.

Teacher assessment judgements are made in English Reading, English Writing, Mathematics and Science. Judgements made by the school in English Writing, however, are chosen approximately every three years to be externally moderated by the Local Authority.

If a pupil is absent, they will be allowed to take the formal tests up to five school days after the specified date.

Science sample tests are conducted biennially. A national sample of approximately 9,500 pupils are randomly selected to sit a science test, based on 5 pupils from 1,900 schools; meaning that there is a possibility that pupils from **SESAT** may be required to sit a science test in addition to their other statutory tests. Results are reported as national data only and individual results are not returned to schools or pupils.

12. Accountability Measures

The headline attainment and progress measures that the school is held to accountable for, and that are included in the national performance tables, are as follows:

- The percentage of pupils achieving the expected standard in English reading, English writing and mathematics at the end of KS2
- Pupils' average scaled score in English reading at the end of KS2 and mathematics at the end of KS2
- The percentage of pupils who achieve at a higher standard in English reading, English writing and mathematics
- Pupils' average progress in English reading, English writing and mathematics

The school will not share individual pupil progress scores with pupils or parents.

There are a number of circumstances where a pupil's results will not be included in the progress measures, but will be included in the attainment measure as 'not meeting' the expected standard. These circumstances include the following:

- Pupils who are working at the standard of the tests, but who have no test data in English reading or mathematics, e.g. due to absence
- For pupils who have moved school between KS1 and KS2, the DfE will retrieve and include data in the progress calculation
- Pupils who have no KS1 data

13. Test Participation

Phonics Screening check

All pupils who will reach the age of 6 before the end of the school year will complete the check, including pupils who join the school just before or during the check window, unless they have no understanding of grapheme-phoneme correspondences.

Pupils who will reach the age of 7 before the end of the school year will be required to complete the check if they:

- Did not take it in Year 1.
- Took the check in Year 1 but did not meet the expected standard.
- Started school in Year 2.

Pupils' common transfer files (CTF) will include information about whether a pupil joining the school in Year 2 met the expected standard in Year 1. If this information is not included, the Headteacher will contact the LA or log in to 'Get information about pupils' via DfE Sign-in to search for the pupil using their unique pupil number.

Where there is any uncertainty about whether a pupil has completed the check in Year 1, they will take the check in Year 2.

If a pupil is absent during the check week, the school will administer the test upon their return, if it falls within the check window. Pupils that are absent during the full check window will be recorded as absent in the results data.

Where the Headteacher decides that a pupil should not take the check, they will explain their reasoning to the pupil's parents, providing documentary evidence where appropriate.

Where pupils are unable to access the check, teachers will be aware of their progress in phonics so that they can plan the next steps in teaching.

If a pupil shows no understanding of grapheme-phoneme correspondences, they will not be required to complete the check.

If a pupil has limited fluency in English, the Headteacher will decide whether they should take the check. Pupils who have recently moved to the UK and do not understand letters and sounds in English will not take the check.

Pupils who are selectively mute will be unable to participate in the check if they do not give verbal responses in school. Selectively mute pupils may be able to demonstrate their knowledge informally at home with a family member who can discuss the outcome with a teacher; however, to avoid a potential security risk, this arrangement will only take place after the check period ends.

The school will submit data for all pupils including those who do not take the check. Only those pupils who do not take the check will be marked as 'D'.

KS2

Pupils who have completed the KS2 programmes of study and are working at the overall standard of the tests will be required to complete the KS2 tests.

The Headteacher will not enter pupils in the tests if:

- They have not completed the relevant KS2 programme of study.
- They are working at the pre-KS2 standards or P scales.
- They are working at the standard of the KS2 tests but are unable to participate, even with suitable access arrangements.

The pre-key stage 2 standards will be used to provide a statutory assessment for pupils engaged in subject-specific study and who are working below the standard of the tests.

Where the Headteacher decides that a pupil should not take the tests, they will:

- Discuss the pupil's circumstances and needs with their parents and teachers.
- Consult, if appropriate, with the SENCO and other relevant individuals to consider access arrangements that may be appropriate for the pupil.

Multiplication Check (MTC)

The Headteacher will:

- Register eligible pupils to take the check.
- Allow pupils to access the 'try it out' area to familiarise themselves with the check format.
- Ensure that access arrangements are provided for any pupils who require them.
- Generate a school password and pupil identification numbers (PINs) on the days the check is administered.
- Ensure the check is administered to all eligible pupils.
- Complete the HDF to confirm the check was administered in line with relevant guidance.
- Record reasons if any pupil will not be taking the check.

Rooms will be prepared for the check, including:

- Removing or covering any displays or teaching materials that could assist pupils.
- Ensuring seating arrangements will allow all pupils to work quietly and independently.
- Ensuring pupils will not be distracted by other pupils or their digital devices.
- Ensuring pupils' digital devices are switched on, charged and in good working order before pupils are admitted to the room.
- Ensuring pupils do not have anything on them which may provide them with an advantage during the check, e.g. pens, paper, calculators, mobile phones or smart watches.
- Ensuring sufficient space is provided to accommodate access arrangements.

The appointed test administrators will ensure that pupils have the appropriate equipment needed to complete the check. The Headteacher will ensure that the test administrators are:

- Familiar with the MTC guidance.
- Familiar with the digital devices being used.
- Known to pupils.

Pupils in Year 4 will be entered into the check, unless the Headteacher decides it would not be appropriate for the pupil to participate. Pupils will not participate in the MTC if:

- They are absent during the entire three-week check period.
- They are unable to participate, even with suitable access arrangements.
- They are considered unable to answer the easiest questions or are working below the national curriculum expectations for Year 2 multiplication tables.
- They appear on the register in error.
- They have left the school before the check period.

The school will ensure that support access arrangements for the MTC will never advantage or disadvantage individual pupils and will be based on usual classroom practice.

In order to accurately test the fluency of pupils' times tables, additional time will not be given to complete the MTC. The font size will be increased and decreased to suit a pupil's needs. A 'next' button between questions will be enabled if the standard three-second pause is insufficient. The on-screen number pad will be removed to suit individual pupils' needs.

An input assistant will be used when a pupil is:

- Unable to enter their own answers.
- Able to input their answers, but is uncomfortable when doing so.
- Very slow at inputting their answers.
- Finding it difficult to input their answers.

Input assistants will enter answers as dictated by the pupil. The MTC will be introduced as consistently as possible, and the process will be explained clearly before the check is administered.

NB All statutory test will be administered using guidelines from 2023-24 documents. The headteacher will ensure that anyone who plays a part in the administration of test is fully aware of, and clear on the guidelines.

14. Target Setting

Pupils joining the school in Reception complete 'baseline' diagnostic assessments at the beginning of the Autumn Term. These will inform the teacher when setting learning goals for any given pupil.

Through formative and summative assessment, pupil's performance is assessed and tracked at SESAT using Target Tracker. These judgements are used by the Deputy Headteacher at the beginning of the Autumn term to set annual targets in Reading, Writing and Maths for all pupils individually.

Pupils on the SEN register will be set individual targets through Personal Learning Plans (PLPs). All targets set for pupils will be shared with pupils on a regular basis during lessons, as well as with parents through Parents' Evening meetings, progress reports, meetings arranged with the SENCo and through annual School Reports.

15. Tracking and Reviewing Progress

Formative and summative assessment milestones are recorded electronically using Target Tracker. This is recorded in the form of making a judgement on whether a given statement is 'working towards', 'achieved' or 'above'. Using this information, the class teacher will then make a professional judgment on whether the pupil's progress has moved forward or not. These judgements are made by the teacher on a regularly basis alongside colleagues during PPA (Planning, Preparation and Assessment) sessions.

The class teacher then uses this information to review attainment and progress and put interventions into place where necessary. This is monitored by SLT through Pupil Progress Meetings. The school's data as a whole is collated, analysed and reviewed by the Deputy Headteacher on a half termly basis. This information is used to inform Pupil Progress meetings and phase data meetings, therefore impacting pupil performance.

Phase Data meetings take part at the midpoint of each term and Pupil Progress meetings for each class are scheduled to be completed termly. The purpose of these meetings is to:

- Review the impact of any prior actions set
- Review the attainment and progress of all pupils
- Identify and monitor cohorts of pupils that are underperforming
- Pinpoint barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, Pupil Premium, EAL and SEND factors
- Select intervention strategies to implement as a team to tackle barriers to learning
- Create short term actions to combat any barriers to learning, to close gaps and bring underachieving pupils in line with others

National Curriculum objectives are only recorded as achieved when a pupil has:

- Learned the skill/concept
- Practised the skill
- Applied the skill

Through planning, pupils are encouraged and given the time to review and reflect on their progress regularly through the week. This is completed through informal learning conversations alongside teaching staff as well as peers. Progress and attainment of pupils, and actions put in place to further improve performance, is shared with trustees on a termly basis.

16. Marking and Feedback

Marking of pupils' work will follow the **Marking and Feedback Policy**. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all pupils is achieved. Marking and feedback will directly relate to subject specific assessment criteria and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.

Feedback can take a variety of forms, depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).

For more detail on marking and feedback strategies, please refer to the **Marking and Feedback Policy.**

17. Records and Record Keeping

The school will ensure that the collation, retention, storage and security of all personal information complies with data protection legislation.

At the EYFS, each child's developments and achievements are recorded in EYFS Learning Journals, which records teachers' ongoing observations and assessments. Summative assessment records, such as KS1 and KS2 examination results, are kept electronically and held for six years after the year of the examination. Records of formative assessment records, such as pupil work, are held for at least one year.

When transferring records to a pupil's new school, the Headteacher will ensure the statutory requirements for the transfer are fulfilled.

18. Standardisation and Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues during PPA sessions
- Moderation of work within phase meetings
- Moderation of work within year groups across the two academy schools
- Partnership with colleagues from other schools within the local area
- Attendance at Local Authority sessions to ensure judgements are in line with other schools/academies, including subject leader update meetings
- Portfolios of moderated work are kept securely in a locked cupboard/cabinet within each phase

19. Reporting

Records promote and ensure the following:
- Positive home/school relationships
- Information for parents/carers
- Opportunities for discussion with parents/carers
- In some cases, information for partnership agencies
- Targets for pupils

A written report for each pupil is sent to parents/carers annually during the Summer Term. Reports outline pupils' progress in the core and foundation subjects of the National Curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for English and Maths are also set. Additionally, a progress report is sent out at the end of the Autumn and Spring terms. This gives parents and carers a brief insight into how their child is achieving in conjunction with their age-related expectations. The report also informs them whether their child is on target to make the expected progress by the end of the year.

For pupils at the end of key stages 1 and 2, annual reports will be sent to parents containing additional information, including the results of National Curriculum tests, along with information about scaled scores and whether or not their child met the national expected standard.

Parents are invited to attend formal consultations (parent/carer evenings) with the teacher during the Autumn and Spring terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the Headteacher at other times through individually organised and agreed meetings.

Class teachers, SLT or the SENCo may invite some parents for an interview to discuss their child's progress, if required.

Progress is reported to the Governors and Trustees by SLT on a termly basis through termly Governor and Trustee meetings.

20. Relevant Policies

This policy also links to the:
- **Behaviour Policy**
- **Marking and Feedback Policy**.

21. Monitoring and Review

This policy will be reviewed **annually**. Any changes to this policy will be communicated to all members of staff. The next scheduled review date for this policy is **September 2024**.