Inspiring all to excellence

· respect   · integrity   · humility   · equality   · care towards all

The Fierté Multi-Academy Trust

Assessment Framework
from September 2023

"the use of high-quality assessments by well-trained teachers exercising great professional judgement."

Inspiring All to Excellence

Document Control

Policy Title	Assessment Policy
Effective Date	September 2023
Policy Owner	Anker Valley Primary Academy
Policy Approver	Fierté Trust and Anker Valley Primary Academy

Version Control

Version	Date	Amended by	Comments
1	April 2021	NH and MH	Consultation with EY Leader GPA in relation to assessment
2	September 2022	NH and MH	Addition of Puma and Pira
3	September 2023	NH and MH	

Section	Changes Made
Page 10	Addition of Baseline Testing and EYFS assessment
Page 8	Addition of Pira and Puma (Y1) to the overview Table of Assessment

Context

This Assessment Policy is underpinned by a Trust Framework that has been compiled following two essential pieces of work undertaken over the course of the 2018-19 academic year:

- the establishment of an Assessment Working Party with representation from all academies across the Trust facilitated by the Director of Learning and Teaching, a member of the MAT (Multi Academy Trust) Executive Leadership Team;
- year group teachers and leaders of academies coming together to compile a set of age-related expectations for reading, writing and mathematics for each year group (Y1 to Y6) aligned to the National Curriculum.
- This policy complies with our funding agreement and Articles of Association The recommendations in the final report of the Commission on Assessment without Levels and Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

Aims

This policy aims to:

1. Provide clear guidelines on our approach to formative and summative assessment
2. Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
3. Clearly set out how and when assessment practice will be monitored and evaluated

Rationale

The Assessment Framework is informed by the work of the Education Endowment Foundation (EEF) and reflects best practice within assessment. Furthermore, the *Making data work report of the teacher workload advisory group, November 2018.* The latter report includes the following recommendations:

School and trust leaders should:

- **minimise or eliminate the number of pieces of information teachers are expected to compile**.
- **understand the quality and purpose of the assessments** being used in their school – including details of their **reliability** and **validity** in relation to the curriculum.
- **use the data principles** set out … **to decide what the planned intervention for students is**, and to **minimise the data burden involved in ensuring the students are correctly identified**.

School and trust leaders should not:
- have more than two or three attainment data collection points a year, which should be used to inform clear actions. **Increasing assessment frequency is not inherently likely to improve outcomes for pupils.**

The EEF suggests that schools focus on the following as touchstones for the development of high-quality assessment practices:

- Above all else, decide the **functions** school assessments should perform, then select or create the assessments to perform those functions;
- Assessment for **diagnostic purposes** should be **a priority for all classroom teachers**;
- Assessment should be viewed as **a potentially 'powerful learning event'**;
- Assessment *before* learning can be used as a prompt *for* learning and as a way to identify current knowledge or skill, as well as gaps in learning;
- Assessment does not always lead to marking.

Goal

The goal of our approach to assessment, based on the EEF training materials, is: *the use of high-quality assessments* **by well-trained teachers exercising great professional judgement.**

The EEF assessment materials also include the following relevant statement:

Making more out of assessments in schools **does not mean doing more assessments, doing more marking;** it means we should look critically at the **reliability**, **validity**, **purpose,** and **value** of all types of assessment used in our schools, and it prompts us to question the opportunity costs of each assessment used.

reliability

validity

purpose

value
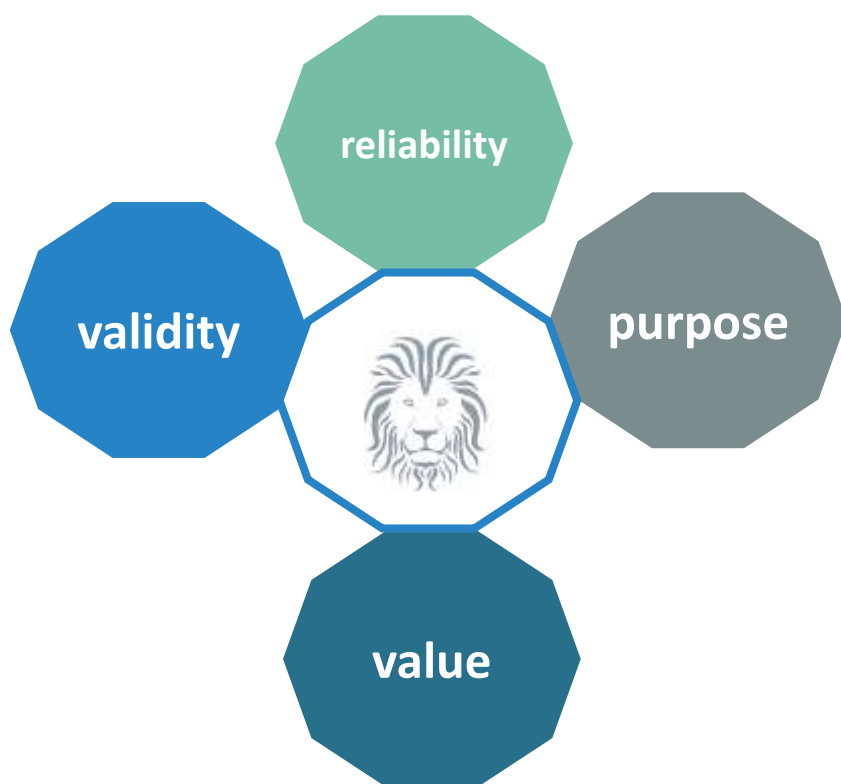
Reliability is concerned with consistency - *would the same assessment yield broadly the same outcome if taken twice on the same day?*

Validity – *does the assessment measure what is intended? Can the intended interpretations be drawn?*

Purpose – formative, summative or diagnostic?

Value – *is it worth it?*

Validity + reliability = trust in the data

Diagnostic Assessment and Feedback

We believe in the central importance of **diagnostic assessment**; a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins.

We also recognise the power of effective **feedback**. Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects, and some studies show that feedback can have negative effects and make things worse.

The EEF suggests that:

Providing effective feedback is challenging. Effective feedback tends to:
- be **specific, accurate and clear** (e.g., "It was good because you..." rather than just "correct");
- **compare what a learner is doing right now with what they have done wrong before** (e.g., "I can see you were focused on improving X as it is much better than last time's Y…");
- **encourage and support further effort**;
- be **given sparingly** so that it is meaningful;
- **provide specific guidance on how to improve** and not just tell students when they are wrong;
- be **supported with effective professional development for teachers**.

Broader research suggests that feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils.

Feedback can come from peers as well as adults.

The Fierté MAT expects formative assessment (assessment for learning) to be the bedrock of the approach taken in academies. This includes the use of a repertoire of low stakes continuous assessment activities e.g., tasks, tests, quizzes, exit tickets etc. to support teachers' evaluation of pupil learning, inform their planning for next steps, addressing misconceptions and pupils' individual learning needs.

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes.

- It should aim towards and be capable of *producing improvement in learning.*
- Feedback *redirects or refocuses* either the teacher's or the learner's actions to achieve a goal.
- It can be about the *output* of the activity, the *process* of the activity, *management of learning* or *self-regulation*, or them as *individuals*.
- Feedback can be *verbal* or *written*, or can be given *through tests* or *via digital technology*.
- It can come from a *teacher* (someone taking a teaching role), or from *peers*.

Clarifying Mastery

'Mastery learning' is a specific approach in which **learning is broken down into discrete units and presented in logical order.**

Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move on to the next, with **the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end.**

Assessment is built into this process. Following high-quality instruction, pupils undertake formative assessment

- this shows what they have learned well
- what they still need to work on
- identifies specific 'corrective' activities to help them do this
- corrective activities, (alternative enrichment or extension activities for those who have already achieved mastery), pupils retake a parallel assessment.

The new national curriculum is premised on mastery - every child can aspire to and every teacher should promote.

It is about deep, secure learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content).

In developing new approaches to assessment, **schools have the opportunity to make "mastery for all" a genuine goal**.

The expectations set by the National Curriculum (2014) are high:

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum in England Key stages 1 and 2 framework documents; September 2013

If a pupil is a 'secure learner' in one year-group, and remains a secure learner a year later, it is assumed that he/she has made one year of progress for one year of teaching. **This represents good progress.**

Excellent or greater depth progress would be represented by achieving a deeper level of understanding, making lateral connections across contextual and subject boundaries, using knowledge mastered for extended reasoning and problem solving etc. Good or better progress *would not involve moving on to the programme of study for the year group above.*

If a pupil has fallen behind and requires additional support to work securely within the programme of study for their year group, or is working below their year group expectations, it is assumed that their progress needs to accelerate; they need to 'close the gap' and 'catch- up.' These pupils need to make rapid progress. Action is required to accelerate progress through further additional support or effective intervention.

At Anker Valley Primary Academy, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

In-school formative assessment
Effective in-school formative assessment enables:
* **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
* **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
* **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative assessment approaches at Anker valley will include marking and feedback, questioning, self, and peer-assessment and/or observations.

* Formative assessment will be used to assess knowledge, skills and understanding which will inform quality learning and teaching.
* Formative assessment will be used to identify gaps and misconceptions in learning which will inform next steps in learning or additional approaches to secure progress.
* The role of all pupils in their assessment differentiated to engage all abilities.

Reporting to parents
At Anker Valley we understand that it is essential to communicate and report to parents their child/children's assessment data. This will include annual reports, parents' evenings, and/or access to an online assessment system. Furthermore, if a parent wishes to discuss their child's progress between set assessment points/ reporting points this will be encouraged and supported by all staff.

Anker Valley Annual Reports to parents will include:

- ★ Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- ★ Comments on general progress
- ★ Arrangements for discussing the report with the pupil's teacher
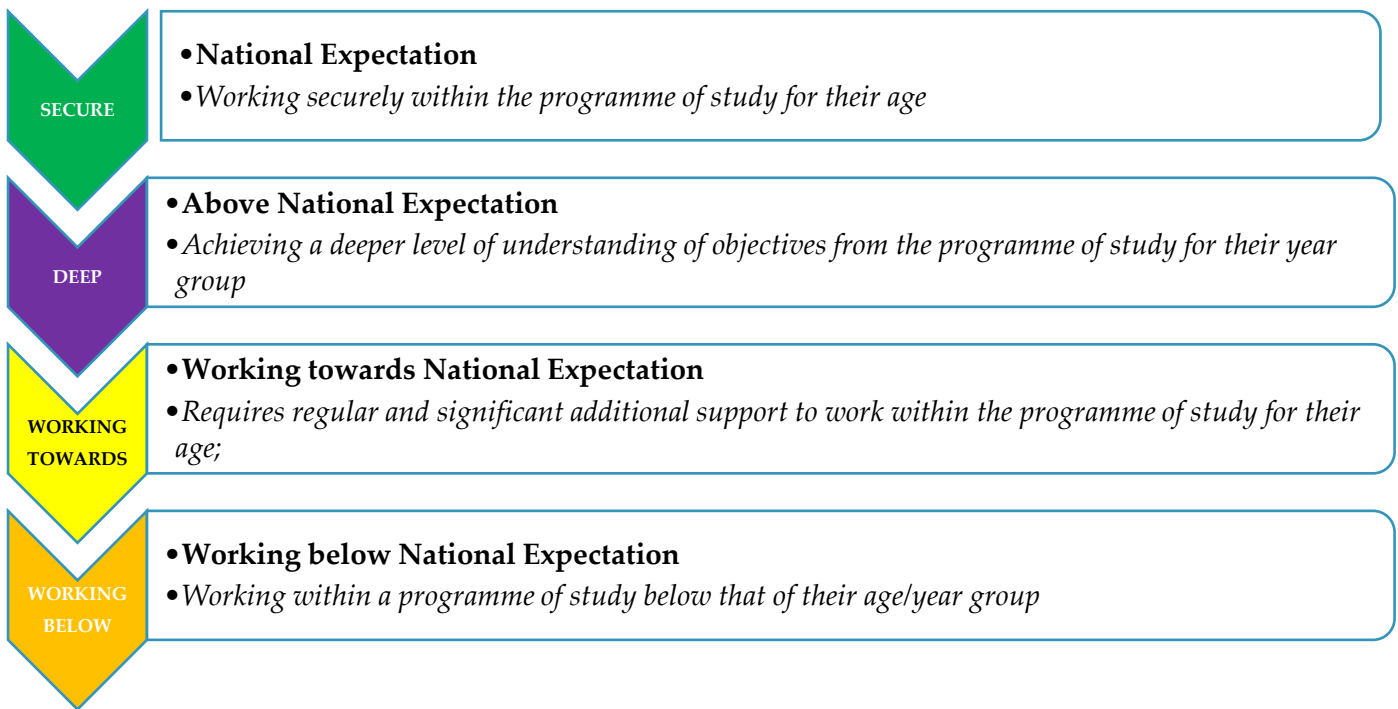- ★ The pupil's attendance record, except where the pupil is in:
1. The reception year ; or

Where attendance should be reported, it should include:

2. The total number of possible attendances for that pupil, and
3. The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances;
4. Outcomes of any National Statutory testing.

Overview – Formative (Teacher Assessment) and Summative Assessment Collecting and using Data

	September	October	November	December	January	February	March	April	May	June	July
National Assessment											
Trust level Assessment		Standardised Tests (Y1) *PiRA, PUMA, GaPS*				Standardised Tests *(Y1)* *PiRA, PUMA, GaPS*				Standardised Tests (Y1) *PiRA, PUMA, GaPS*	
				Teacher Assessment *FFT Aspire Pupil Tracking*		Teacher Assessment *FFT Aspire Pupil Tracking*					Teacher Assessment *FFT Aspire Pupil Tracking*
	Academy and Trust Moderation Year Reception to Year 6.										
Formative Assessment - Academy level	**Pupil Progress Meetings** *Impact on learning and outcomes – QFT.*										

SECURE
- **National Expectation**
- *Working securely within the programme of study for their age*

DEEP
- **Above National Expectation**
- *Achieving a deeper level of understanding of objectives from the programme of study for their year group*

WORKING TOWARDS
- **Working towards National Expectation**
- *Requires regular and significant additional support to work within the programme of study for their age;*

WORKING BELOW
- **Working below National Expectation**
- *Working within a programme of study below that of their age/year group*

CRITERIA	FFT Pupil Tracking	COLOUR CODING	EXPLANATION
SECURE	**N – National Expectation**		Pupils who are working securely within the programme of study for their age: • **Expected** to achieve end of year group expectations. • Achieving as **expected based on what has been taught over the past term** *(could also be half-term or a specific unit of learning).*
DEEP	**A – Above National Expectation**		Those who are achieving a deeper level of understanding of objectives from the programme of study for their year group: • *Expected to achieve end of year group expectations* **at a deeper level.** • *Achieving* **more/to a greater depth based on what has been taught over the past term** *(could also be half-term or a specific unit of learning).*
WORKING TOWARDS	**W – Working Towards**		Those who are working within the programme of study for their age, but require regular and significant additional support: • **Requires regular and significant support** *to meet end of year group expectations.* • **Only achieving as expected based on what has been taught over the past term due to regular and significant support** *(could also be half-term or a specific unit of learning).*
WORKING BELOW *(SEND)*	**B – Below**		For those pupils working within a programme of study **below that of their age/year group** *(teacher to keep a separate record of the year group and whether the child is yellow, green, or purple within this).*

Teachers' summative assessment

Taking account of all the evidence accumulated over a term, including the results of standardised tests or any other tests or other assessment activities, teachers arrive at a summative assessment of pupil achievement in reading, writing and mathematics. **They evaluate current attainment by considering how well children have learned what has been taught during this term** and enter their judgements into FFT Aspire Pupil Tracking. Reference should be made of the year group age expectations criteria generated for Years 1 to 6 in reading, writing and mathematics formulated during the 2018-19 academic year. Data will be shared with appropriate stakeholders including: Parents, Governors, Senior Leaders, Executive Leaders, and the Trust Board.

Standardised Tests

Standardised Tests (PUMA and PIRA and GaPS) are conducted three times a year as set out above in the annual overview. The results of these tests inform:
- o an evaluation of the progress pupils make throughout the year and year-on-year;
- o moderation and benchmarking of standards and expectations across year groups within and between Trust academies;
- o triangulation of the evidence available to inform teachers' summative assessment judgements.
- o Formative assessment of whole class and cohort gaps in learning and misconceptions to inform teachers' planning for future teaching and learning and school leaders' planning for professional learning and school improvement.

Age standardised scores are recorded in FFT Aspire Pupil Tracking where they are converted to DfE (Department for Education) scaled scores (see below).

Nationally standardised summative assessments will include:
- ★ Early Years Foundation Stage (EYFS) profile at the end of reception
- ★ Phonics screening check in year 1
- ★ National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Pupil Progress Meetings

Pupil Progress meetings are critical within the Fierté assessment model. Leaders at all levels engage class teachers in a carefully structured discussion about pupil achievement which also serves a range of school improvement purposes:

- **CPDL** for teachers: assessment practices; progress; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might look like; differentiation for mastery; curriculum; accountability; effective intervention.
- **Moderation**: opportunity for school leaders to moderate teacher assessment judgements; consideration alongside standardised tests scores.

- **Monitoring**: opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum breadth.
- **Intervention:** evaluation of pupils' needs and how to ensure they are met.

These meetings may focus on a target group of pupils but should include pupils identified as at risk of falling behind, challenge for all, consideration of the more able, SEND (Special Educational Needs) and disadvantaged. The progress of all pupils should be discussed at least once per term. Internally, schools may decide to have more regular Pupil Progress meetings for year groups, classes or groups of learners who are underachieving or whose outcomes are a cause for concern.

Key Questions:
- ★ Who are your secure learners in reading, writing, spelling, grammar, mathematics?
  - o Show me how you know?
  - o Does their achievement relate to their starting points?
- ★ Who is working at greater depth?
  - o Show me how you know.
  - o How does this achievement relate to pupils' starting points?
- ★ Who are you worried about?
  - o Show me why?
  - o How does their progress relate to their starting points?
  - o What have you tried already?
  - o What shall you/we do next and what is the rationale/evidence that it might be effective?
  - o How will we know if it is effective?
- ★ What assessment tasks and tests are you using to evaluate the depth of learning?

Quality First Teaching and responsiveness to the needs of individuals and groups of learners should always remain a priority within Pupil Progress discussions. The *EEF GUIDE TO THE PUPIL PREMIUM* (June 2019) states that: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.
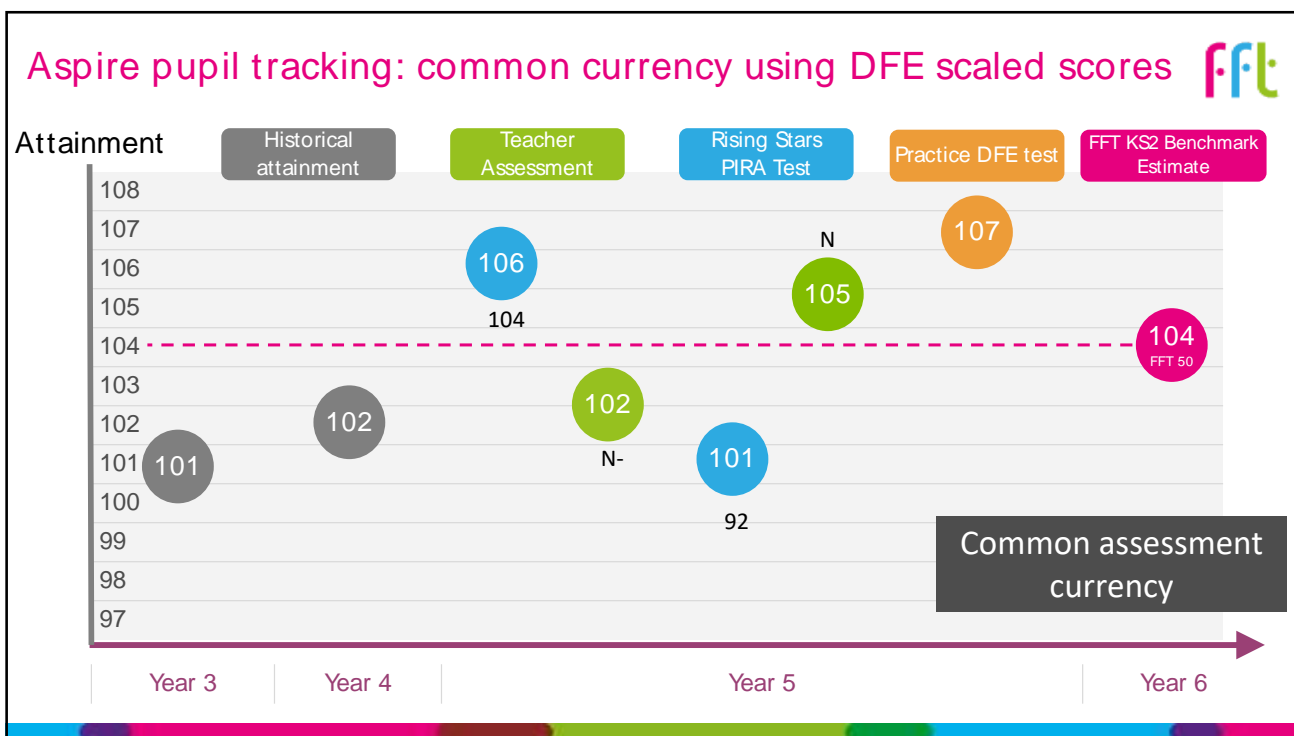
FFT Aspire Pupil Tracking

From September 2019, academies within the Fierté Trust will make use of the FFT Aspire Pupil Tracking system to record all assessment outcomes including Teacher Assessments and Standardised Tests.

Schools also have the flexibility to use the system to record national tests e.g., previous end of Key Stage SATs (Standard Attainment Test) for new cohorts in Years 2 and 6.

Pupil data is automatically added from RM Integris through the data exchange application.
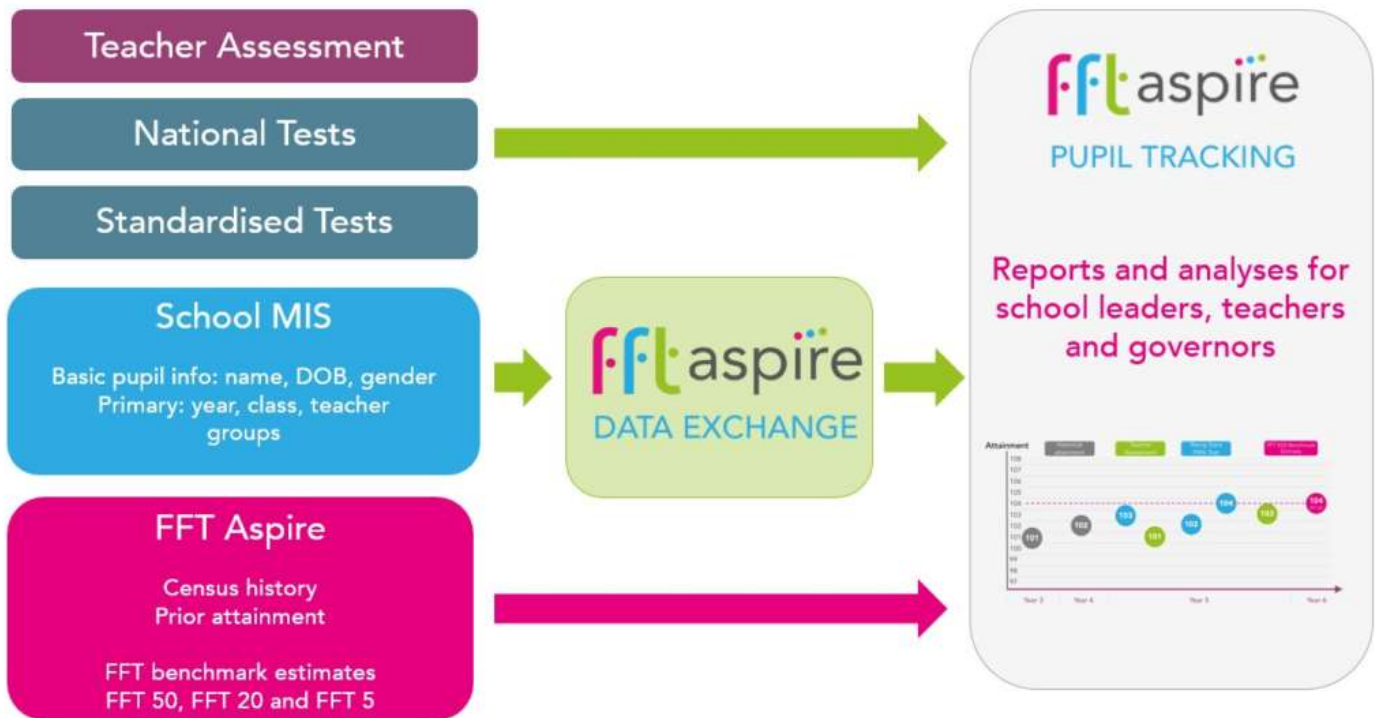
FFT uses DfE scaled scores as a 'common currency.' Ongoing teacher assessments and summative test standardised scores are automatically converted to scaled scores.

Aspire pupil tracking: common currency using DFE scaled scores

Historical attainment	Teacher Assessment	Rising Stars PIRA Test	Practice DFE test	FFT KS2 Benchmark Estimate

Enter your assessment data: on-screen

A range of reports is available through FFT Aspire Pupil Tracking for academies and Trust leaders to utilise, including:

- Summary overview, by year or class
- Group's analysis, drilling down further - pupil data
- Scatterplots
- Comparisons over time e.g., between tests taken at specific dates
- Progress over time for pupils, classes, and cohorts
- Trust able to view individual academy and consolidated data.

Moderation

Academies are expected to undertake **internal moderation** prior to teacher assessments being added to FFT Aspire Pupil Tracking. This will involve reviewing pupil books from within the same year group and any informal assessments undertaken. Within these meetings, close reference should be made to the end of year age expectations compiled by teachers and leaders across the Trust during the 2018-19 academic year.

Trust-wide moderation will also take place for all year groups to ensure consistency in making judgements across the organisation. This also presents an opportunity to develop and consolidate coherence in the approach to assessment across the Trust.

During the Spring and Summer Terms, Year 2 and Year 6 moderation will include consideration of the Teacher Assessment Frameworks (TAFs).

Assessment in Early Years

Assessment of children's progress is continuous. Baseline assessment is started 2-3 weeks after admission. This is moderated with transfer data received from each child's pre-school placement. Further progress is recorded in the Foundation Stage Profile (a statutory requirement) at the end of each term.

Teaching and learning in early years are based on this assessment. The Learning Journey is an open record of the child's learning and development. The EYFS states that "Parents must be given free access to developmental records about their child (for example, the EYFS Profile)." (EYFS Statutory Framework p23).

On entering Reception, e-Learning Journeys will be set up for each child on Tapestry. This Early Years website enables parents to view their child's achievements and to contribute to their learning journey by sending in 'postcards' with photographs, videos and comments. The early year's practitioner may then decide to use these postcards as supplementary evidence to support a child's progress and attainment. In order that all parents can access information on their child's progress, records of the Foundation Stage Profile will be discussed at each Parent's Evening.

Each child will have a Learning Journey that:
- is accessible online via personalised, secure login for parents;
- has examples of children's work: photographs, formal observations etc.;
- Voices: comments from the child, parents, and other significant adults such as carers, grandparents etc.;
- Reflections: key person's voice (comments), reference to Development Matters, next steps in learning.

Continuous assessment is an essential part of monitoring children's progress and is used as an aid for future planning. Parents and children are involved in discussions about general progress. An end of year report stating children's attainment is given to all parents at the end of their first year in school.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' learning difficulties.

Training

Explain your school's approach here.

You should outline how teachers will be kept up to date with developments in assessment practice, and how they will be able to develop and improve their practice on a regular basis.

You may want to consider:

* How you ensure good understanding of assessment and assessment practice among all teachers
* Who will be responsible for ensuring staff have access to continuing professional development opportunities on assessment?
* How the school will stay abreast of good practice, and what mechanisms you have in place for sharing it

Roles and responsibilities

Governors

Governors are responsible for:

* Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
* Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher/ Head of School

The headteacher/ head of school is responsible for:

* Ensuring that the policy is adhered to
* Monitoring standards in core and foundation subjects
* Analysing pupil progress and attainment, including individual pupils and specific groups
* Prioritising key actions to address underachievement
* Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed annually by the Trust Assessment Forum. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Executive Headteacher and Head of School are responsible for ensuring that the policy is followed.

The Executive Headteacher and Head of School will monitor the effectiveness of assessment practices across the school, through:

Links with other policies

This assessment policy is linked to:

* Curriculum Policy
* Early Years Foundation Stage policy and procedures