

# Inspirational Learning Academies Trust

## ASSESSMENT POLICY

November 2015

This Policy should be read jointly with the new Inspirational Learning Academies Trust Marking Policy.

### Rationale

Within the Inspirational Learning Academies Trust we believe that assessment should be:

Explicit in expectation, support teaching and learning and raise expectations.

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected and better progress. All staff are regularly trained in our approach to assessment and we have senior leaders who are responsible for assessment across the school.

**We believe that our assessment systems:**

**Give reliable information to parents about how their child and their child's school is performing through:**

Allowing meaningful tracking of pupils towards end of year and key stage expectations in the new curriculum, including regular feedback to parents.

Providing information which is transferable and easily understood and covers both qualitative and quantitative assessment and is consistent.

Ensuring data is reliable and free from bias.

**Help drive improvement for pupils and teachers by:**

Linking assessment to improving the quality of teaching and setting ambitious targets.

Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

Producing recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Provide comparative information between groups within the academy so that trends can be identified quickly and ensure that gaps are closed.

Ensuring assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.

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### Our method of assessment

- Assessment serves many purposes, but the **main** purpose of assessment in our academies is to help pupils, teachers and parents plan their next steps in learning.
- We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools and using some external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is **expected** to know and be able to do.
- Assessment criteria are derived from the Stoke on Trent Pathways Assessment Toolkit which comprises:

Stoke Reads

Stoke Writes

Stoke Counts

The Toolkit links to the New National Curriculum. Each Pathway has a set of criteria which use age related expectations.

For example: Stoke Reads:

	Word Reading	Comprehension
	SR1	SR2
Path 1: Step 1	<p>Read common words from Path 1 list.</p> <p>Read simple sentences</p> <p>Use picture clues to help reading simple text</p> <p>Use phonic knowledge to attempt unknown words.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p>	<p>Identify main events and key points</p> <p>Answer literal retrieval questions 'When'</p> <p>Identifies poems and rhymes.</p>

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Each Path relates to a Year Group

Y1: Path 1

Y2: Path 2

Y3: Path 3

Y4: Path 4

Y5: Path 5

Y6: Path 6

Within each Path are 3 progressive steps and a set of areas ( 5x SR in Stoke Reads, 8x SC in Stoke Counts and 8xSW in Stoke Writes)

- The achievement of each pupil is assessed against all the relevant criteria throughout the year and recorded onto an electronic tracker at the end of each half term.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment judgements are moderated termly by colleagues in the trust.
- P-levels will still be used to assess children who working pre-Y1. An appendix to the Stoke Pathways called Stoke Additional Learning branches will be available to support the assessment of SEND pupils from January 2016.

### Our use of assessment

In the trust, teachers will use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes. They will then use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable are making appropriate progress and that there are high expectations of all pupils.

### Summative Assessment

Summative assessment is the assessment of learning and involves an accurate and fair measurement of what pupils have learned, relative to

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the standards expected of them. This information is useful for tracking children's progress, reporting to parents or for transition. This type of information helps the academy to analyse its performance as a whole as well as the performance of individuals, groups and classes of children.

The following summative assessments are used:

- Baseline assessment.
- On-going assessment throughout the year using Stoke Pathways. This is mainly formative but also supports summative judgements.
- Additional assessment such as standardised tests/ reading and spelling ages.
- Tracking system - DCPro
- End of KS assessments including phonics check(through national schemes of assessment)
- Optional end of year SATs for Y3, Y4 and Y5 pupils
- Assertive Mentoring
- Pupil assessment profiles - these record progress and achievements over the academy year and include levelled work and examples of work across the curriculum. These are completed 3 times a year.

### Formative Assessment (assessment for learning)

Formative assessment involves gathering information about learning, which will be most useful as a means of improving learning rather than just measuring it. This type of assessment builds on current performance towards next steps for improved learning. This assessment can take place through evaluations of a piece of work, marking or dialogue between teacher and pupil. Pupils are strongly encouraged to assess themselves and others through Peer marking.

For further information please see the updated (November 2015) Trust Marking policy.

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### Assessment Timetable

#### Daily:

Teachers and support staff assess within lessons, give feedback, mark pupil work and give feedback from marking.

Update Stoke Pathways Reading, Writing and Maths Assessment grids as appropriate to reflect progress.

#### Weekly/Fortnightly:

Assess against Cohort action plans and IEP's to judge progress of pupils.

Adjust groups/ intervention where appropriate to meet needs of pupils who may not be making progress.

Continue to update Pathway records.

#### Half termly (Teachers):

1. Use Pathway records to make a summative judgement on individual pupil progress.

2. Complete a whole class tracker for Reading, Writing, Maths, SPAG/Phonics (appendix 10). This should include name and useful information such as SEND, EAL etc. Disadvantaged pupils (PP) names should be highlighted.

Include previous statutory assessment point, previous half term assessment if appropriate and new assessment with relevant pathways point attached.

Calculate the path points progress for the half term and then the cumulative points progress over the year.

3. Complete the attainment of groups table with bullet pointed key analysis and actions.

4. Complete the progress of groups table with bullet pointed key analysis and actions.

5. Update DC Pro

6. Assess progress towards Cohort action plan.

7. Complete vulnerable pupils form - pupils making no or very limited progress.

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**This should be completed prior to the pupil progress meeting with SLT.**

7. Meet with SLT to discuss progress and attainment and identify pupils for the next half terms Cohort Action Plan.

### Termly:

Assessment Profiles completed for each pupil. Each pupil has a book with marked pieces of work (either new or photocopied), spelling and reading word lists, individual attainment tracker and termly targets.

### 6 Monthly:

Reading and Spelling Age Tests Completed. The first one should be completed by Autumn half term.

### Yearly:

End of key stage tests for Y6 and Y2 to determine if pupils are working in line with national expectations.

End of year optional SATS for Y3, Y4 & Y5.

End of EY (Reception) assessment to determine if pupils are achieving a Good level of Development (GLD). This is determined by EY teachers making evidencing a range of judgements from the profile. Pupils are assessed as Exceeding, Expected or Emerging against 17 goals. However the GLD attainment is attained when the expected judgement is confirmed in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and; the early learning goals in the specific areas of mathematics and literacy.

### Baseline Information (EY)

In addition EY practitioners will complete, as per DFE expectations, baseline information for Reception pupils. The trust has opted to use Early Excellence baseline tool which is an electronic set of criteria completed within the September and October of a pupil's Reception year. In addition the trust academies are completing the Early Excellence Nursery Baseline tool, again during the first half of the Autumn Term.

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### Half termly (SLT)

In the weeks prior to the half term tracking manage any staff queries including moderating pupils work or supporting summative decision making. Ensure all staff have up to date assessment appendices.

Arrange pupil progress meeting times with teachers.

Review progress and attainment with teachers including ensuring that all vulnerable pupils are identified. Check analysis and action bullet points.

Review previous half terms cohort action plan.

Discuss new half term cohort plan.

Move all progress and attainment information from teachers into whole academy progress and attainment data sheets. Colour code progress data.

Combine information when there are two classes in a year group into 1 year group chart.

Put all the headline information and year and groups progress and attainment tables into the Head Teacher's report.

Present report to Governing Body/ Directors.

### REPORTING

#### Reporting to parents

Parents of children in all year groups are invited to a parents evening termly where their child's progress is discussed and targets for the child's development are set in liaison with parents. As already stated, each pupil has an assessment profile which is completed termly and promotes the sharing of information between the academy and parents and between parents and their child.

Parents receive a comprehensive written report at the end of each academic year. This includes SATs result where appropriate and targets for future improvement.

Information about the curriculum and its assessment is communicated to parents through information letters, and assessment profiles and half termly class newsletters.

End of Key Stage results and predictions are published on the individual Academy Website. In addition, parents can access the Academy 'Dashboard' information via the Ofsted Website.

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### ROLES AND RESPONSIBILITIES

#### Role of the Assessment Team

Members are the Senior Leadership Team.

The assessment team's role is to:

- Keep senior leadership, the Governing Body and the Trust Directors informed regarding assessment and data analysis.
- Ensure the tracking system is updated and analysed half termly.
- Ensure that staff implement cohort action plans to tackle underperformance.
- Analyse data annually re: end of KS SATs and optional SATs. Analysis data from other assessments e.g. tracking system as appropriate.
- Ensure pupil assessment profiles are updated termly.
- Ensure that any data requested by the LA or DFE (or other appropriate body) is sent promptly and is accurate.
- Support should be provided to support staff in assessment ensuring staff are sufficiently trained to assess accurately (e.g. levelling of work).

#### Role of subject leaders / year group leaders

Assist in the analysis of data and target setting re: their own subject or year group.

#### Deployment of staff

Each class has its own teacher and most classes have a member of support staff (in some cases shared across a Year group). Across the Foundation Stage Unit there is also an Early Years Foundation Stage Practitioner. Where appropriate the children are organised into ability groups for English and Maths (this very much depends on the demographics of a particular year group). We believe that this enables us to meet the needs of individual children more effectively. All support staff are valued as part of our team and have specific roles and responsibilities. They regularly plan with teachers in their year group and are expected to be clear about the lesson objectives for the lessons they are involved in. They are also expected to have a clear knowledge of the needs of any pupils who have a specific need. Each member of support staff is given opportunities to develop professionally.

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### Role of Parents

Parents / carers are expected to ensure that their children do their homework regularly and thoroughly. This is daily reading practice for all children weekly spellings from Reception, and a piece of English, Maths or Topic work every Friday and needs to be handed in on a Monday.

Parents / carers are expected to provide a warm quiet space to do home work and ensure that the child has the right equipment.

Parents / carers are expected to encourage their child, give praise and take an interest in their learning.

### Role of Governing Body and Directors

The Governing Body and the Trust Directors are encouraged to take an active role in monitoring assessment and target setting.

### Governing Body

The Governing Body attend sub committees in which pupil progress is discussed. This can be through triangulation information at the Teaching and learning Sub Committee or through Pupil Attainment and Progress at the Outcomes sub-committee.

In addition the Head Teacher report to the full Governors ensures that all Governors have a half termly update on Progress and Attainment.

Governors are encouraged to interrogate the data and ask challenging questions about the standards within the academy and to set targets for improvement with the academy leaders.

Governors attend a yearly training session on changes to assessment and are strongly encouraged through the Governor monitoring plan, to take part in assessment and book scrutiny sessions. Governors have a particular responsibility for ensuring the accurate assessment and progress of groups in particular:

Disadvantaged pupils

Gaps in gender achievement

Pupils with SEND

Ethnic minority or EAL pupils

More able and talented pupils

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Attainment and progress on all the groups above is published as part of the half termly Head teacher report.

Directors

The Assessment Team regularly report to the Directors on information gathered from analysis of the tracking system (including pupil profiles), SATs and other assessment results.

This information is presented through the Head Teacher report and through end of key stage results. Directors are encouraged to interrogate the data and ask challenging questions about the standards within the academy. They are also encouraged to play a part in setting targets for future achievement and improvement.