



DIOCESE OF
BRISTOL
ACADEMIES
TRUST

'Let your light shine' (Matt 5:15)

TRUST ASSESSMENT POLICY

Level: 1
Date Adopted: June 2022

History of most recent Policy changes (must be completed)

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
June 2021	5	Data drop dates	Assessment Group
June 2021	6	EYFS data	EYFS Group and Assessment Group
June 2022	5	Data drop dates	Assessment Group

Page Break

TRUST- WIDE ASSESSMENT POLICY

As a Christian Trust, our policy for Assessment is underpinned by the theological vision that education is for all, as reflected in John 10:10, "I have come in order that they might have life – life in all its fullness." Our vision is that all pupils can flourish within our care, achieve to their full potential and we will support them to so, in every way we can.

This policy for Assessing, Recording and Reporting Pupil Achievement adheres to our agreed belief that the prime purpose of these processes is to support effective teaching and learning for all pupils within each of our schools. We believe in creating learning opportunities that allow pupils to develop as individuals both academically and socially. To achieve this we recognise that assessment must be comprehensive and carried out in different ways for a range of purposes but it is always an integral part of our teaching and lies at the heart of promoting high quality education for all of our pupils. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

Principles underpinning our assessment approaches across the Trust

The following principles ensure that our assessment approaches are 'fit for the purpose intended'. Our assessment is:

- ambitious with high expectations for all learners
- used to guide teaching and learning with a commitment to staff wellbeing and workload
- inclusive and free from bias
- involves pupils in reviewing their own learning and progress
- used to convey meaningful information to pupils, parents and colleagues in an open, honest and transparent way to support pupils with their learning
- consistent, accurate and appropriate so it draws upon a range of different evidence.

Aims

- Ensure that teachers are equipped with a wide range of formative and summative methods to enable them to be fully informed about pupils' progress and the next steps in their learning journey.
- Make explicit the expectation for teachers so that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need.
- Ensure that an appropriate amount of time is allocated for essential and impactful recording and reporting activities without a negative impact on teacher workload.
- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil attainments and progress annually and at the end of each Key Stage are met.
- Ensure this policy and teaching and learning keeps at its core our relentless determination to seek to meet the needs of each of our pupils and so adapt our teaching and learning approaches, strategies and curriculum in order to achieve this, as necessary.
- Our policy recognises that pupil outcome data will be used for a range of accountability purposes, but makes clear that this must not compromise the validity or the accuracy of the assessments made.

As a result of our assessment systems, all our schools will be effective in:

- providing the evidence to demonstrate clearly the attainment and progress of pupils
- keeping parents/carers fully informed of pupil attainment and progress
- enabling the leadership teams, Local Board, DBAT central team and Trust Board to make judgments about the effectiveness our schools and have a clear vision of improvement
- informing OFSTED inspections and other external observers.

Summary of the main points:

As a Multi Academy Trust, we have chosen to fully adopt the Programmes of Study in English, Maths and Science from the National Curriculum. We then have the freedoms and flexibility to augment this curriculum for our community and local context.

We are adopting approaches in which higher attaining children deepen their understanding of content from their own year group rather than moving to 'higher levels' or content from the following National Curriculum year group.

As the DfE have left it to schools to decide how best to measure the progress and attainment of children throughout their time at school, we have used this as an opportunity within DBAT to collaborate across our schools to develop a high quality approach to assessment.

Procedures for formative assessment

Our curriculum schemes of work include year group age related standard learning objectives. Teachers monitor pupil's progress towards these learning objectives within and across lessons using a range of evidence. Our teaching and learning policy sets out our best practice expectations for how these ongoing assessments are used to check children's progress and inform teaching. We believe that the main features of successful assessment are:

Conditions of learning	<ul style="list-style-type: none"> • An ethos and environment in which all enjoy learning and can reflect, improve and grow in confidence. • Children are encouraged to challenge themselves, share their ideas and thinking and take risks in their learning.
Opportunities for learning	<ul style="list-style-type: none"> • A clear focus emphasised in each lesson through sharing learning objectives, sharing/developing success criteria and toolkits. • Planning differentiated/challenging activities which are matched to the children's learning needs. • Using effective questioning and probing to elicit understanding and or misconceptions, which are then addressed. • Draws upon a wide range of strategies to maximise learning and engagement for all.
Context	<ul style="list-style-type: none"> • Designed to enable the learning objective to be fulfilled • Teachers feel confident to adapt the planning and teaching at any time to ensure the objective, and its subsequent success criteria, are met. • Providing targeted small group and individual teaching to address misconceptions and next steps

Feedback on learning	<ul style="list-style-type: none"> • Most effective when it is oral and immediate. • Informs pupils of their strengths and areas for development. • Provides strategies for improvement. • Relate directly to the learning objective and/or success criteria. • Should be positive, prompt and regular. • Encourage pupils to think for themselves and reflect on their learning. • Be in line with the Academy's/school's marking and feedback policy.
Daily assessment strategies	<ul style="list-style-type: none"> • A crucial part of effective/reflective teaching. • Involves teachers focusing on how learning is progressing. • Helps to determine improvements and identify next steps (planning, teaching and resourcing) • Adults listen to, question and observe, and engage with the pupils to be assessed. • Setting assessment tasks and tests, where appropriate
Pupil involvement	<ul style="list-style-type: none"> • Assessment is most effective when pupils are regularly involved in self and peer marking. • Opportunities to discuss their progress with their teacher

Teachers are required to make recordings of these assessments in ways which have a positive impact on teaching and learning without excessive workload. These include annotations and jottings on teaching plans.

These formative assessment judgements are then used to inform teacher targets and assessment four times a year;

- Term 6 (current academic year) – end of year targets set by current class teachers
- Term 2 and 4 – end of year projections of pupil attainment
- Term 6 – end of year actual attainment

Assessments are made for each pupil for Reading, Writing, Spelling Punctuation and Grammar (Y2 Term 6 onwards) and Mathematics. These assessments are recorded on the DBAT mark sheets on SIMs assessment manager in line with the agreed dates as below.

- By the Friday of penultimate week of term 1 for all EYFS baseline assessments and YR-Y6 pupil targets
- By the Friday of penultimate week of term 2 for first data drop completed in SIMS for Y1-Y6
- By the Friday of penultimate week of term 4 for second data drop completed in SIMS for Y1-Y6
- To submit EYFS, Y1 Phonics, Year 2 Re-sit Phonics, Year 2 and Year 6 Statutory Requirements in line with DfE and relevant LA dates for Term 6 data drop/outcomes
- By the last Friday in June to submit YR-Y6 assessment for third data drop completed in SIMS

The following terms are used to describe children's attainment:

D	Deepening Age Related Expectations – Has met all of the ARE and is able to apply this independently in a range of contexts
A	At Age Related Expectations – Has achieved most of the ARE individually
T	Working Towards Age Related Expectations – Has achieved some of the ARE with support and individually
E	Working at an Earlier stage of development – Has not achieved the ARE of the year group which they are in

For children who are working at an earlier stage in their learning journey, it may be appropriate for them to work on the curriculum from a previous year group. This will be recorded as follows:

- E1 – working towards the ARE of the year group 1 year before
- E2 - working towards the ARE of the year group 2 years before
- E3 - working towards the ARE of the year group 3 years before
- E4 - working towards the ARE of the year group 4 years before Etc.

The class teacher and the school SENCO will have a clear and defined understanding of progress at the appropriate level, using local moderation and national benchmarks.

Children on the SEND register, where agreed with the SENCO, will be assessed using Pre-Key Stage standards.

Our assessment information and the recording of our assessments are detailed as follows

EYFS

Pupils in Reception will continue to be assessed against the Prime and Specific areas of Learning in the EYFS profile. Assessments will be based on observation of daily activities and events.

- Baseline against all areas of learning against development matters (Term 1).

In PSED, CLL, PD, L and M - Using a range of sources of evidence, assessments to be made three times a year in order to determine whether the child is on track to meet the end of year prediction using the DATE system (A and T only).

At the end of Reception for each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Emerging: not yet reached the expected level of development (Em)
- Expected (Exp)

Teachers in EYFS are expected to regularly assess and track children's progress in Phonics.

Year 1 & 2

- Phonics to be regularly assessed and tracked in Y1 for all children
- Phonics to be regularly assessed and tracked in Y2 for children who did not meet the minimum requirements in Y1
- Keep reading records in line with the school determined system e.g. Book Bands, Running Reading Records etc
- In Reading, Writing and Maths - Using a range of sources of evidence, assessments to be made three times a year in order to determine whether the child is on track to meet the end of year prediction using the DATE system
- At the end of Term 6 in Year 2 SPaG assessment undertaken and entered into SIMS using the DATE system

Years 3, 4, 5 & 6

- In Reading, Writing, SPaG and Maths - Using a range of sources of evidence, assessments to be made three times a year in order to determine whether the child is on track to meet the end of year prediction using the DATE system
- Multiplication tables will be systematically assessed from Y3 onwards and internal records kept in each school

Accountability - Pupil attainment, analysis and reporting

As a Trust we are committed to the four key principles for evaluating data use identified in the Report 'Making data work' – Report of the Teacher Workload Advisory Group, November 2018 (see page 5). We recognise the need to be particularly cautious about the limitations of very small cohort sizes as evident in some of our Trust schools, when trying to make inferences from this data.

For each school data reports will be shared, as appropriate, and defined by the school, with:

- Leadership teams
- Key stage teams/School development Plan leaders
- Year group teams

Standardised reports will be agreed and used across all schools within our Trust for the different audiences identified below, as agreed with the Main Board for the Trust:

- All Principals/Heads
- Local Academy Council
- Standards Committee (for the Trust)
- Main Board for the Trust

Pupil Progress meetings (PPMs)

All schools will use PPMs as a way of discussing and problem solving issues related to individual children's needs, thereby enabling each child to make the best progress possible.

These need to take place at least 3 times a year following each data drop. Some schools may choose to have additional pupil progress meetings linked to the target setting, and or to support particularly groups or individuals.

Schools should all have developed some systematic ways of capturing these regular meetings and the actions that have been agreed and reviewed.

Moderation

All schools will ensure that they carry out a range of activities across the year internally and with external verification that support accurate assessment judgements in writing being made against year group expectations and/or where appropriate national benchmarks/exemplification. Some schools may choose to use similar practices in other subject areas.

Early Years judgements will be moderated within each school in partnership with other local providers and /or across the Trust where appropriate. The Trust is committed to developing its own processes and evidence to support these judgements.

Statutory moderation by Local Authorities on behalf of the DfE at the end of Early Years, end of Key Stage 1 and Key Stage 2 will also take place. All academies are responsible for selecting their moderating authority.

It is the responsibility of the Head teacher/Principal to ensure that statutory assessment judgements reported are accurate. There are a number of ways that support this process such as:

- Attending moderation training
- Participating in moderation events within school or to participate in network events across the Trust etc.
- Being involved in moderation processes if selected by the Local Authority
- Sampling data judgements within school to quality assure the evidence base and accuracy of the judgement

Reporting to parents and carers

Schools must annually provide a written report to parents and carers by the end of the summer term, although this can be split up to report on each term separately.

Review of this Policy

This policy will be approved by the Main Board of the Trust on an annual basis or as required, if there are changes to Statutory assessment processes.

Appendix 1 Whole school Assessment Cycle Reading, Writing, SPAG and Maths

Formative teacher assessment (Afil):

A range of information and evidence is used by teachers on a daily and weekly basis to decide where pupils' are in their learning, where they need to go and how best to get there. This is used by teachers to plan the next stage in each pupil's learning.

Summative Assessment:

Tests to be used as defined within each school
(These might include White Rose Maths Assessment, NFER/GL Assessments and Spelling test materials)

Data collection and analysis:

Projected targets for Year 1-6 pupils entered in DBAT SIMS marksheets using DATE system in Term 1, updated end of T2, 4 & 6.
Complete school defined Pupil Progress Meeting preparation documents.

EYFS teachers complete baseline assessments in Term 1 and use these to inform projected end of year targets against ELG for Reading, number and writing and GLD (using outcomes of Emerging, Expected, or Exceeding)

EYFS teachers use DATE system in Terms 1 and 6.

Pupil Progress Meetings:

SLT and Teachers meet to discuss data, groups &, target children and overall progress of the class.
Look at evidence - record keeping, exercise books etc.
Further actions and next steps identified and agreed upon.

Moderating:

Held regularly, across Year groups/in Key Stage phases/local clusters/Hubs and Trust-wide Evidence discussed and Teacher judgement adjusted if appropriate.

Whole School Analysis:

Trends within the school (including significant target groups i.e. Pupil Premium) analysed by HT, SLT and/or Phase Leaders and Subject Leads.
Analysis incorporated into relevant documents, action plans and meetings e.g. SDP, Staff Meeting agendas and Inset.

Parents Meetings:

To take place at least twice each year, but exact timings defined by each school within the Trust (see appendix 1)

Transition arrangements in Term 6:

Current and new teachers will meet to discuss individual pupils in each class.
Teachers share and go through their assessments.
This process also happens between Teaching Assistants working with pupils who have SEN.

