

## ASSESSMENT POLICY FOR LEIGH PRIMARY ACADEMIES

### INTRODUCTION

The purpose of this policy is to support school improvement and the raising of standards of achievement and attainment for all of our pupils.

The Leigh Academies Trust is dedicated to providing an education to meet the needs and challenges of a fast-changing world. Within this context, our Mission Statement highlights objectives pertinent to the Trust's commitment to the highest quality of learning, achievement and opportunity for our young people.

### Mission Statement

The Leigh Trust Primary Academies are creating a learning network to achieve excellence through a challenging and stimulating curriculum, high quality teaching and learning, underpinned by a rigorous assessment and monitoring system.

This policy intends to:

- Make clear our vision of the role of assessment as part of teaching and learning in the Leigh Trust Primary Academies.
- Provide clear guidelines for the implementation of the policy.
- Procedures in place for monitoring and evaluating assessment practices
- Define clear responsibilities in relation to assessment.

### The role of assessment.

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

- Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Provide information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- Are reliable and free from bias.
- Ensure children are ready for the next stage of their learning.
- Celebrate the progress which pupils make.

#### **Help drive improvement for pupils and teachers**

- Are closely linked to improving the quality of teaching.
- Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

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

**Make sure the Academies are keeping up with external best practice and innovation**

- Are created in consultation with those delivering best practice locally.
- Are created in consideration of, and are benchmarked against, international best practice

**Implementation of the policy – summative assessment.**

**Statutory Assessment (current at the time of writing this policy):**

Baseline Assessment in Term 1 for children in Reception.

EYFS assessment against the Early Learning Goals (2016 only)

Phonic Screening in Year 1 and Year 2 re-assessment.

Key Stage 1 Assessment at the end of Year 2.

Key Stage 2 Assessment at the end of Year 6.

**In-school summative assessment.**

Teachers make formal assessments six times each year against age related expectations set out in the National Curriculum. *There may be some years where one term is too short a period to allow for a valid assessment.*

A common summative test will be used three times a year to inform teachers' final summative judgements.

Agreed testing arrangements to inform judgements.

**Implementation of the policy – Formative assessment – *Assessment for Learning***

*Formative assessment is the day to day, ongoing assessment which is part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives, it is about providing feedback, involving pupils in improving their learning and where they might need additional support.*

Improving learning through assessment depends on key factors:

- The provision of effective feedback to pupil
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of assessment
- A recognition of the profound influence assessment has on the motivation and self-esteem of pupils
- The need for pupils to be able to assess themselves and understand how to improve.

## **Procedures for monitoring and evaluating assessment practices**

Leigh Primary Academies submit a Modular Review six times per year.

Senior Leaders in each Academy along with monitor and evaluate school summative assessment.

Directors of Improvement work alongside Senior Leaders across all of the Primary Academies.

Senior and Middle Leaders in each academy monitor and evaluate the effectiveness of formative assessment.

External verification of the effectiveness of assessment within Leigh Primary Academies will take place on an agreed cycle, in line with the Trust policy and annually, following Local Authority moderation arrangements.

## **Roles and responsibilities in relation to assessment.**

### **The Trust**

- Set Trust targets
- Undertake Modular Reviews
- Directors of Improvement will use their overarching knowledge of Trust Primary Academies to present analysis and advise on priorities.

### **SLT in each Primary Academy will:**

- Set whole school targets to ensure Trust targets are achieved.
- Monitor standards in core and foundation subjects.
- Analyse pupil progress and attainment, including individual pupils and specific pupil groups
- Identify pupil groups who are vulnerable to underachievement in relation to age expectations and prior attainment.
- Prioritise key actions to address underachievement of individuals and groups.
- Report to Governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Hold teachers to account for the progress individual pupils towards their end-of- year targets at mid-year and end-of-year pupil progress meetings.

### **Directors of Improvement will:**

- Moderate teacher assessment judgements within and between academies.
- Stay abreast of assessment updates and share key information with schools.
- Analyse gap analyses across academies and identify whole school areas to be addressed through CPD

### **Assessment Coordinators will:**

- Set individual pupil progress targets to ensure whole school and Trust targets are achieved.
- Ensure each class teacher uses pupil tracking to record formative assessment judgements and analyse the performance of individuals and vulnerable groups.

- Ensure summative assessment tasks are carried out and that the resultant data is collated centrally.
- Ensure that all staff are familiar with current Assessment policy and practice.

**Subject Lead Professionals will:**

- Ensure all staff are familiar and with the assessment policy, practice and guidance for their particular subject.
- Ensure that assessments of individual pupils are being carried out, recorded and shared with parents and Assessment Coordinator, where appropriate
- Ensure standards in their subject according to assessment criteria set out in the National Curriculum.

**Teachers and Teaching/Learning Support Assistants:**

- Are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context.
- Where appropriate, these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress.
- The outcomes of summative assessments are reported to the Assessment Coordinator.
- These outcomes will be shared with parents at Parent Consultation meetings and in each pupil's Annual Report.