

Assessment Statement of Intent

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Contents

1. Introduction	3
2. Definition.....	3
3. Aims:.....	3
4. Key Principles of Assessment	3
5. Formative and Summative assessment	4
5.1 Formative assessment	4
5.2 Summative assessment.....	4
6. Moderation and Standardisation.....	5
7. Roles and Responsibilities.....	6
7.1 The Board of Directors	6
7.2 Chief Education Officer	6
7.3 Central Education Team Advisors	6
7.4 Head of Academy	6
8. Links to other policies	7

1. Introduction

Assessment within the Trust is seen as an integral part of high-quality teaching and learning. Evaluating learners' knowledge, skills and understanding establishes what they can do and what their next steps of learning should be. It provides valuable evidence to guide and improve teaching; learners are provided with an opportunity to demonstrate their progress, which in turn leads to increased self-motivation. The assessment process is aimed at ensuring that every learner meets their full potential.

2. Definition

The term assessment refers to the wide variety of strategies or tools that staff use to evaluate, measure, and document the educational needs and academic progress of learners. Each academy within the Trust will develop its own assessment processes. However, all academies must ensure they incorporate the assessment aims, objectives and requirements as stated by the Trust.

3. Aims

- Facilitate the continued development for all our learners through appropriate planning, recording, assessing and feedback on their work.
- Ensure accurate recording and reporting to parents, statutory agencies, and Trust Executive
- Use the target setting process to motivate and challenge learners, including use of assessment for IEPs, EHCPs and Annual Reviews.

4. Key Principles of Assessment

As the Trust believes in evidence-based practice, academies take responsibility for the accuracy of their data by utilising a range of internal and external processes, such as moderation, formative assessments, summative testing, and pupil interviews. Assessment is used to support the delivery of high-quality teaching which will impact on learning and what to teach next. Assessment should be integrated methodically into teaching strategies so that progress can be monitored and barriers to learning can be identified at learner, class, or whole school level.

An effective assessment cycle ensures:

- assessment is robust, honest, fair, and consistent.
- assessment is a key focus during lesson delivery, so that progress can be monitored.
- outcomes are accurate and meaningful.
- effective data analysis and target setting processes.

For this to be effective:

Learners should:

- Have short term, achievable targets.
- Have a range of strategies to help them learn effectively.
- Have regular opportunities to review their own learning.

Teachers should:

- Identify clear learning objectives.
- Identify the criteria for assessment.
- Ensure appropriate intervention is implemented.
- Employ a wide range of assessment strategies and tasks.

The academy should use assessment information to:

- Evaluate the curriculum.
- Inform other educational settings of learners' achievements on transfer.
- Ensure full reports are made available to parents, carers, and other agencies.
- Provide accurate information to the Trust and other appropriate bodies about curricular achievements.
- On identification of learners who need additional support, or additional challenge, appropriate intervention will be implemented.

5. Formative and Summative assessment

Across the Trust there are three forms of assessment process: dynamic, formative, and summative. The in-the-moment dynamic and the day-to-day formative assessment are the most productive and effective strategies; each academy has its own individual approach setting out formative expectations. Internal and external summative assessment enable the monitoring of performance and make meaningful comparisons possible. The effective use of these within a cycle will enable our learners to achieve their potential.

5.1 Formative assessment

Teachers will undertake ongoing assessments across an academic term which allows them to then modify their teaching to help learners to achieve. Formative assessment will enable teachers to:

- ascertain whether knowledge and understanding are secure enough to move forward.
- judge how securely a learner understands and applies a concept.
- communicate findings with individuals, groups, or whole class as soon as possible either verbally or through marking.
- grow learners' independence to act on feedback.
- collate information gathered to inform the planning of future lessons or interventions.

5.2 Summative assessment

This involves assessment (tests or exams) at given points. They provide a diagnostic judgement of learner attainment and progress. The collated information and data will:

- inform curriculum design.

- be used to report to parents on learners' progress, helping learners make informed choices about the examination courses they will follow and the qualifications and careers they will seek.
- support Academy leaders and Trust leaders in identifying emerging trends and target support where necessary.
- be communicated to learners to celebrate success and support next steps.
- note how learners are performing in comparison with all learners nationally (e.g. EYFS, Y1 Phonics Screening, Y4 Multiplication Test, Key Stage 1 and 2 National Curriculum Tests, GCSEs, BTECs)
- enable teachers to understand national expectations and assess performance against these.

To support both processes, each academy can utilise a range of possible tools including:

- observations,
- pupil interviews,
- setting of appropriate home learning tasks,
- marking,
- book scrutinies,
- teacher discussions,
- learner progress meetings,
- lesson evaluations,
- unit analysis; e.g. PiXL.

A combination of effective tools utilised by teachers ensures that planning next steps has the appropriate challenge for learners, utilising correct interventions to ensure continued progress.

6. Moderation and Standardisation

Moderation is an essential part of the assessment cycle to ensure consistency across curriculum subjects and phases. This is achieved in several ways, including:

- within Professional Development meetings
- Learner Progress Meetings
- within Departmental/Key Stage meetings
- moderation of work by subject leads/champions
- Quality nominees
- Trust Cluster Moderations, where best practice can also be celebrated.
- external partners to the Trust e.g. TS Hubs, collaborative partnerships, trained BTEC moderators

7. Roles and Responsibilities

7.1 The Board of Trustees

The Board of Trustees has responsibility for holding the Trust to account for learners' achievements within each academy.

7.2 Chief Education Officer

The Chief Education Officer is responsible for monitoring learners' performance across all academies and will ensure that:

- systems within the academies are producing clear, concise, and accurate information to support the Chief Education Officer in raising standards of performance across the multi-academy trust.
- the Headteacher is held to account for whole school performance.
- purposeful, appropriate, and timely data is presented to the Curriculum and Standards Committee through the use of an effective data system and the production of data dashboards.
- data presented has integrity, achieved through a variety of quality assurance methods.

7.3 Shared Education Services Team

- Support academies to ensure they have a robust and accurate approach to AfL.
- Provide the Chief Education Officer with comprehensive data summaries, benchmarked when appropriate against similar schools and National statistics across all phases.
- Strengths and weaknesses in the data is shared with Chief Education Officer and the Headteacher

7.4 Headteacher

The Headteacher is responsible for ensuring that data and assessment systems within their academy aid the tracking and monitoring of learners' performance. They are responsible for ensuring that the Trust Policy aims, objectives and requirements are adhered to by:

- setting ambitious targets for learners, supporting their teachers to meet the targets.
- working collaboratively with the Shared Education Services Team on the quality assurance of data and assessment within their academy, so that strategies to further improve learners' performance are effective.
- ensuring all procedures for assessment meet all legal requirements.
- clear assessment processes are in place for learners with different abilities and needs, including children with SEND and English as additional language.

- ensuring clear standardisation and moderation of data and assessment takes place across their academy to secure the accuracy of teachers and leaders' judgements.
- participating in whole Trust Cluster Moderations to share best practice.
- ensure that data is entered in line with the Trust calendar.
- understanding key strengths and areas for development highlighted on external reports e.g. ASP, FFT

8. Links to other policies

- Curriculum Statement
- Early Years Policy
- SEND Policy
- Trust Assessment Protocol Primary