



Trust Assessment Procedures

Tees Valley Education

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TVED Assessment Procedures

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.”

— Dylan Wiliam, *Embedded Formative Assessment*, 2011

At TVEd, we believe assessment is fundamental to extending and challenging children’s learning so they can reach their full potential. All assessment activities aim to ensure that our children are able to make excellent progress in their learning whilst taking into account the needs of individuals. This policy will provide clear guidelines on our approach to formative and summative assessment and establish a consistent and coherent approach to the recording and reporting of data to all stakeholders.

The aims and objectives of assessment in our Trust are:

- To enable our children to demonstrate what they know, remember, understand and can do in their work;
- To allow teaching teams to plan work, linked to each of our curriculum pathways, that accurately reflects the needs of each child;
- To help our children understand what they need to do next to improve their work;
- To provide regular information for parents that enables them to support their child’s learning;
- To use assessment information to drive forward school and trust improvement intelligently, including planning for progress, targeting persistent problems and impacting on progress year on year and from previous benchmark.
- To contribute towards accountability data.
- To enable benchmarking between academies as well as monitoring performance both locally and nationally;
- Ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners;
- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil attainment and progress annually and at the end of each Key Stage are met.

Inclusion

We aim to provide an inclusive curriculum offer for all children, regardless of whether they follow a formal, semi-formal and informal curriculum pathway, so that they achieve as highly as they can according to their individual abilities. We identify which children or groups of children are under-achieving and take steps to improve their progress and attainment. All children, including our SEND and greater depth children, have targets appropriate to their ability and learning will be tailored to meet their individual needs.

Types of assessment

Definitions:

Formative assessment: Day to day, on-going assessment as part of our repertoire of teaching strategies, based upon how well pupils achieve learning objectives and the progress they make. It is about providing timely feedback and involving pupils in improving their learning.

Summative assessment: this is a snapshot testing that establishes what a child can do at a given time and is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

As a Trust we use a combination of both formative and summative assessments at key points throughout the year so that we are able to make an overall judgement of progress and attainment, this will enable us to identify any gaps in knowledge and thereby inform next steps in learning for all pupils.

(a) Formative Assessment (Assessment *for* Learning – AfL)

Formative assessment is part of the learning process and is at the heart of good assessment practice in our Trust. Used effectively, it enables our children to improve their learning and our teaching staff to improve the efficacy of the teaching. In particular, our intention is that formative assessment follows the responsive teaching model proposed by Dylan Wiliam that ***“feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning”.*** (Embedded Formative Assessment, 2011)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Assessment opportunities are regularly built within a clear sequence of learning that builds progress over time – within lesson, between lessons, lesson to lesson, within a unit of work and unit to unit connections. In direct support of this is the responsiveness of our marking and feedback approaches.

Across our Trust we use a wide range of diagnostic assessments to provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.

Additionally, we also utilise peer assessment or peer review in order to provide a structured learning process for students to critique and provide feedback to each other on their work. It helps students develop lifelong skills in assessing and providing feedback to others, and also equips them with skills to self-assess and improve their own work. This would lead to improved meta-cognition and ensure pupils are able to assess themselves and understand how to improve.

According to Paul Black and Dylan Wiliam improving learning through assessment depends on a number of key factors:

- Effective feedback responds to pupils' needs and is an essential part of the learning process
- The active involvement of pupils in their own learning
- Adjusting teaching to take account of the results of on-going assessment

A recognition of the profound influence assessment has on motivation and self-esteem of pupils

(b) Summative Assessment (Assessment *of* Learning – AoL)

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform next steps learning for pupils.

Teaching staff utilise, and triangulate, a wide range of assessment information and cumulative evidence that demonstrates the child's knowledge, skills, proficiency and application. In order to make an evaluative judgement on planned progress and attainment it occurs at the end of the learning process – unit to unit, term to term and end of year.

Summative assessments:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information – class, key stage, school and nationally through range of mechanisms eg: PIXL
- provide progress and attainment assessment information against personalised targets (for those semi-formally taught, linked to the SEND needs)
- provide end of key stage test data against which the school will be judged
- ensure statutory assessments at the end of EYFS, KS1 and KS2 are met (for those formally taught)
- provide information about cohort areas of strengths, weakness and persistent problems to build from in the future, utilising and interrogating question level analysis (Formally and Semi-Formally taught).

Please refer to the TVEd Assessment Calendar for Trust wide summative assessments for all year groups and stages of development.

Statutory requirements

In the Foundation Stage (Nursery and Reception) children are assessed through:

- In EYFS progress is measured using Development Matters and statutory data submitted at the end of the academic year. Development matters spans from 0 – 60 months and is, therefore, inclusive of all pupils in Reception.
- Evidence to support progress judgements are collated on the Evidence for Learning app in the form of a learning journey directly linked with the Development Matters framework. Additionally, evidence is also collected through a range of other mechanisms, including journals, floor books and children's books.
- Termly pupil progress meetings allow discussion of individual pupils and their learning journey and allow all staff involved with the pupil to consider next steps in learning and how best to support this academically and therapeutically.
- Continual observation, record keeping and assessment during sessions provides ongoing up to date information to teaching staff. Parental contributions are encouraged.
- Recording achievements and collecting samples of learning where appropriate,
- On-entry assessment is carried out in the nursery and a baseline assessment test is carried out in reception at the earliest opportunity, online with the reception baseline (RBA)
- A final judgement is reached at the end of reception against development matters, trust moderation is completed and validated by external moderation for quality assurance.

At Key Stage 1 (Years 1 and 2)

- In Year 1 the children carry out a phonics screening check, which assesses their phonics progress, administered by constant member of staff to ensure quality assurance.
- If the children are unsuccessful in Year 1, the test will be re-administered in Year 2 following an action plan to ensure success wherever possible.

- In Year 2, the children complete end of key stage SATs assessments in mathematics, reading, spelling, grammar and punctuation, administered and marked by the teachers,
- A final assessment is reached by a combination of the test results in conjunction with teacher assessment.
- Writing is assessed internally by the teachers; moderated by both the Trust and by external moderators.
- Following the triangulation of evidence and a final summative judgement, but before formal reporting, trust moderation is completed and validation by external moderation for quality assurance.

At Key Stage 2 (Year 4 and 6)

- At the end of Year 4, children will take part in the national online, and time limited, multiplication tables check, administered by constant member of staff to ensure quality assurance.
- In Year 6, children undertake end of key stage two SATs assessments in mathematics, reading, spelling, grammar and punctuation tests which are marked externally, undertaken within strict national guidelines.
- Writing and science are assessed internally by the teacher; moderated by both the Trust and by external moderators ensuring validation for quality assurance.

Semi-formal Curriculum Pathway Provision

Teachers assess children accessing a semi-formal curriculum using the nationally recognised assessment framework PIVATS (Performance Indicators for Value Added Target Setting) that is widely used across additional resource provisions (ARPs) and special schools nationally due to the highly personalised nature and small steps approach. This system is not only robust, but enables moderation and monitoring across TVED and by external agencies for quality assurance purposes and reporting on outcomes for parents and the government. Progress and achievement in this system can be compared to other children of similar category need nationally using tools such as CASPA (Comparative Analysis for Special Pupil Attainment) which takes into account their SEND need and their age.

As PIVATS data measures progress and attainment between fixed periods of time, CASPA will be used annually to analyse progress compared with similar pupils nationally. CASPA is a tool for the analysis and evaluation of attainment and progress for pupils with SEND who are working significantly below age-related expectations. It forms a national database of assessment information collected from participating schools and local authorities. Using national SEND data offers support and challenge to ensure pupils make better than expected progress.

Informal Curriculum Pathway Provision

Some of our pupils access an informal curriculum offer, due to their SEND needs and severe learning difficulties (SLD). Our informal children's learning is extremely personalised to meet their cognitive, physical, therapeutic and communication needs. To support this we use a system called Mapping and Assessing Personal Progress (MAPP). MAPP is intended for pupils who have global learning

difficulties (GLD) and who are not accessing subject-specific learning. These are pupils who are working consistently and over time at pre-key stage and lower levels in all aspects of communication and cognition because of their needs. MAPP Milestones support our learning intentions and assessments. They are not strictly hierarchical and, though they increase in complexity within each section, there is no assumption that learners will work through all of them or approach them in a fixed order, some may even come back to the same target at a different point in their learning journey. They guide our staffs thinking when writing personal learning intentions and assessing against them for personal progress.

This allows teachers to assess the lateral development of four aspects of skill using a ten-point rating scale referred to as Assessment of Lateral Progress (ALP). Lateral progression is concerned with the refinement and strengthening of skills over time and not simply with enumerating the number of skills gained. Throughout MAPP the word 'skill' should be read as having a wide scope, which encompasses knowledge, understanding and attitudes, rather than the narrow sense in which it is used to contrast 'skill-based learning' with 'process-based learning'. Teachers measure these four aspects across a continuum of skills development. The aspects are:

- Independence;
- Fluency;
- Maintenance; and
- Generalisation.

Where a pupil demonstrates a particular strength in an area of the curriculum, the teaching team and deputy headteacher may decide to track progress in this subject area using PIVATS. This is recorded on SIMS alongside data for semi-formal learners. Evidence to support decisions comes from the pupil's learning journey (recorded on Evidence for Learning), formative assessment through planning and summative assessment statements.

Core Subject Assessment Frameworks

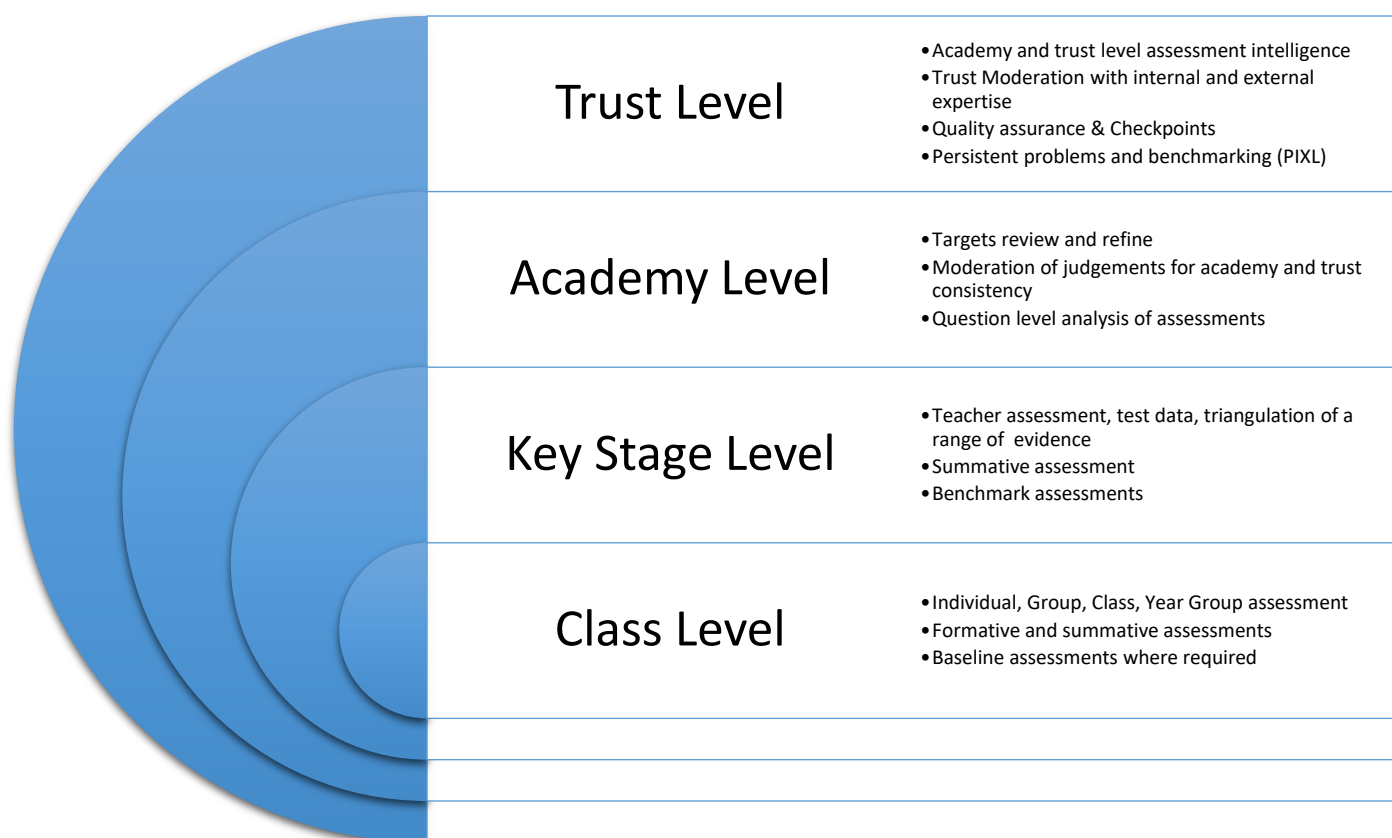
Assessment Frameworks are available for Reading, Writing and Maths. These comprehensive assessment grids are used to assess the attainment in key objectives. The evidence collated, over time and a range of evidence, on the assessment frameworks will allow teachers to make a judgement of pupil progress at assessment points towards attainment. A teacher records evidence towards a statement that has been achieved and annotated accordingly.

Year group teams work together with moderated guidance so there is a consensus of opinion with regards to when it is 'achieved'. Evidence is gathered and triangulated from formative and summative assessments.

These are key documents that underpin on-going professional dialogue that enables teachers to make secure judgements on pupil performance and allow senior leaders to support and challenge the quality of teaching and learning in the school.

Assessment Process

Our assessment process is well developed and provides accurate information at each level. At each level the information can stand alone however the intelligent use of assessment information means that there is a symbiotic relationship, that works both up and down the diagram below. This translation of the intelligence means that as one organisation we are able to effectively deploy support and resources so that it impacts outcomes for all children, regardless of which curriculum pathway they follow.



Should a professional development need be identified at each level then there are clear mechanisms available to be responsive and support this in the short, medium or long term.

Trust Summative Assessment

In addition to the statutory requirements, the Trust has regular internal summative assessments to ensure timely assessment points, supporting the monitoring of pupils and identifying next steps in learning and planning for progress at individual, group, cohort, academy and Trust level.

There are four assessment weeks throughout the academic year. These are followed up by Trust moderation and a designated data capture point. This data is shared with the Director of Trust

Improvement & Standards and presented to the Challenge board for academies and Standards Committee for the trust, where data analysis forms the basis of academy and trust analysis, evaluation and interpretation which feeds into the improvement cycle. Both academy and trust target setting are key elements within this.

Academy Progress meetings with the Director of Trust Improvement and Standards and external data provider (The School Data Company) happen termly providing challenge, support and a level of rigour required to accelerate progress and attainment alongside quality assurances.

Moderation in all core subjects takes place at designated times throughout the year. This is led by key trust leaders with subject expertise alongside other trust leaders, some of whom are also LA moderators, in order to quality assure academy judgements. This is also used as an opportunity to support the development of future leaders. External advisers are also used to support judgements in benchmark year groups.

Foundation Subjects

In response to the continuous cycle of Curriculum developments, the assessment process and procedures for the foundation subjects is being evaluated, reviewed and further developed.

In order to assess the foundation subjects, knowledge organisers clearly identify the key knowledge that we expect the children to know by the end of the unit, which is used to assess whether or not they have achieved this. Teachers assess progress in the foundation subjects through a variety of means and use different kinds of evidence; the evidence for assessment occurs in different forms and at different times through the course of a unit of work and so assessment too is spread out over time.

Teachers formatively assess against the key knowledge throughout the unit of work. At the end of each block, a summative assessment judgement is made, against the key question using the key knowledge set out in the programme of study. Teachers' assessment for learning enables them to make feed forward comments regarding where skills or knowledge require further development within subject concepts - ensuring the progress of knowledge and skills is systematically built upon for all children over time.

Parental Involvement

Parents are kept informed of their child's attainment through termly Parents' Evenings where parents are able to view children's work and discuss progress. Should a child's attainment be causing concern at any point within the academic year parents will be invited to discuss the situation with the class teacher.

In accordance with national requirements, a written report of pupil progress will be prepared and sent to parents during the summer term. Parents will have the opportunity to discuss the report with the class teacher and a copy of this report will be kept in the pupil's school record.

This policy should be read in conjunction with:

- Trust Core Assessment Timetable

- Teaching, Learning & Curriculum Policy
- SEND policy
- Core subject policies and frameworks
- Planning for Progress
- Trust Improvement Framework