



“Our vision is to work together to provide the best schools and outcomes for our children”

Overarching Statement for Assessment

Rationale for learning

Assessment should show clearly what a child knows, understands, can do and what they need to do next.

- Teacher assessment should have clear aims and inform future teaching.
- It should be part of the teaching and learning process in all subjects.
- Children should know what is expected of them, what they are being assessed on and what they need to do to improve.
- Assessments should be recorded in a clear and concise way to inform future planning.
- It should involve looking at the “whole child”, their personal and social development, attitudes to work and each other so each child can feel proud of ‘who they are’.
- It should focus upon learning processes as well as intended outcomes.
- It should identify strengths.
- It should encourage learning from mistakes as a positive part of the learning process.
- It should identify targets for improvement.
- It should be used effectively to raise standards of attainment and achievement.
- It should provide information for the school on cohort progress as well as individual progress.

Aims and objectives

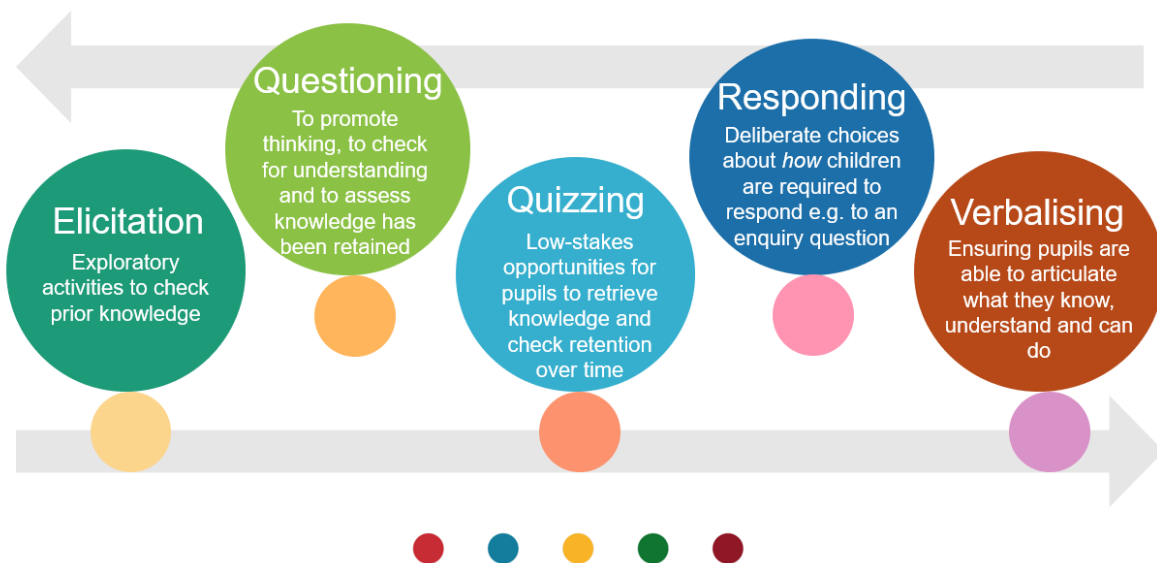
Teachers have a responsibility to ensure:

- That there are effective systems of assessment in place in **all** subjects so that they can ensure children are making progress against the intended curriculum, so that teachers identify pupils with gaps in their knowledge and ensure that they adapt their teaching to provide additional support to those pupils at risk of falling behind.
- That they are clear about the core knowledge within a particular subject, what they should emphasise and make regular provision for assessment which is related to this core knowledge.
- Use of their professional judgement in making assessments and in devising their own manageable, assessing and recording strategies in accordance with their schools’ shared systems.
- That assessment for learning opportunities and target setting processes are an integral part of their planning
- That they are able to monitor the progress of pupils’ learning against the intended curriculum successfully and judge the effectiveness of their teaching.
- That they work with colleagues to moderate their judgements about pupil’s work.
- That they know and use assessment data to support pupils’ progress and identify strengths and gaps in what they have learnt and remembered.
- That they are able to use systems such as Insight tracker and Smartgrade to confidently track pupils’ progress in reading, writing, SPAG and maths for instance. In this way they are able to identify pupils vulnerable to underachievement.
- That they provide pupils with effective feedback to support their learning.
- Provide feedback to parents / carers and give guidance on the child’s strengths and areas for development.

Types of Assessment

There are two types of Assessment – Formative and Summative. These assessments will be used to inform teaching in a continuous cycle of planning, teaching and assessment.

Formative Assessment provides the teacher with an analysis of a child's performance (strengths/weaknesses), which therefore, informs future planning so that teachers are responsive to the needs of their pupils. This can be an informal part within a lesson or across a sequence of lessons to check understanding and give the teacher information which will help them to adapt and adjust day to day teaching. Formative assessment can also support subject leaders when monitoring their subject to identify any gaps or adaptations needed to their intended curriculum. Pickwick schools use 5 key strategies to support this formative assessment process, as shown below:



1. **Elicitation** e.g. exploratory activities done 'cold' such as building a circuit at the start of an enquiry about electricity; making a mind map around the enquiry question; discussion or quizzes about what the children remember from a previous enquiry.
2. **Questioning** e.g. use of hinge questions with plausible distractors to reveal misconceptions; use of questions to promote thinking (e.g. when thinking about climate change, 'why is such a small temperature change a concern to some people?' and assess thinking 'What is the impact of climate change?' or 'Why does ice melt?'; mini-questions that build through the learning journey (used on display, taken down to use in a lesson, put back up on the wall with responses).
3. **Quizzing** e.g. low-stakes quizzes at the start of the day / end of a lesson / an enquiry / end of a term, either electronic or paper-based; relevant core knowledge vocabulary taken off the display and kept in a jar and used to help children recall terminology; re-visiting a familiar image that pupils may have used in previous enquiry or unit of learning and asking for an explanation; concept cartoons.
4. **Responding** e.g. consideration given to **how** children are being asked to respond in activities which assess their understanding of the core knowledge being taught (rather than testing other aspects such as the quality of their use of paragraphs for instance); varied and deliberate use of group work (talk partners / trios or small group); rehearsal of responses with feedback before final answers; responding to mini-questions during an enquiry journey
5. **Verbalising** e.g. use of extended answers (digging beyond an initial verbal response); children being able to use full sentences when answering; children being encouraged to build on another child's response in order to give teachers opportunities to check understanding and spot misconceptions; children being used to explaining what they

have learnt and remembered to other visitors to their school, by using their books and displays as a prompt to remind themselves if needed; discussion questions where children are able to agree / disagree and give reasons why; taking on roles such as summariser in an activity.

Specific activities under each strategy are known and understood by all teachers and leaders. Where appropriate, schools provide additional training for teachers on aspects of these, supported by our Trust PDD.

Summative Assessment provides the teacher with a level, grade, score or reading age, by which the child can be compared with his/her peers (locally and nationally) and individual progress monitored (e.g. PIRA, GAPS tests, White Rose assessments, National assessments e.g. practice SAT papers) In term 2 and term 6 the EHTs discuss these judgements at target setting meetings with the Headteacher, Assessment Leader and other relevant members of the SLT. This enables individual as well as cohort progress to be monitored and ensures that realistic but challenging targets can be set for future improvement. Teachers will also draw upon their class record of attainment against the taught curriculum objectives and supplementary notes and knowledge about their class to produce a summative record. In Term 4 the EHTs will focus discussion on teacher assessments and Year 6 SAT assessments.

Summative Assessments will take place throughout the school year, in line with the PAT assessment calendar, to assess and review pupil's progress and attainment. This will take the form of PIRA, GAPS and White Rose assessments as well as compulsory National Curriculum tests for pupils in year 2 and 6. Analysis tools such as Mark Gap analysis and Smartgrade will analyse this data and identify gaps to inform future planning.

Accurate information will then be reported to the Executive Headteachers and then the School Improvement Committee.

Finding out about pupil progress and achievement

To make a judgement about the progress and achievements of individual pupils and groups of pupils a school needs to do three things: -

1. Find out about what pupils know and can do when they first begin at the school by using a Foundation Stage baseline assessment.
2. Find out about pupils' progress in the classroom.
3. Compare pupils' achievements in different ways using school, local and national data.

From this information appropriate targets for future learning can be set. These targets are individual, class, cohort and school.

Setting targets

Target setting is a vehicle by which standards can be improved.

Pickwick Academy Trust key performance indicators (KPIs)

'Annually, EHTs and Heads of each school agree a set challenging but achievable targets based on prior attainment and FFT Aspire. Following discussion between EHT / heads and senior leaders, each school will need to set KPIs against the following:

- Proportion achieving Age related Expectations or Above in reading, writing and maths
- Proportion achieving expected progress in reading, writing and maths

- Percentage of Pupil Premium achieving Age Related Expectations or above in both Reading, writing and maths
- Proportion of Pupil Premium achieving expected progress in Reading, writing and maths

Approaches to Assessment

A. Assessment Procedures

- Staff meetings, key stage meetings or year group meetings are held where the staff can assess and make judgements about pupils learning (e.g. moderation of writing).
- At the end of Terms 2, 4 and 6, teachers make assessments of the children's progress in reading, writing and maths. They enter the data into Insight. The program then enables the teachers and SLT to track progress and assess this progress against prior attainment, FFT data and aspirational targets set for individuals and the cohort.
- The use of the Insight enables teachers, SLT, subject leaders and SENCO to track progress in order to identify if pupils are achieving their potential. Appropriate interventions can then be put in place for any child, especially vulnerable children, causing a concern.

B. Statutory Assessments

SATs are carried out in Y2 and Y6. Teachers administer them in line with national guidance. Parents receive information about their child's achievement when results are published. The school forwards information on the children's achievement to the appropriate authorities and, at Y6, to the child's next school.

Phonics Screening is carried out in Year 1 in line with national guidance.

Timetables tests are carried out in Year 4 in line with national guidance

Equal Opportunities and children vulnerable to under Achievement

We are aware of the need to monitor for under achievement by using our data to establish whether there are any significant trends, for example, in gender, race or disadvantaged pupils. This is done by analysing SATs results in more detail using Perspective Lite, Fischer Family Trust data, PIRA/PUMA analysis, Smartgrade etc. We also monitor progress carefully and may provide additional support to children who for particular reasons may be vulnerable to under achievement, especially those in receipt of Pupil Premium.

Date of next review: September 2024