



# Assessment Policy

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## Truro Learning Academy



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## Statement of intent

Truro Learning Academy believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents/carers in the process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic/relevant
  - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.

## Principles

Using the principles and processes of assessment, our aim is to:

- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and give guidance on how to improve.
- Guide planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about our pupils' achievement.
- Provide information to ensure continuity when a pupil changes year group or leaves the school.
- Comply with statutory requirements.

## Rationale

The process of assessment is central to helping children to progress and fulfil their potential. Here at Truro Learning Academy, we teach a broad and balanced creative curriculum where the focus is on high-quality, in-depth teaching, supported by a range of in-school formative and summative assessment.

The removal of assessment using levels has provided us with an opportunity to articulate the attainment and progress of all pupils in a highly individualised way. Assessment at Truro Learning Academy is inclusive of all abilities, however it ensures that high expectations for all pupils is paramount.

An Assessment Policy provides a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support on a highly individualised basis.

Assessment can also inform whole school objectives and training and should be integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at pupil, group, class or whole school level.

The assessment process can only be successful if regular reviews take place and plans are communicated and actioned at all levels.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race.

Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

Signed by:

\_\_\_\_\_ Head of School

Date: \_\_\_\_\_

\_\_\_\_\_

Date: \_\_\_\_\_

\_\_\_\_\_ Hub Councillor

\_\_\_\_\_

## **1. Key roles and responsibilities**

- 1.1.** The Aspire Academy Trust Board has overall responsibility for the implementation of the Assessment Policy and procedures of TLA.
- 1.2.** The Aspire Academy Trust Board has overall responsibility for ensuring that the Assessment Policy, as written, does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3.** The Head of School has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4.** The Head of School will be responsible for the day-to-day implementation and management of the Assessment Policy and procedures of TLA.
- 1.5.** The The Head of School /Assessment Leader is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing Individual Learning Plans (ILPs) for all pupils and updating the senior leadership team on the effectiveness of the provision, using local, national and school level assessment data.
- 1.6.** The special educational needs coordinator (SENDCO) is responsible for maintaining the SEND register, coordinating individual support, handling pupil records received from mainstream schools, reviewing ILPs and managing statutory assessment.
- 1.7.** Class teachers are responsible for setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers, and contributing to ILPs.
- 1.8.** All staff, including teachers, support staff and volunteers, will be responsible for following the Assessment Policy. They will also be responsible for ensuring the policy is implemented fairly and consistently, and for sharing relevant information with the SENDCO, Head of School and Assessment Leader.
- 1.9.** Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations specified by examination boards.
- 1.10.** Parents/carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

## **2. Training of staff**

- 2.1.** We recognise that early intervention can improve both achievement and self-worth. As such, teachers will receive training in identifying pupils potentially at risk of not meeting targets.
- 2.2.** Teachers and support staff will receive training on the Assessment Policy as part of their new starter induction.

**2.3.** Through staff meetings and INSET days Teachers and support staff will receive regular and ongoing training as part of their development including:

- Regular training on the use of the School's systems for tracking attainment and progress
- Regular updates on national developments relating to assessment and tracking
- Specific training for senior leaders to consider data analysis

### **3. Definitions**

Truro Learning Academy:

**3.1.** Defines "assessment" as either:

- Activities undertaken by teachers, and/or by pupils assessing themselves, which provide information to use as feedback on attainment, progress or next steps.
- Activities which enable modification of teaching and learning activities to improve achievement.
- Activities which lead to formative or summative feedback.

**3.2.** Defines "diagnostic assessment" as any activity which aims to quantify what pupils know about a topic and gives teachers initial data to measure progress from.

**3.3.** Defines "in-school formative assessment" as any activity which teachers use to evaluate pupil's knowledge and understanding on a day to day basis and which guides teachers in how to modify their teaching to help their pupils achieve.

**3.4.** Defines "in-school summative assessment" as any activity which enables a teacher/school to evaluate how much a pupil has learned and achieved at the end of a teaching period (e.g. unit of work, half term, term or school year).

**3.5.** Defines "nationally standardised summative assessment" as any activity which provides information on how pupils are performing in comparison to pupils nationally and which enables teachers and schools to assess their own performance in the broader national context (typically, this will take the form of end of Key Stage Standard Attainment Tests (SATs).

**3.6.** Defines an ILP as a plan which shows how a learner will get from their starting point on a learning journey, to the desired end point.

**3.7.** Defines "star and wish" feedback as a strategy which identifies a positive comment related to learning objectives/success criteria and one note of where the success criteria was not met/or a suggestion/question to encourage further thinking.

### **4. Types of assessment**

- 4.1.** Truro Learning Academy acknowledges that assessment will take place in a range of different ways, for different subjects. However, all assessment should embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

Assessment will take the form of:

- 4.2. In-School Formative Assessment** (defined above) including, but not restricted to:

- Observational Assessment
- Marking of books
- Oral Feedback
- learning conversations (adult/child, child/child, etc)
- self-assessment,
- peer assessment,
- group assessment,
- targeted questioning,
- quick recap questioning to consolidate knowledge
- moderation and assessment of exemplar work of a range of stages,
- written feedback that links to assessment criteria
- use of examination materials

- 4.3. In-School Summative Assessment** (defined above) including, but not restricted to:

- Spelling Tests
- Times Table Tests
- Mental Arithmetic Tests
- Mental Maths Tests
- Half Termly Attainment and Progress Tests in Reading, GAPS and Maths
- Termly Assessments
- End of Year Attainment and Progress Tests in Reading, GAPS and Maths

**4.4. Nationally Standardised Summative Assessment** (defined above) including, but not restricted to:

- End of Key Stage 1 and 2 Standard Attainment Tests (SATs).

**4.5.** Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Self assessment/marking against layered learning objectives using traffic lights/smiley faces
- Peer assessment/marking against layered learning objectives using traffic lights/smiley faces
- Use of “Star and Wish” on own work, purple pen responses
- Highlighting or annotating pupils’ own or a peer’s work to demonstrate appropriate features or use of criteria.

## **5. Scheme of assessment**

**5.1.** National curriculum levels have been removed and replaced with national curriculum knowledge descriptors, also known as Key Performance Indicators. The Department of Education, the Commission on Assessment without Levels and Ofsted have emphasised that Schools are free to develop their own systems of assessment and tracking of attainment and progress and decide which resources will support them in doing so.

**5.2.** Consistency in assessment practises is fundamental across the Aspire Academy Trust, therefore the Trust has evaluated externally developed assessment systems in an attempt to secure this level of consistency (see below).

**5.3.** When evaluating externally developed assessment systems, the Trust approached the task with care and rigour, asking the following key questions as part of an initial needs analysis:

- Does the product support the Trust (and its schools) assessment policies?
- To what extent will the product support delivery of that policy?
- Is the system’s approach to assessment credible?
- Does the product provide good value (in terms of both price and workload cost)?

**5.4.** Truro Learning Academy has implemented the following Schemes of assessment which addresses assessment without levels:



### **Rising Stars Progression Frameworks**

Truro Learning Academy uses the Rising Stars Progression Frameworks to enable teachers to plan teaching and learning, as well as assess and track pupil progress, in English, Maths and Science. The Progression Frameworks, which are derived from the statutory programmes of study from the new National Curriculum 2014, are divided into Years/Stages. All progression incorporates and builds on prior learning.

### **Classroom Monitor**

Truro Learning Academy uses Classroom Monitor, an externally developed assessment system, for formatively tracking attainment and progress. Classroom Monitor links directly with the Rising Stars Progression Frameworks allowing teachers to make individualised formative assessments of how a child is progressing towards acquiring the knowledge and skills required to meet the expectations of that year/stage.

Truro Learning Academy believes that this product fits highly effectively with our school's aims, creative curriculum and this assessment policy. This is particularly so, given its compatibility with the Rising Stars Progression Frameworks in English, Maths and Science.

The quality of formative assessment recorded using Classroom Monitor system is high, however the nature and frequency of what is being recorded allows teachers to include recording into normal routines and practises, without the need to significantly increase teacher workload.

- 5.5.** Summative assessments are used to assess what a pupil can do at a particular point in the learning journey, and performance can be measured against age-related expectations. We utilise the following in-school summative assessments:

### **Rising Stars Progress and End of Year Attainment Tests**

Truro Learning Academy uses the Rising Stars Progress and End of Year Attainment tests to summatively assess the learning that has taken place within the Rising Stars Progression Frameworks for each year group and to evaluate how much a pupil has learned and achieved at the end of a teaching period (e.g. unit of work, half term, term or school year).

- 5.6.** Please consult the assessment cycle documents in Appendices B, C, D and E for further information

## **6. Target setting**

- 6.1.** Pupils complete baseline assessments (diagnostic assessments) in Reading, Writing, GAPs and Maths at the end of the summer term, which inform long-term national curriculum-based learning goals.

- 6.2. Using the results of the diagnostic assessments, pupils' mastery of the subject will be classed as "working below age related expectations", "working towards age related expectations", "meeting age related expectations" or "exceeding age related expectations".
- 6.3. SEND pupils may work towards differentiated national curriculum objectives which have been informed using a younger year group's curriculum, or have P-scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria.
- 6.4. Stepped, short-term and medium-term targets that lead to the long-term learning goals are agreed with pupils and are clearly displayed as ILPs in age-appropriate language in work books to be shared with parents/carers.

## **7. Tracking and reviewing progress**

- 7.1. Formative assessment milestones are recorded electronically using Classroom Monitor (see above).
- 7.2. Summative assessment milestones are recorded electronically using the School's own Excel based Tracker Sheets.
- 7.3. Progress towards meeting National curriculum objectives can be tracked on Classroom Monitor through the turning of "tiles" to show where a child needs to "target" an objective that they have not yet met, is "almost" meeting a learning objective, has "met" a learning objective, or has "exceeded" a learning objective.
- 7.4. National Curriculum Objectives are only recorded as 'met' on Classroom Monitor when a child has mastered them. Specific guidance on turning tiles has been created, however, in essence, in order to master an objective, pupils must:
  - Learn the skill/concept.
  - Practise it.
  - Apply it.
  - Apply the skill/knowledge in a different context.
- 7.5. Pupils are given the opportunity to review their progress through 'learning conversations' which are regularly scheduled into lesson time.
- 7.6. To assist in guiding each pupil's learning journey, data snap-shots are taken at class and year group level, four times a year. The first is taken at the very beginning of a new academic year (September), the remaining three towards the end of each term (December, March and July). A data snap-shot comprises an overview of the formative assessment data on Classroom Monitor, as well as the summative assessment data on the School's own Excel based Tracker Sheets.
- 7.7. Data snap-shots are reviewed at Pupil Progress Meetings for each year group. Pupil Progress Meetings are scheduled to take place four times a year, at the same point the data snap-shots are produced. Pupil Progress Meetings focus on:
  - Reviewing the attainment and progress of all pupils.

- Identifying and monitoring cohorts of pupils that are underperforming.
  - Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
  - Selecting intervention strategies to implement as a team to tackle barriers to learning.
  - Creating an action plan for each class – factors affecting underachievement and the steps that will be taken to combat this.
- 7.8.** Key members of the senior leadership team from each of the School's with the Academy Hub, together with elected Hub Councillors, meet termly at a "Hub Council Meeting". The purpose of the Hub Council Meeting, amongst other things, is to monitor pupils who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

## 8. Homework

- 8.1.** Depending on the year group, homework is given **daily** and/or **weekly**. An outline of typical tasks and the frequency of homework is outlined below. For further detail, please consult the Homework Policy.

Year group	Typical task	Frequency
Year 3 and 4	Reading for 15-20 minutes.	Daily
	Spellings to learn.	
	Appropriate maths/number fact or times tables to learn.	Weekly
	Maths Homework Book and Activity Sheet	
Year 5 and 6	Reading for 20-30 minutes.	Daily
	Spellings to learn.	
	Appropriate maths/number fact or times tables to learn.	Weekly
	Maths Homework Book and Activity Sheet	
	Additional weekly homework tasks are set .	

- 8.2.** Homework tasks are set in line with curriculum objectives and expectations for each year group, and are used to formatively assess pupils' ability to practise and apply skills/knowledge learned in class.

## **9. Marking and feedback**

- 9.1.** Marking of pupils' work should follow the Marking and Feedback Policy. Effective marking of pupils' work is fundamental to ensuring that a personalised learning journey for all children is achieved.
- 9.2.** Marking and feedback should directly relate to subject specific learning objectives and individual learning targets. The primary aims of marking are to ensure that each pupil can progress and teachers are aware of knowledge gaps, so that they can adjust lesson planning accordingly.
- 9.3.** Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work. This is known as Personal Response Time (PRT).
- 9.4.** Feedback can take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement. Our aim is for pupils to have full ownership of their work and to be able to review their progress and identify their own 'next steps' (with guidance from the class teacher).
- 9.5.** Marking and feedback strategies include:
  - Oral feedback
  - Self and peer assessment against learning objective (traffic lights/smiley faces)
  - Teacher assessment against learning objective (traffic lights)
  - Layered learning objectives allowing children to see where their own personal knowledge and understanding fits into a learning pathway.
  - Gold ticks to show examples of work which meet the specific learning objective or which are examples of work of particular quality.
  - In depth teacher marking
  - Star and Wish comments
  - Opportunities for PRT

When marking work, teachers identify patterns of spelling and grammar mistakes. Pupils are given opportunities to make corrections to their work.

- 9.6.** The quality of pupils' work is rewarded in line with the Academy expectation.

## **10. Records and record keeping**

**10.1.** Teachers use records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents/carers. Records are kept in the following formats:

- Individual Pupil Data
- Annotated Lesson Plans
- Pupil workbooks
- In-School Formative Assessment data (recorded on Classroom Monitor)
- In-School Summative Assessment data (recorded on Classroom Monitor)
- Records of Pupil Progress Meetings
- Individual Pupil Reports to Parents
- Minutes of Hub Council Meetings
- Records of Annual Review Meetings (for SEND Pupils/Those with an EHCP)

**10.2.** Summative assessment records, such as key stage 1 and key stage 2 examination results, are kept electronically and held for six years after the year of the examination.

**10.3.** Non electronic formative assessment records, such as pupil work, are held for one year.

## **11. Standardisation and moderation**

**11.2.** The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues within School
- Partnership with colleagues from other schools within the Hub or the wider Trust as part of the School Improvement Programme
- Attendance at LA sessions to ensure judgements are in line with other schools/academies in the County.

**11.3.** Portfolios of moderated work are kept securely by curriculum leaders.

## **12. Reporting**

**12.1.** Records promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

**12.2.** A written report for each pupil is sent to parents/carers annually. Reports outline pupils' progress in the core and foundation subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations and also provide feedback on effort.

**12.3.** For pupils at the end of key stages 1 and 2, additional information, including the details of SATs, are provided.

**12.4.** Parents/carers are invited to attend formal consultations (parent evenings) with the teacher during the autumn, spring and summer terms. Parents/carers are also welcome to discuss the progress of their child with class teachers or the head of school at other times.

**12.5.** Class teachers or the head of school may invite some parents for interview if required.

**12.6.** The academy reports progress to the Local Academy Advisory Groups (LAAGs) and the Local Academy Board (LAB) on a termly basis, in the form of a Hub Monitoring Report

## **13. Policy review cycle**

**13.1.** This policy is reviewed by the senior leadership team in partnership with the Local Academy Advisory Group for Curriculum, Well-being and Safeguarding and the curriculum leaders on an annual basis.

## **Appendix A: Marking guidance**

This guidance on marking forms part of the whole school policy for assessment and is directly linked to curriculum planning. The school is committed to using formative assessment, through assessment for learning, and uses focussed marking as the principle method for providing feedback to children in order to raise standards of attainment.

### **Formative assessment and focussed marking:**

Formative assessment is based on the principle that, in order to make good progress, pupils need to be clear about the next steps in their learning.

Teachers use focussed marking to assess children's progress in relation to planned learning objectives and to identify children's strengths and gaps in their skills/knowledge. Next steps should be shared with the child, in an age-appropriate way, in order to provide feedback to the child about where they are in relation to this aim and the steps necessary to achieve the aim.

Next steps information is used to inform planning for subsequent lessons and to facilitate the setting of appropriate targets for the class, group or individual. Grouping or setting should be flexible in order for teachers to effectively address the needs of children with similar gaps in learning.

### **Writing**

Focussed marking of children's writing should relate to either the specific learning objective communicated through layered "I Can..." statements, or the next step target for each child ("Wish").

Teachers should not correct every spelling and grammatical mistake in a piece of written work, as this can be overwhelming for children and will rarely lead to an improvement. Up to five spelling errors may be corrected, provided children are given an opportunity to make corrections and practise spelling rules.

### **Maths**

The main purpose for marking maths work is to identify whether children have grasped a mathematical concept or method and to ensure that pupils demonstrate the way calculations are worked out. Teachers will assess the steps needed to enable pupils to make further progress.

### **Other subject books**

Marking will be judged against the learning objective. Teachers will be mindful of the child's ability in literacy to ensure high standards are maintained in all subjects.

### **Self-assessment**

Teachers should provide regular opportunities for children to assess their own work and the learning of their peers. This supports children to be actively involved in their learning and to be able to identify their own targets for improvement. This may include:

- Peer marking against the learning objective (assessing and/or marking another child's work).

- Star and a Wish (children identify ways in which their work meets the learning objective and one thing that they could improve).
- Self-evaluation (e.g. traffic lights or smiley faces to indicate how the child views their work in relation to the learning objective).
- Highlighting and annotating own or a peer's work to demonstrate appropriate use of text features

## **One-to-one mentoring**

Where appropriate, staff will schedule a 'learning conversation' with pupils. The aim of the discussions is to talk about the pupil's progress and identify next steps. Attitude, attendance and punctuality will also be discussed.



## Appendix B: Assessment materials, tools and tests

<b>Reading</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Guided reading records</li><li>• Summative tests (Rising Stars Progress Tests and End of Year Tests)</li><li>• Salford Reading Test</li><li>• Teacher planned comprehension tests/activities</li><li>• Phonic phase assessments (RWI)</li></ul>
<b>Writing</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples (independent where possible)</li><li>• Phonics assessment (spelling of high frequency words; observation of spelling of graphemes/alternative graphemes; Schonell Spelling Test)</li><li>• Results of class tests (e.g. weekly spelling tests)</li><li>• End of unit distance writing tasks (moderated by year group)</li></ul>
<b>Maths</b>	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Results of weekly mental maths tests</li><li>• Results of weekly mental arithmetic tests</li><li>• Summative tests (Rising Stars Progress Tests and End of Year Tests)</li></ul>

## Appendix C: The assessment cycle

