

Assessment Policy



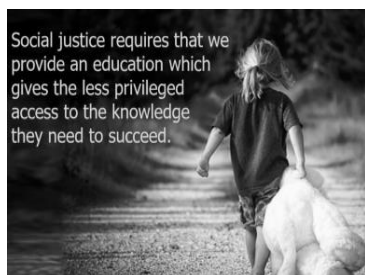
**The Inspire Multi Academy Trust
(South West)**

March 2025



The Inspire Multi Academy Trust Assessment Policy

Our Assessment Principles:

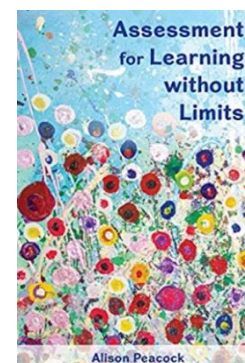


At TIMAT, assessment is defined as the wide variety of methods that all staff use to evaluate, measure and document the academic readiness, learning progress, and skill of pupils from preschool through to the end of their primary journey.

“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein

TIMAT is committed to giving feedback that is quick and will impact on the children’s learning, both written and oral. The school’s marking policy clearly identifies where the children are in their learning and what their next steps will be. Time is given for the learner to respond to feedback in order to develop. Please see our ‘Responding to Children’s Learning’ Policy for further information about how this is implemented. Assessment should be used to identify those pupils who, for whatever reason, sit outside of the group of children who are making the development we expect of them at school and for whom additional provision is necessary, and those pupils who are broadly developing as we would expect. The data we discuss and generate, collate and analyse always leads to actions that support the teaching and learning in school. Any data gathered should – following intelligent analysis – should lead to actions for pupils, classes and cohorts. Often, the action will be to continue teaching the curriculum as it stands, at times, we may need to amend the curriculum for limited periods or an on-going basis. For some individuals, the action may be to put in specific targeted support. In all cases, data should lead to action. Teachers and school leaders need four main categories of data: contextual information, attainment data, development and additional provision. Whilst this would not ever change our high expectations, we do need to consider that certain groups face greater challenges.



At TIMAT we:

- 🦋 Provide consistency and continuity in marking so that children have a clear understanding of teacher expectations;
- 🦋 Use marking as a tool for formative ongoing assessment;
- 🦋 Complete Assessment of Learning and Assessment for Learning weeks;
- 🦋 Improve standards by encouraging children to give their best and know what they need to do to progress;
- 🦋 Allowing pupils to respond to their Teacher’s/TLA’s marking;
- 🦋 Provide feedback based on the Learning Objective and Steps to Success during each lesson.
- 🦋 All pupils can and will achieve.
- 🦋 Intelligence is not fixed; attainment is not predetermined.
- 🦋 There should be no ceiling on achievement.
- 🦋 Children do not fail; they just haven’t succeeded YET.
- 🦋 Assessments (as well as targets) should be actionable so they enable children, not limit them.

- 📖 Everyone can strive for subject mastery and should be encouraged to do this.
- 📖 Assessment is to support learning and the learner to make progress.
- 📖 Marking and feedback is for the child and should clearly and articulately describe what the child has achieved and what they need to do to improve. Verbal and instant is best.
- 📖 One of the biggest impacts on the performance of a child is instant teacher feedback.
- 📖 Teachers must know their subjects/year groups alongside what learning happens before and after.
- 📖 Teachers need to combine their subject knowledge and pedagogy skills to provide feedback that is constructive, helpful, supportive and motivational.

Our Assessment Aims:

- 📖 To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- 📖 To provide information to inform our strategic planning
- 📖 To gather information to inform teachers' planning
- 📖 To track individual, group and cohort progress
- 📖 To allow children to be involved in and take ownership of their own learning
- 📖 To inform the Governing Body of our standards and achievement
- 📖 The positive achievements of a child may be recognised and the next steps are planned accordingly
- 📖 Learning challenges and barriers can be identified quickly, which can allow for appropriate help to be given
- 📖 The overall achievements of the child can be recorded systematically
- 📖 The school's and child's achievements can be monitored
- 📖 The legal requirements for record keeping, assessing and reporting can be met.


Management Information Systems:


At TIMAT, we recognise the importance and value that assessment provides in order to provide our children with the **best education possible**. **Standardised assessments (NFER)**, in addition to **Sonar Gaps Analysis** monitoring, offers an effective way to gather and gain real value from assessment data.

We wanted to create a programme of **robust assessments** that enable us to accurately monitor progress and attainment, which also help to prepare children for **formal assessments**. Pupil progress is monitored each term via Pupil Progress Meetings, led by the Assessment Lead and other Senior Leaders. At the end of each term the Senior Leadership Team analyses individual, group and cohort pupil progress throughout the school.

All pupils are tracked throughout the year and are discussed at Pupil Progress Meetings. Focus groups include:

- 📖 Disadvantaged pupils
- 📖 Pupils with SEND

 More Able and Talented Pupils

 CiC pupils (this is in addition to the monitoring of progress, attainment and wellbeing through the PEPs and Virtual School)

Assessment and Reporting at TIMAT:

At TIMAT, we use a range of different forms of assessment. These are outlined briefly below and give you an overview about how we assess.

Formative Assessment

Formative assessment is the most important method of assessment that takes place. While it is called 'Formative Assessment', this method of assessment does not include formal testing. Instead, it is about how your child's class teacher assesses your child through their daily interactions to find out how well they understand their learning. Formative Assessment is well established throughout the Academy and the use of questioning, observation and marking will continue to be key parts of formative assessment. Teachers find out this valuable information through different means. For example, teachers will ask a range of different questions in a lesson and judging by a child's response the teacher will assess if the child needs more support in understanding the learning, needs to be further challenged or are at the right point in their learning. Using this information, teachers will be able to re-direct their lessons immediately to meet the needs of the learners in their class at that moment. Teachers provide pupils with **instant** concise feedback that will always move and deepen the child's learning; we believe that this is a very important and active part of the learning process and should happen immediately or as close to the event as possible.

Testing


Children in each year group will participate in twice yearly tests in Mathematics, Reading and Punctuation, Grammar and Spelling. This test information is analysed closely using professional dialogue between teachers and Senior Leaders, to inform us of any gaps in learning. This information is used to plan the next cycle of learning for each class. The test results (in conjunction with formative assessment) are tracked extremely closely and allow us to put in place support for both those who need some extra help and those who need to be challenged further.

Ongoing Assessments

All of our other subjects are assessed continuously throughout the year. In all subjects we have outlined what we feel are the qualities that make a good learner in each subject and these are continuously assessed. Assessments take place through our verbal marking policy, discussions with pupils, low-stakes quizzing, end of term quizzes, formative assessment processes such as cold-calling, talk partners, whiteboard work and more.

Early Years

In the Early Years Foundation Stage (EYFS) a profile is kept on your child's progress. This is a report of your child's development and achievement at the end of their Reception year. Assessment is ongoing throughout the EYFS but the official EYFS Profile for each child is completed in the final term of Reception. The assessment takes place through teacher observation of children's learning and development as they take part in everyday activities and planned observations where teachers spend time on a specific task with an individual child or small group. There are two separate achievement levels within the EYFS Profile (a document which outlines expected progress for different age ranges in the Early Years):

 Expected: your child is working at the level expected for his age

 Emerging: your child is working below the expected level

Statutory Assessments

At different points in primary school, children are required to sit statutory assessments, which are outlined below.

Year 1 Phonics Screening

Towards the end of Year 1, children will conduct a simple test with their class teacher to determine if they have met a set threshold in their phonetic knowledge. The children are required to read 40 words to their teacher who will assess how well this is done. Check marks are communicated with parents in their child's Annual Report.

End of Key Stage 1 Assessments

In the Summer Term of Year 2, pupils will sit an optional statutory assessment for Reading, Writing and Mathematics test. These tests are marked by the class teacher and are used to support the class teacher's existing knowledge of the child's learning. An attainment level is reported to parents.

Multiplication Time Table Check (MTC)

In the Summer Term of Year 4, pupils will sit the MTC whereby they will be given the opportunity to answer 25 mixed questions under timed conditions. This is continually supported by our embedded use of TTRS alongside our Maths policies.

End of Key Stage 2 Assessments

Towards the end of Year 6, pupils will sit an English Punctuation, Grammar and Spelling test, Reading test and Mathematics test(s) (commonly referred to as 'SATs'). These tests are set and marked externally. An attainment level is reported to parents.

Involving Pupils and Parents:

Pupils are continuously involved in their learning. We encourage pupils to reflect daily about their learning and we also include pupils in self-assessing their own learning. We do not share grades with pupils as we do not believe this helps their learning. We do, however, ensure children know what they need to do next to improve their learning. Progress information will be shared with parents at Pupil Progress Meetings. Teachers meet formally with Parents three times a year, where assessment information is discussed and shared. Parents also receive a detailed and personalised Annual Report. However, we always operate an open door policy and parents are more than welcome to have an informal chat with teachers during Early Morning Learning (8:30am-8:55am) each day.

Roles and Responsibilities:

The Curriculum Leader takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. During their Subject Leader time, Subject leaders conduct a scrutiny of their subject at least 3 times a year, as well as learning walks, lesson visits and carry out pupil conferencing. This triangulation ensures their intent is being implemented. Subject Leaders monitor MAaT/ SEND children via monitoring sheets and this takes place each term. Subject Leaders are invested in by attending regular CPD opportunities and deliver up-to-date training to all staff as well as having regular, termly meetings with the Curriculum Leader.

Inclusion:

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities daily through high quality teaching. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The school regularly monitors the progress of pupils and will support children through daily targeted interventions where difficulties with learning is identified. Some children require further help and are identified as needing Special Educational Needs Support. Targeted support will be agreed in discussions with the child, Parent/Carers/SENCO and other outside agency professionals who can offer specialised support.

Legislation and Guidance:

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

The recommendations in the final report of the Commission on Assessment without Levels Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1. This policy complies with our funding agreement and articles of association.