

Updated: February 2024
Review: February 2026



Cornerstone Academy Trust

Assessment Policy

Introduction

Roles and Responsibilities

It is the role of the Assessment and Data lead and Head of Education to keep abreast of the latest developments in assessment and take any necessary action across the Trust. They are the first points of reference for teacher support and advice. The Deputy Heads of School play a leading role in monitoring and evaluating assessment and promoting continuity and fairness between classes and year groups in their school. The SENCOs are responsible for liaising with and supporting Teachers in order to plan effectively for all pupils' needs. Class teachers are responsible for assessing pupils effectively in line with Trust policies. They play a key role, alongside Phase Leads, in continuity and in analysing data and moving subjects forwards as a result.

Continuity is monitored through:

- Termly year group progress meetings with Head of Education, Phase, SENCOs and Class Teachers to discuss data from assessments:
- Year group discussions regarding attainment and reports
- GL Assessments - CAT4, PASS, PTE, PTM, PTS, NGRT, NGST
- Star Reading and Maths assessments
- No More Marking writing results and script samples
- Language Linc at the start and end of the year
- Using agreed school criteria for assessment
- Analysis of standardised test results and assessment data
- Ongoing CPD and staff training

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 [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

The Principles of Assessment

The principles that underpin assessment at TCAT are:

- All children can achieve their full potential
- A range of assessment will be effectively used to ensure this
- Children need to understand what they are being asked to learn and what they need to do to improve
- Most pupils are expected to make progress in line with or beyond what is appropriate for their age and prior achievement

- We aim to provide as broad a picture as possible of the child's attainment, attitudes to learning and cognitive development.
- Pupils enjoy school and feel positive about learning
- Action is taken swiftly where a pupil is not making adequate progress, is working below age related expectations and/or does not feel positive about school
- Lessons are planned according to all pupils' needs
- Parents can be given a full and clear picture of how their child is doing
- Leaders can effectively identify and target school development needs

The key purpose of assessment is to help children to make progress in their learning. Continual monitoring of each child's progress helps to provide a clear picture of how well they are learning and what they should be doing next. Assessment also enables teachers to reflect on children's learning and progress in order to inform their future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting pupils' work, we aim to:

- Enable pupils to identify their own progress and understand what they have to do to reach end of Year and Key Stage expectations.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Allow staff to plan more effectively.
- Involve pupils in their own learning.
- Provide parents/carers with a full and clear picture of the child's progress.
- Provide the school with information to evaluate teaching.
- Ensure that our practices in this area adhere to other school policies including curriculum, equal opportunities and SEN.

Formative assessment

Formative assessment is an integral part of teaching and learning and involves teachers assessing children in their class on a daily basis so that they can plan the next stage in each child's learning. This helps them to monitor progress and informs their planning. These types of assessment take place on a regular basis and include:

- In-class assessment through questioning
- Thorough marking of pupils' work with feedback (including audio and video)
- Through the use of Rubrics through Teams assignments
- Self- and peer- and group-assessment by pupils
- Target setting
- The use of a range of other evidence including photographic, video and computer-based
- Academic mentoring and conferencing.

The assessment of reading involves a range of evidence for each pupil including:

- Accelerated Reading Quiz reports
- Star Reading Test Record Reports (see below)
- Accelerated Reading Progress reports

For children on the SEN register (see below), class teachers also have access to an Individual Provision Map as well as the following, where appropriate:

- Summaries of SEN meetings
- DLA Annual Review of SEN statement (where appropriate)
- DAF2a My Plan (where appropriate)
- Speech & Language Therapy assessment and report
- Educational Psychologist assessment and report
- Parental response to a proposed statement

At TCAT we also make regular use of **standardised tests** to further augment our formative assessment. In particular, these are used to measure pupils' cognitive abilities and their attitudes to school and to learning. The cognitive ability tests assess pupils' ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a profile of pupils' reasoning abilities, and thus their core abilities related to learning. The attitudinal survey provides a measurement of a pupil's attitudes towards themselves as learners and towards school.

Cognitive Abilities Tests (CATs) are designed to assess the four main abilities that underpin intellectual development and influence attainment. They measure four areas of reasoning: quantitative, verbal, non-verbal and spatial, and are administered in Year 4 (or on entry to Years 5 or 6).

CATs helps the class teachers to understand each pupils' strengths, weaknesses and thinking preferences and to adapt their teaching accordingly. The results enable the teachers to:

- Identify potential: Identify gifted and talented pupils and those with lower ability who may need learning support or screening for learning difficulties.
- Personalise learning: understand pupils' strengths, weaknesses and learning preferences in order to help teachers adapt teaching.
- Set individual pupil targets
- Monitor progress and measure value added as pupils move through the school

PASS (Pupils' Attitudes to Self and School) is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. These have been standardised against a highly representative national sample of more than 600,000 respondents and is used in over 2,500 schools across the UK, as well as over 100 Local Authorities. Like the CATs, we administer these twice a year.

PASS helps the Trust to:

- Inform teaching strategies and intervention programmes to help raise standards of attainment and pupil well-being.
- Tackle challenging behaviour.
- Address attendance issues through the identification of those most risk at of playing truant, up to 12 months in advance.
- Understand the attitudinal factors that affect the behaviour of pupils, to aid effective target setting and highlight areas of development for every individual.

- Support emotionally vulnerable young people and those with possible mental health issues, to ensure those most at risk do not slip through the net.
- Identify problems at an early stage.
- Provide an objective means for joint collaborative problem solving, working with parents, carers and extended families.

All CAT and PASS results are available to parents on request and are shared at parents' evenings.

In addition, STAR maths and STAR reading tests (from Renaissance Learning) are set once or twice per term. STAR assessments are usually 20 minutes or less and provide valid, reliable and actionable data that complements CATs results and further informs individualised teaching and learning. These results also feed into the pupils' work in Accelerated Reading and Accelerated Maths and provide additional data to inform the CAT test results.

Assessment of skills (21st century frameworks)

The **21st Century Learning Design** is a set of six competencies defined by ITL for Microsoft as key non-cognitive skills that learners will need to develop to learn and work effectively in the future. These are not ICT skills, but most can be developed by the use of ICT. These are being introduced and evaluated currently. The six competencies are:

- Collaboration
- Knowledge construction
- Self-regulation
- Real-world problem-solving and innovation
- The use of ICT for learning
- Skilled communication

The BCPS curriculum is already rich in these skills, due to our project-based and real-world product-based approaches. This is neither an addition or a change of direction to our planning or teaching. Rather it provides us with a vocabulary to explain how much our planned work provides opportunities for pupils to develop in these areas and a means to assess how well they have done so. Where we identify a need in our pupils to improve in one of the six skills, the framework can be used to pinpoint how planning could provide greater opportunity in that area.

SEN and specific diagnostic assessment

The SENCO reviews all of the test results and other relevant information to decide whether further assessment is needed for individuals, who may then be referred to the Trust's own Educational Psychologist and/or Speech and Language specialist. Additional GL tests are available for those pupils who may have dyslexia or dyscalculia and these are used to support the SENCO's decision about the support that each pupil requires. Sometimes further assessment is required from external professionals and in these cases the SENCO makes the appropriate referral.

The SENCO meets termly with every class teacher to discuss all children who are on the SEN register and identify any new concerns. She also reads all reports of these children and joins the class teacher, if necessary for meetings with the parents at parents' evenings. If needed, a class teacher may send an Initial Referral Form to the SENCO at any time. All children have an individual provision map which identifies their needs, support, progress against assessment levels and termly targets.

Marking, feedback and target setting

At Cornerstone Academy Trust, we place great emphasis on target setting for each pupil as a core element of formative assessment. Based on their marking and other assessment, class teachers set targets for each pupils and these are then located in the pupil's OneNote area, which can also be accessed by parents/carers. Video and audio of individual feedback to the pupil may also be included in the pupil's OneNote area.

Please refer to marking policy for more information.

OneNote is used as the central vehicle for the day-to-day recording of pupils' progress. The pupil area of the class OneNote notebook for Years 1 to 6 contains:

- Current personal learning targets
- An 'Assessment for Learning' section, including NC tracking statements

The assessment for learning section is continually monitored and updated by the class teacher.

In early years, we also make extensive use of **Evidence Me** - a commercially available app for the recording of pupils' work using photographs and video. These are used as evidence and tagged against the Early Year Learning Goals, providing an ongoing record of the child's progress. Parents are informed termly of the child's progress in the form of a report, showing all the evidence and goals achieved. This improves the quality and consistency of formative assessment, enabling class teachers to track the progress of pupils from Reception through to the end of Year 6 and to check what National Curriculum (NC) objectives have been met at each stage. The class teacher takes a photo with a camera – eg on a laptop, tablet or smart phone, writes a virtual post-it note, selects the children being observed and tags the observation with the learning objective. These observations are then automatically sent to a secure website for the school and the teacher can subsequently collate, view, save and print their observations at any time. The photos and comments are then collated and sent electronically to named parents on a termly basis. Years 1 to 6 operate a similar system in OneNote, using Office Lens to scan written work.

Moderation

It is important that teachers are able to moderate their judgements of pupils' work against the expectations of the NC in order to maximise accuracy and validity. Internal moderation between teachers in the same stage or year group takes place, both formally and informally, throughout the year. In addition, occasional external moderation exercises take place with staff from other schools. Results of these meetings are recorded and fed back to all staff,

highlighting key trends across the trust. They are also presented to trustees in the Standards Committee meetings.

Year 6 teachers attend Local Authority moderation meetings after SATs have been taken in order to ensure consistency across schools in those elements that are assessed by the teachers rather than externally. In both Year 2 and Year 6, the written work of each pupil is compiled pre-SATs in order to provide evidence to justify judgements.

Moderation is also completed through **Lesson Study**, in which teachers work together to target an identified area for development in their students' learning. Using existing evidence, teachers collaborate to research, plan, teach and observe a series of lessons, using ongoing discussion, reflection and expert input to track and refine their interventions. They focus on one or two children who are spoken to after each lesson about what they learnt and this is used to inform the assessment of their progress and the moderation of teachers' views.

Reporting and Parents' Consultations

Annual reports are sent to parents in July of each year and are written in continuous prose. They open with general comments about the pupil's progress and attitudes and go on to refer in detail about their work in English and mathematics and distinctive features of their progress in the full range of other subjects and projects. Reports for Reception children also include comments on the characteristics of learning. Every report also has a closing summary.

The Senior Leadership read a selection of reports prior to these going to parents/carers and, where necessary suggest edits.

Meetings between parents and class teachers take place three times per year, in November, February and July. The July meeting takes place shortly after reports have been sent home.

Early Years Foundation Stage - Nursery & Reception

Each child learns in a unique way. They can be resilient, capable, confident and self-assured. Our practitioners understand and observe each child's development and learning, assess their progress and plan for their next steps. The **Early Years and Foundation Stage Framework** (EYFS) covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Our practitioners teach children by ensuring challenging, playful opportunities across areas of learning and development.

Children are assessed using the Early Years Foundation Stage Statutory Framework, our Trust Early Years curriculum objectives and the Development Matters non-statutory curriculum guidance. The Development Matters guidance encourages the use of bands for the Nursery and Reception age children, for example Birth to Three, 3 and 4 Year Olds and Reception.

On-going (**formative**) assessment is at the heart of effective early years practice. In the interactions that staff have with the children in their care, they will be responding to their daily observations of the children's progress and any information that is shared by parents and carers. They will also consider ways to support the child to strengthen and deepen their

current learning and development and, where appropriate, use the EYFS Framework to challenge and extend the child's current knowledge and understanding.

Assessment should not cause long periods of time away from the children or create excessive paperwork. To assess whether a child is at their expected level of development, staff will draw on their professional judgement and knowledge of the child.

Parents and carers should be kept updated on their child's progress and development. Any learning and developmental needs will be addressed with the parents and carers, alongside any relevant professionals. The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points,

- Between the ages of 24 and 36 months via the 2 Year Progress Check and
- At the end of Reception via the EYFS profile.

As part of the EYFS statutory framework, we complete 2 Year Progress Checks on our two-year-olds in the TCAT nurseries, who have not had one from another setting. This is a short summary of the child's development within the prime areas. It identifies the child's strengths and highlights areas of concerns of where the child's development is less than expected. This is signed by one of the parents or carers and a copy is given to them and any other setting that the child attends.

Children in Reception also complete an assessment called 'Language Link' which is a tool we use to identify and support children with mild to moderate Speech, Language and Communication Needs, so that these children can be considered for further investigations and diagnostic assessment from our own SEN team. The assessment is completed in the first few weeks of Autumn Term in Reception so that we can identify any needs the children have immediately and work with our Speech and Language Therapist and discuss with the children's parents to better meet their needs. Any child in Reception flagged as 'red' or 'amber' will retake the assessment with the SALT 6 months after the first assessment date.

In Reception, children will complete a GL PASS assessment during each school term. PASS is a perceptions and attitude online tests and it identifies children who may need extra pastoral care or support with their personal, social and emotional development. It helps address the next steps and makes sure that from the very start of children's educational journey we are supporting their well-being at school.

The Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to record their observations at the end of the Foundation Stage, and to summarise their pupils' progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the Foundation Stage. We record each child's level of development against the 17 Early Learning Goals as Emerging, Expected or Exceeding. We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs.

Testing Timeline



Key Stage 1

PASS **formative assessments** mentioned above are taken twice in each year, with STAR maths and reading tests at least termly.

GL progress tests are completed in February and June in Year 2. The test is also completed at the end of Year 1.

Two important curriculum tools that provide important assessment data are Accelerated Reader and Freckle. In the former, the teacher tracks the pupil's progress via regular reports based on scores of the comprehension quizzes they take after each book they have read and can subsequently analyse data and set targets. Data reported to parents/carers every time the pupil completes a quiz. Freckle provides regular data for the teacher and this is used to assign later topics and tests. The teacher also receives test data.

Summative Assessment

The Year 1 Phonics Screening Check

This is intended to show how well each child can use the phonics skills they have learned up to the end of Year 1, and to identify pupils who need extra phonics help. The DfE defines the checks as "short, light-touch assessments" that take about four to nine minutes to complete.

Pupils take the test in June of Year 1. Working one-to-one with the teacher, they respond to 40 questions, being required to read aloud a mix of real and made-up words. The pass mark is currently 32. The data from this test is published and reported nationally. Pupils achieving below the required score, re-take the test in Year 2, again with full reporting.

SATs (For detail see Appendix A)

At the end of Key Stage 1 have taken SATs papers that have been modified to reflect the changes to the National Curriculum, which were introduced from September 2014. Although the tests are set externally, teachers within the school will mark them. Children will be given

a scaled score, which will be communicated to parents. In addition, each child will receive an overall result saying whether they have achieved the required standard in the tests. Teacher assessments will also be used to build up a picture of each child's learning and achievement. These teacher judgements are reported to the DfE and are informed by both class work and the children's SATs results.

The class teacher will assess other National Curriculum subjects, based on pupils' work throughout the year. These will include English writing, speaking and listening, science and computing.

Key Stage 2

As in Key Stage 1, the PASS **formative assessments** are taken twice in each year, with STAR maths and reading tests termly.

From Year 3, children complete GL progress tests in English, mathematics and science, in February and June. They also complete STAR Maths and Reading assessments on a termly basis.

CATs are completed in Year 4 or by new joiners in Years 5 and 6.

Two important curriculum tools that provide important assessment data are Accelerated Reader and Accelerated Maths. In the former, the teacher tracks the pupil's progress via regular reports based on scores of the comprehension quizzes they take after each book they have read and can subsequently analyse data and set targets. We report data to parents/carers every time the pupil completes a quiz. Accelerated Maths provides regular data for the teacher and this is used to assign later topics and tests. The teacher also receives test data.

Summative Assessment

SATs (For detail see Appendix B)

At the end of Key Stage 2 have taken SATs papers that have been modified to reflect the changes to the National Curriculum, which were introduced from September 2014. Although the tests are set externally, teachers within the school will mark them. Children will be given a scaled score, which will be communicated to parents. In addition, each child will receive an overall result saying whether they have achieved the required standard in the tests. Teacher assessments will also be used to build up a picture of each child's learning and achievement. These teacher judgements are reported to the DfE and are informed by class work. The DfE aims for 65 per cent of children to reach the required standard.

Across TCAT, we make every reasonable effort to ensure that our pupils are well prepared for these SATs. Unlike some other schools, we do not devote the whole of Year 6 to this, but do allot significant time in the spring and summer terms to ensuring that pupils have learnt, and can revise, the necessary skills, knowledge and understanding to ensure that SATs provide a true reflection of their progress. Considerable additional support is made available to the Year 6 teachers and TAs, for example through small group mentoring and the teaching of various topics, by members of the SLT and others, who are not class teachers. Beginning in

2016, voluntary revision days are offered during the Easter holiday for those pupils wishing to take advantage of these. It is our intention to make this a regular feature of our Key Stage 2 SATs preparation.

Monitoring and Review

Monitoring procedures are the responsibility of the SLT and the Governing Body.

The SLT continuously review the usefulness and validity of all formative assessments. They work closely with the teachers to ensure that they make effective use of the data they have and provide training wherever necessary.

In order to analyse the impact of the school's assessment policy and practice, **governors** are advised to:

- Analyse and question all year progress reports
- Analyse and question assessment and marking information
- Read and question assessment policy updates
- Consider all assessment procedures as part of governor classroom visits

APPENDIX A

Key Stage 1 SATs

Year 2 SATs will comprise:

English:

- Reading Paper 1 a selection of texts totaling 400 to 700 words, with questions interspersed
- Reading Paper 2: a reading booklet of a selection of passages totaling 800 to 1100 words. Children will write their answers in a separate booklet

Each paper will take around 30 minutes, but children will not be strictly timed, as the tests are not intended to assess children's ability to work at speed. The texts in the reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

English grammar, punctuation and spelling (optional)

- Paper 1: a 20-word spelling (approx 15 minutes)

- Paper 2: a grammar, punctuation and vocabulary test, (two sections of approx 10 minutes each)

Maths:

- Paper 1: arithmetic (approx 15 minutes)
- Paper 2: mathematical fluency, problem-solving and reasoning (approx 35 minutes, with a break if necessary)

Children will not be able to use any tools such as calculators or number lines.

APPENDIX B

Key Stage 2 SATs

Year 6 SATs will comprise the following:

English:

- Reading (1 hour)
- Grammar, punctuation and spelling:
 - Paper 1, short answer questions (45 minutes)
 - Paper 2, aural spelling test of 20 words, (15 minutes).

Mathematics:

- Paper 1 arithmetic (30 minutes)
- Paper 2 mathematics reasoning (40 minutes)
- Paper 3 reasoning (40 minutes)

Science:

Not all children in Year 6 will take science SATs. A number of schools will be required to take part in science sampling: a test administered to a selected sample of children thought to be representative of the population as a whole.

- Biology: (25 minutes)
- Chemistry: (25 minutes)
- Physics: (25 minutes)