

# Assessment Policy 2022/23

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## 1. Aims

This policy aims to:

- Provide clear guidelines on the approach to summative assessment and reporting for schools within the Horizon Multi-Academy Trust (MAT).
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the Central MAT Office.

## 2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of assessment

This policy supports the MAT's ethos of 'Earned Autonomy' by establishing a core set of assessments to be reported to the CEO and Trust Board three times per year, whilst allowing flexibility in how schools come to these assessments.

This policy is for the recording and reporting of summative assessments. Formative Assessment practices are carried out entirely in line with the individual policy of each school.

In utilising a common approach to recording assessments, the Trust is mindful of its commitment to not add unnecessarily to teacher workload.

Summative assessment is to describe pupil attainment and comparatively evaluate the performance of individual pupils and pupil attribute groups both within individual schools and across the trust. Such evaluations will be used to allocate resources and, where beneficial, support to weaker cohorts.

Assessments will be robust and thorough and allow the identification of pivotal pupils within schools to ensure no pupil is coasting in their learning journey. As a Trust, we will be aspirational for all of our children. It will also identify any pupils who are not accessing their year group's curriculum.

## 4. Assessment approaches

Horizon MAT views assessment as an integral part of teaching and learning, inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Horizon schools support the cogent principles that any assessment data produced must serve a purpose and impact on pupils' learning, and that data should be collected once and used in multiple ways to avoid unnecessary workload for staff.

### 4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Assessments will take two interlinked forms:

**Teacher assessment** will utilise internal assessment processes, which will vary between schools, to judge where a pupil is attaining in their classwork in relation to what might be expected of a pupil at that point in their school journey.

**Standardised testing** will use commercially produced and nationally standardised tests in reading and maths in order to compare the attainment of our pupils with those nationally as well as to promote alignment of teacher judgements across and within the different schools of the trust.

All schools in Horizon complete NFER reading and maths papers in March and June. Outcomes from these are reported on Arbor.

*It is imperative that standardised tests are delivered in a standardised manner, and as such schools must ensure that test conditions as described in the teachers' guide supplied by the commercial provider of tests is adhered to.*

Schools may use the results of either of these assessments to identify and tackle gaps in pupil learning, and consider how each pupil's learning interacts with their classroom performance.

### 4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)
- Multiplication- Times tables check for year 4

## 5. Collecting and using data

### 5.1 Parameters

Schools will enter assessments onto the school's management information system (MIS- Arbor) at the end of each of the autumn, spring and summer terms.

For all pupils above EYFS, a teacher assessment will be entered at the end of each term for reading, writing and mathematics. At the end of the academic year a standardized test score will also be recorded for reading and mathematics and entered onto the Arbor MIS system.

Teachers will use the Trust Writing Criteria documents (Evidence Gathering Grids) for each year group to support their shared understanding of the quality of writing which represents ARE and GDS.

### 5.2 Interpretation of data

Standardised tests allow us to draw conclusions about how our pupils are performing in relation to their peers nationally, and to compare different cohorts of pupils. Care must be taken when drawing conclusions however: on the individual level they can suggest unreliable conclusions since pupils may over or under perform on the test. Where a pupil's test score and teacher assessed attainment level are not in line, this discrepancy should form the basis of a discussion to examine the reasons for this.

When looking at the performance of groups of pupils, care should be taken to avoid over interpret instances where trends or conclusions are based on small groups. In such instances, disparity between the performance of the pupil attribute group and the general cohort may better prompt discussion than describe firm conclusions about the performance of a school.

## 5.2 Levels of assessment

Schools will choose a minimum of three and a maximum of five of the following levels of possible assessment, each defined in relation to the attainment that might be typically expected of a pupil at that stage in their learning. In years 1- 5 schools will use the five levels of assessment and in EYFS the schools use 3 levels, they include B, WTS and ARE. Each level will be represented on Arbor through the letter in brackets following it, and defined as follows:

### BELOW (B)

The pupil is generally working below the curriculum relevant for their year group.

### WORKING TOWARDS (WTS)

The pupil is working within the curriculum relevant for their year group, but generally requires support in accessing those objectives.

### AGE RELATED EXPECTATION (ARE)

The pupil generally achieves their age appropriate curriculum without support in addition to that afforded to all pupils.

### AGE RELATED EXPECTATION PLUS (ARE+)

The pupil demonstrates sound understanding of all objectives covered within the curriculum relevant to their year group and works very independently. They show the capacity to operate at greater depth within the expected standard.

### GREATER DEPTH (GDS)

The pupil applies their learning to different contexts, including other areas of the curriculum. They are able to reason using their knowledge, explain what they are doing and why, and teach others what they have learned. Their writing is lifted by their control and range of the language and punctuation used.

Each grade is to be allocated on the basis of how well a teacher judges the pupil has performed in classwork across the term. The judgement is not made against end of year expectations, but against the general expectations that have been asked of the pupil in the year to date.

## 5.3 Pupils working below their year group curriculum

Where pupils are assessed as (B) below, where relevant, these pupils should be placed on the School's Special Educational Needs (SEN) Register as they must, by definition, have "a significantly greater difficulty in learning than the majority of others of the same age". Schools must therefore "use their best endeavours to make sure that a child with SEN gets the support they need."

Whilst a pupil assessed as (B) below will be recorded as such on the data systems that form each school's summative assessment system, schools will be expected to have additional information on such pupils so that they can identify broadly which year group curriculum the pupil is accessing. In this way such pupils are assessed in line with other pupils, with a focus on what general level the pupil has achieved as opposed to what they cannot yet access.

For pupils operating below key stage 1 but engaged in subject-specific learning, schools must record the pupil's level of attainment using standards 1-4 as defined in the Department for Education document

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>.

## 5.4 EYFS assessment

The way in which formative, developmental assessments within the Early Years Framework are made is devolved to individual schools. The Arbor system has capacity for tracking and recording development stages within each strand, and schools may wish to use this.

During the autumn and spring terms schools will report on literacy and maths, recording this on Arbor. At the end of summer term, schools will record on Arbor summative assessments against each of the strands and against the Early Learning Goals (ELGs).

The Trust will collect summative assessments in the areas of learning which relate to reading, writing, number and shapes, space and measures.

## 5.5 Reporting to the Trust Board

Whichever levels each school decides to assess against, all such data will be compiled into a MAT level report using the following collated levels of assessment:

Below Age Related Expectations

Age Related Expectations

Greater Depth within the Age Related Expectation

## 5.6 Dates

In order to meet these requirements, schools will administer their standardised assessments (SATs) at the end of the year in time to leave two weeks for tests to be marked and for data to be input to the system. For the academic year 2022/23, this means the following dates are relevant:

Data must be entered onto Arbor by the penultimate Friday of the term to facilitate (Autumn and spring term) the whole MAT report which will be considered by the Trust board at the start of the next term. For the final data drop of the year the data will be input onto Arbor by Friday 30<sup>th</sup> June.

Year Group	Subject	Time of year
Year 1	Reading tests	Spring/Summer term – tests to be carried out during week beginning 13 <sup>th</sup> March and 19 <sup>th</sup> June.
	Mathematics tests	
Year 2	Reading tests	Assessment week in the spring term- children to take the year 2 2022 SAT papers
	Mathematics tests	
Year 3 to 5	Reading test	Spring/Summer term – tests to be carried out during the week beginning 13 <sup>th</sup> March and 19 <sup>th</sup> June.
	Mathematics tests – two reasoning and one arithmetic booklet	
Year 6	Reading test	Assessment week in the spring term- children to take the year 6 2022 SAT papers
	Mathematics tests – two reasoning and one arithmetic booklet	

## 6. Moderation

Exemplar material for the assessment of writing is available which gives examples of the quality of writing that can be expected from a middle performing pupil within ARE and GDS bands at each stage in their development, and schools should refer to this when making their assessments.

Schools will form into year group clusters to carry out moderation of work across the Trust schools. Each year group will be facilitated by one of the Trust Headteachers, who will collate the sample of evidence for the teachers and set up the meeting.

The dates for the year 2022/23 will be:-

Term 2 – Week beginning 5<sup>th</sup> December

Term 4 – Week beginning 20<sup>th</sup> March

Term 6 – Week beginning 26<sup>th</sup> June – this will be school based.

Moderation will be a collaborative and mutually supportive process which will focus primarily on helping staff agreeing aligned decisions regarding pupils on the borderline between assessed levels. Therefore, schools should bring pupils on the borderline between WTS and ARE, and between ARE and GDS, if a remote meeting the evidence for moderation will be shared electronically before the meeting.

The moderation process is not designed to generate conflict, but to facilitate discussion. Each school is the final arbiter of its own assessments. In cases where disagreement is generated, the matter can be referred to the parallel cluster for additional commentary.

Schools are free to come to their own additional localized arrangements in addition to the timetable below, should they identify a need to do so.

Moderation will be a collaborative process, and the purpose will be for staff to align their judgements in writing, where standardized testing is not used in all schools.

## 7. Formal Assessment week dates and data deadlines for Arbor.

All schools will carry out their formal assessments during the same weeks, the dates for this are outlined below. Linked to this are the deadlines for the agreed data to be entered on the Arbor assessment system.

	<b>Assessment week</b>	<b>Deadline for data on Arbor</b>
<b>Autumn</b>	28 <sup>th</sup> November	Friday 9 <sup>th</sup> December
<b>Spring</b>	13 <sup>th</sup> March	Friday 24 <sup>th</sup> March
<b>Summer</b>	19 <sup>th</sup> June	Friday 30 <sup>th</sup> June