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| **Formally adopted by the Governing Board/ Trust of:-** | **Clarion Corvus Trust** |
| **On:-** | Autumn 2024 |
| **Chair of Governors/Trustees:-** | 25 September 2024 |
| **Date for Review:-** | Autmn 2025 |

Assessment Policy

**Introduction**

This Policy outlines the purpose, nature and management of assessment at Corvus Education Trust. Assessment complements and assists teaching and learning; it plays an integral part in each teacher’s planning and enables the evaluation of current practice as well as pupil achievement. High quality formative assessment is an essential part of teaching and learning. It ensures a whole school approach to the provision of an excellent education for all children at our schools and enables teachers to deliver education that best suits the needs of their pupils.

**Aims**

The aim of the policy is to give a clear outline of all assessment techniques at Corvus Education Trust, to ensure that assessment is used as a tool to inform planning, to track pupil progress and to raise standards.

**Roles and Responsibilities**

The overall responsibility for assessment belongs to the Executive Head teacher. Class teachers are responsible for assessment of the children in their class for all subjects of the national curriculum.

**Entitlement**

It is the entitlement of every child at our schools to be given an education that builds on their strengths, addresses their individual needs and ensures progression. Assessment is an essential tool in the delivery of this entitlement.

**Implementation**

Assessment is a daily part of the life of the school.  Assessments, through monitoring of children’s work are used, and marking and feedback is used by teachers to inform their teaching and ensure that children know their next step and what they need to do to improve. More formal methods of assessment provide feedback on pupil progress and ensure a rigorous approach to curriculum delivery.

The purposes of assessment are:

* to be formative, providing information for the teacher to plan the next steps in the children’s learning and support children identifying their own next steps;
* to be diagnostic, providing more detailed information about individual children’s strengths and weaknesses;
* to be summative, providing a snapshot of each child’s achievement – these can be reported to parents;
* to be evaluative, allowing the school and individual teachers to evaluate how effective their teaching and curriculum is;
* to inform the children to enable them to develop their learning.

Specific learning objectives (Can Is) and assessment opportunities are identified in our plans. All assessment outcomes, including standardised test results, are used to evaluate current practice and to inform future planning.

**Forms of Assessment**

**Day-to-day In-School Formative Assessment**

Formative assessment is carried out by teachers every day in every lesson. It allows teachers to understand pupil performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. It also enables teachers to identify if children are working at greater depth.  Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, feedback and marking of pupils’ work using our marking guidelines (see teaching and learning policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For pupils, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

**Local In-School Summative Assessment**

Local Summative assessment enables teachers to evaluate both pupil learning and the impact of their own teaching at the end of a period of time. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child’s learning. In Writing, teachers plan for a regular writing opportunities at appropriate times in the term. In Maths, teachers use questioning and bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use shared and individual reading sessions to record progress and achievements against the national curriculum objectives.  The progress of pupils with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and focus group work.

**Nationally Standardised Summative Assessment**

**Year 1 Phonics Screening Test**

This test is administered internally. These results are then reported to the local authority and to parents. For pupils who did not meet the nationally expected standard the screening test is administered again in Year 2. Parents will be made aware of the outcome in the end of year report.

**National Key Stage One Assessments. These ceased to be statutory from 2023-24**

**National Multiplication Tables Test**

This test is administered internally. These results are then reported to the local authority via the required software link. Parents are made aware of the test outcomes in the End of Year report.

**National Key Stage Two Assessments**

**Teacher Assessments**

At the end of year 6, pupils will be given teacher assessment standards in reading, writing, mathematics and science. Pupils will be assessed against criteria under the following headings:

* Reading- working at the expected standard, has not met the standard and working at Greater Depth
* Writing- working below the expected standard, working at the expected standard and working at greater depth within the expected level.
* Mathematics - working at the expected standard, has not met the standard and working at Greater Depth
* Science- working at the expected standard, has not met the standard

The pupils will also sit tests which will consist of:

* English reading Paper 1 – reading booklet and associated answer booklet
* English grammar, punctuation and spelling Paper 1 – short answer questions
* English grammar, punctuation and spelling Paper 2 - spelling
* Mathematics Paper 1 – arithmetic
* Mathematics Paper 2 – reasoning
* Mathematics Paper 3 – reasoning

These tests are marked externally. The results of the tests will be shared with pupils and parents, when received from the DfE.

**Feedback & Marking**

The most effective form of assessment is whilst the children are learning, this allows in the moment feedback either to address any misconceptions, progress against the current task and opportunities to stretch and challenge the learner. Marking children’s work helps pinpoint individual areas for improvement. Our Teaching and Learning policy reflects this.

**Pupil Asset**

Pupil Asset is the online tracking tool our schools use to input, track and analyse the attainment and progress of our children.

Teachers are required to add attainment judgements about the children in their classes 3 times during the year.

**Pupil Progress Meetings**

Teachers and senior leaders conduct pupil progress meetings each half term. These take two forms:

At each mid-term point:

Teachers bring reading, writing and mathematics work with them for three pupils per class or year group. These three pupils should be representative of children in their class who are working towards the expected standard, working at the expected standard and working above the expected standard. Teachers discuss how they have come to their judgements, and the work carefully looked at in terms of progress, attainment and presentation. A professional dialogue takes place between senor leaders and class teachers about the child, and how best to support the class moving forwards.

At the end of each term:

Teachers meet with the Executive Head Teacher to analyse the performance data for their class. Data is analysed in terms of groups and individuals who are performing well or underachieving. Focus groups and interventions are discussed to inform future planning.

**End of key stage assessments and moderation**

Year 2 and Year 6 teachers set a range of work to enable them to assess the children’s achievement against the requirements of the new national curriculum.  Some of this work is carried out under test conditions so that the staff can assess the effect this has on the pupils and the children become accustomed to the process. Teachers use the results from this work and to assess progress and whether children are working at, below or above the expected standard for the end of the key stage. The year group teachers concerned make these judgements, with advice from the county assessment team training events and the Senior Management team. Teacher assessments at KS1 & 2 are sometimes moderated by the local authority. Internal moderation is used to validate teacher assessment across the school. Teachers will refer to National Standardisation materials to assist their judgements. Staff training is arranged when there are changes to assessment processes to ensure all staff have a good understanding of assessment.

**Foundation Stage Assessments and moderation**

A national baseline assessment has been introduced for EYFS and is completed for all children in the first 6 weeks of entering the Reception class and is submitted to the National Foundation for Education Research (NFER).

The Foundation Stage Profile is an ongoing assessment, which is completed throughout the reception year. Written information and record sheets are passed from the nurseries to the reception class teacher and from reception to Year one. The EYFS teachers meets with the Executive Headteacher to discuss the children’s progress at pupil progress meetings.

On entry to nursery or reception at Clarion Corvus Education Trust, the children are assessed to develop an initial overview of children’s abilities.  The areas of learning are then regularly assessed through both teacher and child initiated activities in the form of observations and evaluations.  These assessments form part of the child’s learning story, which is shared with parents through Tapestry so they can see their achievements and progress.

These assessments are sometimes moderated by the local authority.

**Monitoring throughout the year**

The Trust set a program of assessment and moderation each year against the OFSTED assessment headings. The outcomes of these days then form the schools Self Evaluation Form.

**Equal Opportunities**

As outlined above, assessment plays an integral part in identifying the individual needs of all children. It enables children with special educational needs and disabilities, children who excel and children for whom English is an additional language to be given a differentiated curriculum which meets their needs. In addition, the assessment policy at Corvus Education Trust ensures that identification of these children is systematic and effective.

**Special Educational Needs**

When assessment indicates a child may have Special Educational Needs or Disability, the SENDCO is informed and the child‘s progress is carefully monitored.  Further assessment then takes place, as outlined in the SEND policy. Where a child is identified as having a special educational need, teachers will draw upon on-going formative and summative assessments. Where necessary, they will gain views from parents, the pupil and any external specialists.  If required, IEPs will be written and regularly evaluated by class teacher and SENDCO.

**Reporting to parents**

Parents receive a written report twice during each academic year. A mid-year report and an end of year report, where progress and next steps against curriculum subjects are reported. Test results for children in Years 6 and teacher assessment in Years 1, 2, 3, 4, 5 & 6 are reported to parents at the end of the academic year. Also, pupils in Year 1 receive a notification to say whether or not they have passed the Year 1 Phonic Screening Check, as do those in Year 2 who did not pass at the end of Year 1. Parents of children in the EYFS class receive a report based on the Early Learning Goals. The reports include a comment slip for parents. In addition, parents are offered the opportunity to discuss their child’s report with the class teacher.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils’ age related attainment against national expectations, next step targets and the progress pupils have made to date. An Open Door policy is offered for any parents who would like to come in and have an informal discussion about their child if there are concerns.

Staff are prepared to make themselves available at the beginning or end of the school day to discuss parents’ concerns. If it is not possible to speak to a parent immediately a prompt appointment will be made. If a member of staff has concerns over a child they will contact the parents. Parents of children with IEPs may be given an additional opportunity to meet with staff.