Learn-AT
Learning ~ Fellowship

Assessment Policy

Learn-AT Assessment Policy

This policy has been agreed by the Learn-AT Assessment Working Group as a result of extensive research, engagement with current and respected commentators and primary assessment specialists, reflection and consultation during the year 2016/17. The group's work has been informed by:

- Attendance at Beyond Levels Assessment Conferences – hearing from eminent speakers and commentators on principled assessment such as Tim Oates, Sean Harford (HMI); Alison Peacock; James Pembroke; Michael Tidd; Mick Walters and more;
- Collaborative study of key texts such as Embedded Formative Assessment by Dylan Wiliam; Assessing Pupil Progress by Daisy Christodoulou; Assessment for Learning Without Limits by Alison Peacock; Leaders of their own Learning by Ron Berger;
- Influential, authoritative reports on assessment such as the NAHT Commission on Assessment Report 2014; What Makes Great Assessment? (2017).

Aims

The aim of this policy is to provide an assessment framework for Learn-AT schools which:

- embeds formative assessment in quality first teaching, impacting positively on pupils' learning outcomes and supporting teachers and leaders to secure at least one year's progress for every year of teaching, for every pupil, in every year of primary school;
- provides a reliable mechanism for school leaders and teachers to evaluate progress and moderate standards and expectations in maths and English, for individual academies and across the trust;
- supports the collection of simple, clear data and pertinent analysis relating to pupil attainment in Maths and English which supports continued progress in pupil learning, as well as academy and trust self-evaluation and school improvement.

The Learn-AT Assessment Model

Assumptions

The expectations set by the National Curriculum (2014) are high. If a pupil is a 'secure learner' in one year group, and remains a secure learner a year later, it is assumed that he/she has made one year of progress for one year of teaching. This represents good or expected progress. Better than expected progress would be represented by achieving a deeper level of understanding, making lateral connections across contextual and subject boundaries, using knowledge mastered for extended reasoning and problem solving etc. *Better than expected progress would not involve moving on to the programme of study for the year group above.*

If a pupil has fallen behind and requires additional support to work securely within the programme of study for their year group, or is working below their year group expectations, it is assumed that their progress needs to accelerate; they need to 'catch-up'. Action is required to accelerate progress – e.g. further additional support or effective intervention informed by research evidence. These pupils need to make better than expected progress.

1. **Universal Expectations**

Learn-AT expects all its academies to be working to establish research-informed, quality first teaching, for all pupils, including formative assessment strategies such as:

- clear learning objectives
- co-constructed success criteria
- effective questioning
- retrieval practice activities
- effective feedback
- the use of a repertoire of low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets etc to support teachers' evaluation of pupil learning, inform their planning for next steps, addressing misconceptions and pupils' individual learning needs.

2. **Formative Assessment at Academy Level**
   School leaders at all levels and class teachers engage in Pupil Progress Meetings (PPMs) *at the end of each half term*. These meetings are structured conversations which consider the range of evidence relating to pupil achievement (attainment and progress) during the previous several weeks. They provide a regular opportunity to:
   - moderate expectations and standards in each class and year group through triangulation of evidence which includes pupils' work, outcomes of their assessment activities, tests and quizzes and so on;
   - evaluate pupils' progress from their starting points and, where concerns emerge, consider what needs to be done at class, school or trust level to ensure pupils' do not continue to fall behind;
   - provide responsive professional development for teachers relating to quality first teaching, assessment literacy and practice, effective learning interventions; effective differentiation for mastery (provision of additional support, rapid intervention, pre-teaching, scaffolding, time etc) and the provision of opportunities for deeper learning.

PPMs may consider a sample of pupils rather than the whole class – but will include a representative sample of groups within the cohort e.g. more-able, disadvantaged, SEND, looked-after, boys and girls.

3. **Summative Assessment at Academy Level**

Teachers' summative assessment

Taking account of all the evidence accumulated over a half term, including the results of standardised tests or any other tests or other assessment activities, teachers arrive at a summative assessment of pupil achievement in reading, writing and mathematics. They evaluate current attainment by considering how well children have learned what teachers have taught during this half term and enter their judgements into O-Track according to the following key:

Pupils who are working securely within the programme of study for their age are considered 'secure learners' and are coded 'green'. Those who are achieving a deeper

level of understanding of objectives from the programme of study for their year group, are coded 'purple'. Those who are working within the programme of study for their age, but require regular and significant additional support, are coded 'yellow'. For those pupils working within a programme of study below that of their age, teacher record the PoS (e.g. 0,1,2,3,4 or 5) and whether the pupil is working at yellow, green or purple in that PoS. This summative data is updated in O-Track each half term and discussed at the Pupil Progress Meeting. It is expected that teachers will not change their judgement about every child at each update, only those for whom it is agreed that significant change in attainment has been achieved.

4. **Standardised Tests** (Rising Stars – PUMA and PIRA) are conducted three times a year – during the weeks preceding the half term breaks in October, February and May. The results of these tests inform:
   - an evaluation of the progress pupils make through the year and year-on-year;
   - moderation and bench-marking of standards and expectations across year groups within schools and between trust schools.
   - triangulation of the evidence available to inform teachers' summative assessment judgements.
   - Formative assessment of whole class and cohort gaps in learning and misconceptions to inform teachers' planning for future teaching and learning and school leaders' planning for professional learning and school improvement.

Scores from standardised tests are recorded in the 'Scores' section of O-Track.

5. **Statutory Assessment**
   National tests and statutory assessments are conducted in the year groups and at the points dictated by the DfE.

Optimum O-Track

Members of the Learn-AT Assessment Group have worked with key personnel at O-Track to create a tracking and assessment analysis system which reflects this assessment model. Teachers enter their summative judgements to the software as outlined above, in addition to the scores their pupils achieve in the standardised tests at the intervals described. From this simple, 'once-only' data input, the system can generate a suite of reports which support comprehensive analysis of pupil attainment, including groups, at academy and trust level. Further evaluation of pupils' progress is supported by analysis of pupils' standardised test outcomes.

Monitoring and Review

This policy is reviewed annually by the Learn-AT Assessment Working Group.

Date of last review: May 2017

Appendix 1: Learn-AT Assessment Model

	Sep	Oct		Nov	Dec		Jan	Feb		Feb	March		April	May		June	July
5. Statutory Assessment														SATs etc			
4. Trust level Summative Assessment – Standardised Tests		St'd tests – PUMA/PIRA Scores > O-Track						St'd tests PUMA/PIRA Scores > O-Track						St'd tests PUMA/PIRA Scores > O-Track			
3.Trust level Summative Assessment		Summative TA > O-Track % 'secure learners' etc			Summative TA > O-Track % 'secure learners' etc update			Summative TA > O-Track % 'secure learners' etc update			Summative TA > O-Track % 'secure learners' etc update			Summative TA > O-Track % 'secure learners' etc update			Final summative end of year TA > O-Track % below EXS; at EXS; GDS
2. Formative Assessment at academy level		**Pupil Progress Meetings**			**Pupil progress meetings**			**Pupil progress meetings**			**Pupil progress meetings**			**Pupil progress meetings**			**Pupil Progress Meetings**

	Pupil Progress Meetings These meetings are the fulcrum of the Learn-AT assessment model. Leaders at all levels engage class teachers in a carefully structured discussion which serves a range of school improvement purposes: CPD for teachers: assessment literacy; progress – *showing not measuring*; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might looks like; differentiation for mastery; curriculum; accountability; effective intervention; Moderation: opportunity for school leaders to moderate teacher assessment judgements; comparison with standardised tests scores Monitoring: opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum – breadth – could take one foundation subject per meeting for enquiry around assessment? Intervention planning: evaluation of pupils' needs and how to ensure they are met. These meetings may focus on a target group of pupils, but should include pupils identified as at risk of falling behind, challenge for all pupils, including the more-able, SEND and disadvantaged. **Key Questions:** Who are your secure learners in reading, writing, spelling, grammar, maths and one other subject? Show me how you know? Does their achievement now relate to their starting points? Who is working at greater depth? Show me how you know. How does this achievement relate to pupils' starting points? Who are you a bit worried about? Show me why? How does their progress relate to their starting points? What have you tried already? What shall you/we do next? How will we know if it's effective? Who are you very worried about? Why? What action has been taken already? How effective has it been? How do you know? What shall we do about it? What does research say about this issue? How will we know if the intervention we decide on is effective? What assessment tasks and tests are you using to evaluate the depth of learning?
1.Qality First Teaching in all classrooms.	Quality first teaching of the National Curriculum – formative assessment embedded – e.g. clear learning intentions; co-constructed success criteria; effective questioning; retrieval practice activities; low stakes continuous assessment activities eg tasks, tests, quizzes, exit tickets; FEEDBACK etc etc etc

Appendix 2: Pupil Progress Meeting Agenda

Pre-meeting preparation:

Class teacher updates summative teacher assessment judgements (in accordance with the guidance outlined in the policy above) into O-Track as appropriate for pupils. School Leader and Class Teacher agree a sample of 6-8 pupils to discuss at the meeting, including disadvantaged, SEND, high, middle and low prior attainers, representatives of any other significant vulnerable group and a balance of boys and girls. In addition, the class teacher might bring further details of any pupil he/she has concerns about to discuss at the meeting. The teacher should print out the O-Track report –'Pupil Progress from Single Subject Starting Points' (See Appendix 3) to inform the discussion.

In Attendance: Class Teacher and Middle or Senior School Leader. Other school leaders e.g. Subject Leaders and/or SendCo may also attend for support if appropriate.

Data to inform the meeting:

- Assessment data in O-Track – attainment and recent standardised scores;
- O-Track report – 'Pupil Progress from Single Subject Starting Points'
- Pupils' work, including English, Maths, reading book and foundation subjects;
- Records of outcomes of assessments activities – tasks, tests, quizzes, questions etc.
- Class teacher's Assessment File, including the Pupil Progress Achievement Sheet
- Pupil Progress Meeting Record Sheet

Discussion

Leader and class teacher engage in a professional discussion about each pupil in turn, considering the teacher's summative evaluation of the child's current attainment in Maths, reading, writing (including grammar) spelling, communication and across the curriculum. This is an opportunity to triangulate the available evidence, moderate judgements and reflect on:

- the extent to which pupils' learning needs are being effectively met;
- breadth of curriculum;
- acquisition of secure conceptual understanding;
- opportunities for deeper learning - through reasoning, problem solving, critical reading, application of learning across a range of curricular contexts;
- pitch of expectations; challenge for all pupils;
- opportunities for retrieval practice;
- progress from starting points;

Concerns about individual pupils should be shared and discussed and agreement reached about actions needed, either at class level or school level, to accelerate progress if necessary, e.g. changes in practice, teaching and learning strategies, interventions, additional support, resources, time etc.

Recording
A brief summary of the discussion, agreed actions, expected outcomes and impact measures are recorded on a PPM Record Proforma (Appendix 5).

Deeper Learning - MAT - Pupil Progress from Single Subject Starting Points

All Pupils

NB. This is an example – names have been removed.

Appendix 4: Class Assessment File Contents

- Class List
- O-Track report 'Pupil Progress from Single Starting Points'
- Teacher's own ongoing records of outcomes from any regular assessment activities or tasks
- Copy of the section of the school's SEND provision map relating to the class/cohort
- Any pertinent O-Track reports to support the discussion

Appendix 5: PPM Record

Pupil Progress Meeting					
Date		Year Group			
Teacher		Class			
School Leader		No. of Pupils Discussed			
Pupil 1	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion					
Actions Agreed					
Impact Measures					
Pupil 2	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion					
Actions Agreed					
Impact Measures					
Pupil 3	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion					
Actions Agreed					
Impact Measures					

Pupil 4	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Pupil 5	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Pupil 6	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Pupil 7	Summative attainment judgement (O-Track Key)		Standardised Test Score Reading		Standardised Test Score Maths	
Brief Summary of discussion						

Actions Agreed	
Impact Measures	

Pupil 8	**Summative attainment judgement (O-Track Key)**		**Standardised Test Score Reading**		**Standardised Test Score Maths**	
Brief Summary of discussion						
Actions Agreed						
Impact Measures						