

**TRINITY ACADEMY NEWCASTLE TRUST**

**ASSESSMENT POLICY**

**Reviewed by the Committee – October 2017**

**On behalf of the Board**

**Next Review Date – October 2018**

## Introduction

Effective assessment provides information to improve teaching and learning. We celebrate with the learners their achievements Trinity Academy Newcastle Trust undertakes two different but complementary types of assessment:

Assessment **for** learning and assessment **of** learning.

Assessment **for** learning involves the use of high quality feedback in the classroom to raise learner achievement. Students learn the most when they are given consistent feedback about their performance. Feedback should focus on the process of learning rather than simply on getting the right answer. High quality feedback provides students with specific information about their work and helps them reach a deeper understanding of how to improve. Teachers delivering high-quality feedback don't simply stop with "well done" or "good job." They engage in ongoing, back and forth exchanges on a regular basis. Effective teachers intentionally provide support for developing increasingly complex verbal communication skills.

Assessment **of** learning (summative assessment) involves judging learners' performance against national standards.

## Objectives

The objectives of assessment are:

- to enable learners to demonstrate what they know, understand and can do in their work;
- to help learners recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each learner ;
- to provide regular information for parents that enables them to support their child's learning;
- To use achievement information to make judgements about the effectiveness of the trust.

## Planning for assessment

Lessons are planned with clear learning objectives. These are based on the teacher's detailed knowledge of each learner. We ensure that all tasks set are appropriate to each learner's ability. Our plans make clear the expected outcomes for each lesson including cross-curricular links.

Teachers share the lesson's learning objectives with the learners as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

Teachers ask well-phrased questions and analyse learners' responses to find out what they know, understand and can do, and to target any misconceptions. We annotate our planning sheets, any individual learners who do not achieve at the expected level for the lesson, and we use this information when planning for

the next lesson. We also keep this information as a record of the progress made by each learner.

### **Implementation**

We seek to remove the barriers to learning and participation that can hinder or exclude individual learners, or groups of learners from accessing the curriculum. We achieve this by identifying the needs of our learners, continually reviewing what we do, monitoring data and through asking ourselves questions about our performance and the performance of our learners enables us to make judgements about how successful we are being at meeting the needs of our learners.

Identifying the starting points for learning from which progress can be measured is an essential feature of our assessment system. Upon entry to Trinity Academy Newcastle Trust some learners bring with them assessments from other schools and a statement of SEN which will indicate curriculum achievements and skills across a range of subjects. We base line all new learners within 6 weeks of joining Trinity.

### **Recognising Achievement**

Our teachers use short term descriptive targets to assist them in recognising achievement. These descriptive targets are used by staff to:

- Develop focused day to day teaching methods through long, medium and short term planning
- Target specific areas to enable consistent short term targets.
- Inform students exactly **how** to improve with clear modelling.
- Record learners' ongoing and overall development and achievement

Target setting at Trinity is ambitious and always in line or above national expectations for progress. With ambition, teachers provide challenging and engaging lessons in order to achieve these high rates of progression. Learners' achievement is recognised and celebrated at all levels of success.

### **Recognising Attainment**

In-house assessment criteria grids, SATS and external qualifications are used to recognise and track attainment.

### **Recording**

Teachers record the progress of each learner using in-house achievement criteria grids. This enables them to make a judgement about the work of each learner in relation to the National Curriculum level of attainment and allows us to monitor the progress of each learner. We assess in the core subject half-termly and assess progress towards all other areas of the curriculum termly. If a student is identified as falling short of their target this will initiate an intervention plan, a targeted programme of support to accelerate pupil progression.

All assessment data is electronically stored in SIMS and in our pupil tracking system.

Parents are an integral part of achievement and are invited into school regularly to discuss their child's progress. End of term progress reports are sent to parents and carers containing information regarding their child's effort, attitude and achievement.

### **Consistency /Security**

All teachers, throughout the term review progress and make an informed judgement regarding levels. At the end of each term our teachers discuss these levels, so that they have a common understanding of the expectations in each subject.

Through internal, cross-site and external moderation we ensure that we make consistent judgements about standards in the school. Subject leaders regularly obtain examples of work from each class teacher.

### **Monitoring and review**

The assessment leader, with the LT, is responsible for monitoring the implementation of this process.

**Signed on behalf of the Governing Body:**



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**Peter Carter (Chairperson of the Board)**

**Date: 11.10.17**