

Trinity Academy Newcastle Trust

Assessment Policy

**Approved by Resources Committee – June 2019
On behalf of the Board**

Next Review Date – June 2020

Ethos

At Trinity Academy Newcastle Trust (The Trust), we do not see ability as permanent or pre-determined. There is opportunity for all learners to achieve and succeed in every lesson and we relentlessly work to challenge each individual. Learners and teachers should be well-informed of achievements that have been made and the next steps to learning. It is important that learners are secure in concepts and can apply them in a sophisticated way before they move on.

Our classrooms are places where understanding is challenged, questions are rich and reflection is celebrated.

Assessment is used to inform teaching. In its simplest form, it is used to inform the next question in the classroom. In its summative form, it is used to inform schemes of work, class grouping and curriculum design.

Types of Assessment at The Trust

There are three broad forms of assessment, each with its own purposes; In-Trust formative assessment

- Feedback from teachers in lessons against success criteria
- Marking of learners' work
- Quizzes and games
- Peer and self-marking against success criteria
- Teachers asking well-phrased questions and analyse learners' responses to find out what they know, understand and can do, and to target any misconceptions.
- Use of an online assessment tool, Doodle, in English and Maths

In-Trust summative assessment

- Assessment against age related 'Stages' in each subject area 3 times a year
- Short end of topic tests, including use of Doodle tests
- Reviews of Statement or Education, Care and Health Plan (ECHP)
- Nationally standardised summative assessment
- National Curriculum tests at Key Stage 2
- GCSE exams or recognised equivalent qualifications

The Principles and Purpose of assessment

In-Trust Formative assessment

- Ascertains whether knowledge and understanding is secure enough to move forward
- Judges how securely a learner understands a concept and how well they can apply it
- Findings are communicated with individuals, groups or whole class as soon as possible either verbally or through marking
- Teachers ensure that learners understand the feedback and be given time to act upon it.
- Teachers use information gathered to inform the planning of future lessons or interventions
- Not all interactions will be recorded but learner workbooks should document individual progress and success throughout a lesson or series of lessons

In-Trust Summative assessment

- Used to plan lessons and schemes in subsequent terms
- Used to inform curriculum design
- Used to report to parents on learners' progress and areas of focus for coming term
- Support senior leaders and Directors in identifying emerging trends and target support where necessary
- Communicated to learners to celebrate success and support next steps

National Standardised Summative Assessment

- To see how learners are performing in comparison with all learners nationally
- Enables teachers to understand national expectations and assess the performance of their learners
- To benchmark school performance against other schools/Trusts locally and nationally

How assessment outcomes are collected and used

In-Trust summative assessment data is collected for in-Trust monitoring four times during the year. Once early in the autumn term as a baseline 'settling in' measure, and then again just after half term where progress vs targets is measured. Assessments are also collected in the Spring and Summer terms. This data will form the basis of Achievement Meetings which explore the performance of individuals, groups and cohorts. These will inform sharp and specific interventions.

At the Trust, learners working at Key Stage 1 and 2 levels are assessed using 'Stages'. Each stage represents the expectations for each year group as outlined in the National Curriculum (Stage 1 = Year 1 expectations). We have designed a system that has Stages 1 to 9 to cover all expectations until the end of Key Stage 3. When working within a Stage; learners may be Emerging, Developing, Securing or Mastering within the objectives. When learners achieve Mastering they then progress to the next stage. The stage that a learner is working within and the year that they are in may not correlate. At the Trust we insist on Mastery, learners must be secure before moving onto new learning.

At Key Stage 3 and 4 we assess learners against the qualification that they are working towards. For the most part this is GCSE. Throughout Year 7 to 11, learners are assessed at the Grade that they are working at (fine-leveled with a -, = or +). This enables teachers to have a clear view of progress towards predicted grades and end of year targets.

Individual summative data is shared throughout the Trust to all staff who have contact with individuals or groups. It is important that every person working with learners is aware of specific personal achievement and next steps. Any analysis of data (groups, cohorts) will only be done centrally by the Data Manager and fed into Senior Leaders at each site for further exploration. All analysis will be shared with teaching and learning and pastoral staff throughout the year.

Summative assessment and targets are shared with parents termly in a meaningful way. Progress Update sheets are sent home 4 times per year, with performance vs target, attitude to learning descriptors and positive interactions from learners described. Full subject reports are written in the middle of the Trust year, and tutor summaries in the Summer term. These reports specifically identify those areas of success and achievements, and outline next steps for further improvement.

Ensuring teachers are able to conduct assessment competently and confidently

It is the responsibility of the Assessment Lead to ensure that all staff are confident in using the

in- Trust summative assessment system and abreast of any changes. The induction of new staff now includes an assessment session. Regular student progress discussion and achievement meetings are timetabled throughout the year.

It is the responsibility of Senior and Subject Leaders that standards are high in in-class formative assessment. This is supported through staff CPD and monitored through quality assurance, lesson observations and learning walks.

The process of moderation is an essential part of the in-Trust summative assessment system to ensure a consistent approach to assessment throughout the Trust. It is important that teacher judgments are supported by evidence. Teachers are involved in the moderation process to ensure agreement on criteria for stages in the following ways:

- With colleagues on site
- With colleagues in the wider Trust
- With colleagues from other schools / Trusts
- With external agencies including awarding bodies

Trust portfolios of moderated work will be kept by Senior or Subject Leaders.

Arrangements for the governance, management and evaluation of assessment

It is the responsibility of the Senior Leader with responsibility for assessment that the assessment policy is maintained and followed.

It is important that the Trust keeps abreast of good practice and that this is shared across all classroom staff. Senior and Subject Leaders will hold achievement meetings each half term to share information and develop practice.

Implementation

The Trust will engage with parents at parent events to explain the purposes of assessment to enable them to support their children effectively. Learners will become familiar with the language of the summative assessment system over time, the priority being that learners can recognise in the short term what success looks like and how it can be achieved through formative assessment.

Signed on behalf of the Board:



Peter Carter (Chairperson of the Board)

Date: June 2019