



PRIMARY ASSESSMENT POLICY

Reviewed by:	School Improvement Director – Curriculum and Assessment Executive Team
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Aims

This Campfire Education Trust (CET) policy aims to:

- Provide clear guidelines to establish consistency with assessment across the CET schools in order to ensure that we all have an aligned assessment approach
- Clearly set out how and when assessment practice will be monitored and evaluated, as well as provide opportunities for all year groups, both where statutory and non-statutory assessments occur, for **collaborative** work across the Trust in order to ensure assessment in each school is comparable, fair, reliable and useful
- Monitor the performance of our schools and cohorts against published national standards so that we can identify and share strengths as well as be **supportive** in weaker areas through a 'risk led' approach
- Ensure assessment guides adjustments to teaching of gaps in learning so that we have **ambitious** expectations and we are focused on continually improving outcomes for all children

Legislation and Guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

This policy also complies with our Trust's funding agreement and articles of association.

Assessment Approaches

At CET, we see assessment as an integral part of teaching and learning, and it is inextricably linked to each school's curriculum. CET schools use three broad overarching forms of assessment to form a child's attainment levels: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

1. **In-school formative assessment**, which is used daily by teachers to evaluate children's knowledge and understanding and to inform and tailor future teaching. The effective use of formative assessment will be monitored by the school's senior leadership team and assessment lead. Examples may include but are not limited to:
 - Regular review and feedback of children's work by teachers
 - Gap analysis
 - Questioning
 - Responsive teaching
2. **In-school summative assessment**, which allows schools to evaluate how much a child has learned and made progress through a teaching period. In Years 1, 2 and 6, children will take previous statutory assessments throughout the year as per the CET assessment schedule. In other year groups, schools may use other summative assessment tools at their own discretion to support teaching and learning and teacher assessment.
3. **Nationally standardised assessments**, used by the Trust and DfE to hold schools to account. These must be completed at times set by the Department for Education. Nationally standardised summative assessments include:
 - Early Years Foundation Stage profile (EYFSP) at the end of reception
 - Phonics screening check in year 1
 - National Curriculum tests and teacher assessments at the end of Key Stage 2 (Year 6)

Data Collection and Reporting

INSIGHT is an online tool that all schools use to report and track data. Accurate data, which is comparable across Trust schools, will enable us to identify areas for school improvement, which will in turn inform how we work collaboratively.

A CET assessment schedule includes key data deadlines to report data on INSIGHT. The Trust Assessment Lead will work alongside school Headteachers and Assessment Leaders to ensure that:

- Data is being submitted to the required deadline
- Assessment processes are being carried out correctly and consistently
- Assessment is accurate

In the event of any issues arising, the Trust Assessment Lead will work with the School Improvement Director and the relevant school's Headteacher to resolve them promptly, in a constructive manner.

Schools must carry out the following summative assessment activities during the academic year. **Statutory assessments are in bold.**

Nursery	
Autumn term	<ul style="list-style-type: none"> ➤ Input Autumn term teacher assessment data on INSIGHT ➤ Identify those 'At Risk' and make next step plans to address barriers to learning
Spring term	<ul style="list-style-type: none"> ➤ Input Spring term teacher assessment data on INSIGHT ➤ Identify those 'At Risk' and make next step plans to address barriers to learning
Summer term	<ul style="list-style-type: none"> ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify those 'At Risk' and make next step plans to address barriers to learning
Statutory Assessment: <ul style="list-style-type: none"> ➤ For children aged between 2 and 3 a progress check at age two. This means that if a child joins one of our school settings between the ages of 24 to 36 months and does not have a progress check to date, our Nursery practitioners must complete one before they turn 3. 	

Reception	
Autumn term	<ul style="list-style-type: none"> ➤ Complete the statutory Reception Baseline Assessment (RBA) ➤ Input Reception Baseline teacher assessment data on INSIGHT ➤ Target set for 7 PRIME and SPECIFIC areas of learning and a Good Level of Development (GLD) ➤ Identify those 'At Risk' and make next step plans to address barriers to learning ➤ Attend YR CET Writing moderation (paired schools staff meeting) ➤ Input Autumn term teacher assessment data on INSIGHT ➤ Identify those 'At Risk' and make next step plans to address barriers to learning
Spring term	<ul style="list-style-type: none"> ➤ Attend YR CET Writing moderation ➤ Input Spring term teacher assessment data on INSIGHT ➤ Identify those 'At Risk' and make next step plans to address barriers to learning
Summer term	<ul style="list-style-type: none"> ➤ Attend YR CET Writing & EYFSP moderation day ➤ Complete the Early Years Foundation Stage Profile (EYFSP) ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify those 'Emerging' (1) and make next step plans for Year 1 ➤ Input Summer term data on INSIGHT ➤ Evaluate results against targets set in Autumn term
Statutory Assessments: <ul style="list-style-type: none"> ➤ Complete the Reception Baseline Assessment (RBA) and return data to DfE within six weeks of starting school. ➤ Complete the Early Years Foundation Stage Profile (EYFSP) at the end of Reception and return date to the local authority (end of June). 	

Year 1	
Autumn term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check baseline ➤ Input phonics screening data on INSIGHT ➤ Target set for Phonics Screening Check ➤ Attend Y1 CET Writing moderation (paired schools staff meeting) ➤ Input Autumn term teacher assessment data on INSIGHT <i>Reading data must match your SSP assessment data</i> ➤ Identify focus children to address gaps in teaching and learning

Spring term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check ➤ Input phonics screening data on INSIGHT ➤ Attend Y1 CET Writing moderation ➤ Input Spring term teacher assessment data on INSIGHT <i>Reading data must match your SSP assessment data</i> ➤ Identify focus children to address gaps in teaching and learning
Summer term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check ➤ Input phonics screening data on INSIGHT ➤ Complete National Phonics Screening Check ➤ Submit data to local authority and input phonics screening data on INSIGHT ➤ Attend Y1 CET Writing moderation ➤ Input Summer term teacher assessment data on INSIGHT <i>Reading data must match your SSP assessment data</i> ➤ Identify focus children to address gaps in teaching and learning for Y2
Statutory Assessments: <ul style="list-style-type: none"> ➤ Complete the Phonics Screening Check and return data to the local authority by their submission deadline. 	

Year 2	
Autumn term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Target set for Phonics Screening Check Re-take and end of KS1 ➤ Attend Y2 CET Writing moderation (paired schools staff meeting) ➤ Input Autumn term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Spring term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Complete CET SATs assessment ➤ Input SATs & TAF data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning and improve end of key stage outcomes ➤ Attend Y2 CET Writing moderation ➤ Input Spring term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning and improve end of key stage outcomes
Summer term	<ul style="list-style-type: none"> ➤ Complete SATs assessment ➤ Input SATs & TAF data on INSIGHT ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning ➤ Complete Phonics Screening Check Re-take (those who have not yet passed) ➤ Submit data to local authority and input phonics screening data on INSIGHT ➤ Attend Y2 CET Writing moderation ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning for Y3
Statutory Assessments: <ul style="list-style-type: none"> ➤ Complete the Phonics Screening Check for any Year 2 pupils who did not pass in Y1 and return data to the local authority by their submission deadline. 	

Year 3	
Autumn term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Attend Y3 CET Writing moderation (paired schools staff meeting) ➤ Input Autumn term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Spring term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning ➤ Attend Y3 CET Writing moderation ➤ Input Spring term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Summer term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning ➤ Complete Phonics Screening Check Re-take (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Attend Y3 CET Writing moderation ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning for Y4

Year 4	
Autumn term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Target set for Multiplication Tables Check (MTC) ➤ Attend Y4 CET Writing moderation (paired schools staff meeting) ➤ Input Autumn term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Spring term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning ➤ Attend Y4 CET Writing moderation ➤ Input Spring term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Summer term	<ul style="list-style-type: none"> ➤ Complete CET Phonics Screening Check (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning ➤ Complete Multiplication Tables Check (MTC), once all have completed, download the Common Transfer File (CTF) to obtain results ➤ Complete Phonics Screening Check Re-take (those who have not yet passed) ➤ Input phonics screening data on INSIGHT ➤ Attend Y4 CET Writing moderation ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning for Y5
Statutory Assessment: <ul style="list-style-type: none"> ➤ Complete the Multiplications Table Check (MTC) and download the Common Transfer File (CTF) to obtain results. 	

Year 5	
Autumn term	<ul style="list-style-type: none"> ➤ Attend Y5 CET Writing moderation (paired schools staff meeting) ➤ Input Autumn term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Spring term	<ul style="list-style-type: none"> ➤ Attend Y5 CET Writing moderation ➤ Input Spring term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning
Summer term	<ul style="list-style-type: none"> ➤ Attend Y5 CET Writing moderation ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning for Y6

Year 6	
Autumn term	<ul style="list-style-type: none"> ➤ Complete CET SATs baseline assessment ➤ Input SATs & TAF baseline data on INSIGHT ➤ Target set for end of KS2 ➤ Identify focus children to address gaps in teaching and learning and improve end of key stage outcomes ➤ Attend Y2 CET Writing moderation (paired schools staff meeting) ➤ Complete CET Autumn 2 SATs assessment ➤ Input SATs & TAF data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning and improve end of key stage outcomes ➤ Input Autumn term teacher assessment data on INSIGHT
Spring term	<ul style="list-style-type: none"> ➤ Complete CET Spring 1 SATs assessment ➤ Input SATs & TAF data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning and improve end of key stage outcomes ➤ Attend Y6 CET Writing moderation ➤ Complete CET Spring 2 SATs assessment ➤ Input SATs & TAF data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning and improve end of key stage outcomes ➤ Input Spring term teacher assessment data on INSIGHT
Summer term	<ul style="list-style-type: none"> ➤ Complete National SATs assessment ➤ Submit data to local authority and/or upload to Primary Assessment Gateway (PAG) and input SATs & TAF data on INSIGHT ➤ Attend Y6 CET Writing moderation ➤ Input Summer term teacher assessment data on INSIGHT ➤ Identify focus children to address gaps in teaching and learning for Secondary transition
Statutory Assessments: <ul style="list-style-type: none"> ➤ Complete the SATs Submit data to local authority and/or upload to Primary Assessment Gateway (PAG). 	

Reporting to Parents

Across our CET schools, annual reports to parents/carers include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record including the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances
- Outcomes of statutory National Curriculum teacher assessments
- Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard' (KS2)

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Target Setting

Every school should use assessment data to deliver the best possible educational outcomes for all children; target setting is a valuable process that supports the drive for sustained improvement.

Schools must set realistic but challenging targets annually with the School Improvement Director (SID) and during the process they should have in mind a range of factors, including:

- Prior end of key stage attainment for each cohort
- Current attainment for each cohort
- Trends in performance by the school over previous years
- The context in which the school operates and how it compares to schools in similar circumstances
- Published Government 'floor targets' and the 'coasting school' definitions

Throughout the year, schools should hold pupil progress meetings to discuss and drive the positive outcomes of attainment and progress for children in each cohort. There should be a sharp focus on curriculum areas the school is addressing through their School Improvement Plan (SIP) and how

impact is being demonstrated through pupil outcomes in each cohort. Clear next step actions should inform future teaching and learning.

Monitoring, Moderation and Training

The School Improvement Director and Trust Assessment Lead, in collaboration with Headteachers, will take overall responsibility for ensuring that the Assessment Policy is put into practice across each school. All Senior Leaders and teachers have regular continued professional development (CPD) opportunities to develop a robust understanding of assessment practices across the Trust and are provided with support in making accurate assessments.

In order for writing judgements to be consistent and reliable in all schools within our Trust, moderation sessions will take place throughout the year. There will be regular CPD and feedback between the Trust Assessment Lead and Lead Moderators to allow for reflection in order to ensure these sessions are collaborative, supportive and ambitious.

Across the Trust, the Assessment Lead and Lead Moderators will co-ordinate and facilitate the following:

- Paired moderation of writing for Reception to Year 6 with one other Trust school (Autumn 2)
- CET moderation of writing for Reception to Year 6 across all Trust schools (Spring 2)
- CET moderation of writing for Reception to Year 6 across all Trust schools (Summer 2)
- CET moderation of Reception ELG and EYFSP data across all Trust schools (Summer 2)

For previous statutory assessments that take place in Years 1, 2 and 6, standardised ranges have been calculated by the Trust Assessment Lead to support teacher assessment for that specific point in time.

Leadership and Governance

CET Education Standards Committee

The overall purpose of this committee is to assist the trust board in its duty to review and evaluate the quality of education; pupils' standards and progress, and teachers' continuing professional development. In doing so, the committee should take account of the performance of the full range of different groups represented in the trust's academies, including disadvantaged pupils, pupils with special educational needs and/or disabilities, looked after children and pupils in different ethnic, social and ability groups. Headline assessment data will be shared by the School Improvement Director for Curriculum and Assessment each term.

CET Assessment Reports

Schools are asked to ensure all data is on INSIGHT and that any other data returns requested by the Trust Assessment Lead are supplied on the reporting format by the agreed deadlines so that CET data can be prepared and presented to the School Improvement Director according to clear timeframes.

CET Assessment Schedule

Every July, an assessment schedule will be shared and circulated for the following academic year. This schedule will include all dates for statutory and non-statutory assessments, moderation, INSIGHT deadlines and reports to the Education Standards committee.

Statutory Data Returns

Headteachers must ensure all statutory data is returned to Local Education Authorities (LEAs), Department for Education (DfE) and other organisations as required. If data is not returned, the Trust Assessment Lead and School Improvement Director must be contacted and this information be reported to the Trust CEO. Headteachers must also ensure that school data is filed and stored appropriately so that it is available for review or inspection purposes and that the Headteacher Declaration Forms are accurately submitted to the appropriate bodies.

Roles and Responsibilities

CET Education Standards Committee

The Trust Standards and Curriculum Committee is responsible for:

- Being familiar with statutory assessment systems, as well as how our Trust's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding our Trust leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring to certify that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across our school(s)

The School Improvement Director for Curriculum and Assessment

The Trust School Improvement Director is responsible for:

- Ensuring that schools within our Trust adhere to this policy
- Monitoring standards and assessment data across our Trust
- Sharing leadership and teaching strengths where assessment identifies positive outcomes for pupils
- Identifying schools, through a 'risk led' approach, that need support and prioritising key actions to address underachievement
- Reporting to the Education Standards Committee on progress and attainment headline data across our Trust
- Supporting CET school leaders to make sure their school is conducting assessment competently and confidently, including providing training and moderation opportunities

The Trust Assessment Lead

The Trust Assessment Lead is responsible for:

- Ensuring that schools within the Trust adhere to this policy and reporting to the School Improvement Director where expectations are not met
- Monitoring standards and assessment data across our Trust
- Downloading, checking and reporting back to Headteachers on any data anomalies before finalising CET progress and attainment assessment reports for the School Improvement Director
- Facilitating moderation sessions across the Trust and leading training, alongside the School Improvement Director for our Lead Moderators across CET

- Planning, preparing and leading key assessment CPDL, alongside the School Improvement Director
- Supporting school leaders throughout the Trust to make sure their school is conducting assessment competently and confidently, including training and moderation opportunities

The Headteachers and School Assessment Leads

The Headteachers and school Assessment Leads are responsible for:

- Ensuring that the policy is adhered to
- Ensuring each year group adheres to the CET summative assessment activities during the academic year
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups which leads to improved impact on cohort data
- Prioritising key actions to address underachievement
- Reporting to the local governing body on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities
- Displaying the school's most recent Key Stage 2 performance measures, as published by the Secretary of State, on the school website

Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

Monitoring of Policy

This policy will be reviewed annually by the Trust Assessment Lead and School Improvement Director for Curriculum and Assessment. At every review, the policy will be shared with the **Executive Team**.

All teaching staff are expected to read and follow this policy. The Headteachers are responsible for ensuring that the policy is followed at school level.

Links with other Policies

This assessment policy is linked to:

- Curriculum Policy
- Early Years Foundation Stage (EYFS) policy