




# Assessment Policy

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**September 2025**

<b>Signed (Chair of Trustees):</b>	
<b>Date:</b>	September 2025
<b>Date of Review:</b>	September 2026

*Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **Aims and Objectives**

We believe assessment is fundamental to extending and challenging children's learning so they can reach their full potential. Our aim is to use assessment as a key component to raise pupil achievement. It is integral to high quality learning and teaching and helps ensure that teaching is pitched appropriately to enable our pupils to make at least expected progress and indeed beyond. Regular on-going formative assessment determines the composite aims children have met and identifies any missing components in learning. This enables teachers to match work to pupil needs to ensure they are challenged and supported.

## **Our Method of Assessment**

Assessment serves many purposes, but the main purpose of assessment in our school is to underpin the dialogue between teachers, parents and children to plan their next steps in learning. Teachers assess if the children have met the composite aim each week and identify any missing components.

We use the outcomes of assessment to evaluate the quality of the teaching in our schools, meet the teaching standards and to help us improve. We work across schools in our Trust and the Local Authorities and, using external tests and assessments, we compare our performance with that of other schools.

We assess children against what a child is expected to know and be able to do by the end of the year or key stage. These expectations are derived from the Trust's programmes of study and the National Curriculum. The achievement of each child is assessed against the relevant criteria on a termly basis and is described as Working towards the standard (WTS), Expected Standard (EXS) and Greater Depth Standard (GDS). Those children who are secure in the expected standards will begin to apply their knowledge in contexts that broaden and deepen their understanding, allowing them to immerse themselves in mastering the topic, adding real depth and breadth of understanding in a range of contexts.

Assessment judgments are recorded and supported by a body of evidence created using pupils' work, on-going observations, self and peer-assessment and assessments. Assessment throughout the schools is only effective when there is a shared agreement and understanding of standards, expectations and pupils' achievements. Through regular moderation meetings and training, teachers have the opportunity to reflect on and discuss samples of pupils' work from a range of contexts. Teachers share, discuss and moderate termly in-house and across the Trust to make sure our assessments are fair, reliable and valid.

Year groups meet weekly to discuss, develop and share:

- Composite aims and missing components.
- Marked work in order to develop shared expectations of performance.
- Pupil performance to ensure progression.

Pupil progress meetings are held termly to ensure children are progressing towards the expected standard in their year group. This meeting is held with the Headteacher/ Head of School.

## **Formative Assessment**

Formative Assessment is an on-going process where teachers are making everyday assessments of children's achievements. These assessments, whether based on observation or performance tasks, are

recorded through feedback, annotated samples or teacher diagnostic records that inform future planning and teaching. Formative Assessment is an integral part of learning and teaching and as a diagnostic tool it can inform and guide the teacher as to what components are missing and need addressing before a pupil can make further progress. Diagnostics checks take place where teachers hear a number of children read and monitor outcomes in mathematics each day. These diagnostic checks identify areas where children need further support and allow teachers to plan the required support.

On-going assessment is carried out by teachers both formally and informally during a unit of work. The results of these Formative Assessments are used to amend and create teaching materials and strategies immediately following the assessment.

To ensure that children have ownership of their next steps, pupils self-assess and peer-assess against the components taught.

Marking, questioning and feedback given by the teacher is carefully planned and recorded to ensure the child knows how to progress. Children have time to reflect on and respond to teachers' feedback and make the needed corrections to their work.

Teachers use a variety of strategies to review progress, identify missing components and inform them about their pupils' current level of understanding and progress towards the composite aim, including:

- Observation and analysis of work.
- Sharing components and composites.
- Mini whiteboard work.
- Targeted questioning.
- Feedback that links to the components taught.
- Discussion and partner talk.
- Promoting peer and self-evaluation.
- Identifying next steps to inform planning.
- Diagnostic checks

The results of assessment for learning are used to adapt and modify teaching to ensure children are challenged and supported in their on-going progress and acquisition of key knowledge and concepts.

### **Summative Assessment**

Summative Assessment takes place at different points in the child's primary school career.

- A **Reception baseline assessment** is carried out within the first six weeks of a child starting in school.
- In **Year 1** the children carry out a phonics screening check, which assesses their phonics progress. This test can be re-administered the following year for those children who do not pass in Year 1.
- In **Year 2** the children complete the optional end of key stage SATs assessments in Mathematics, Reading, Spelling, Grammar and Punctuation. The tests are marked by the teachers and results are supported by teacher assessment. Writing is assessed internally by the teachers.

- In **Year 4** children carry out an online multiplication tables check. This check assesses the children's knowledge of their timetables under timed conditions.
- In **Year 6** children undertake end of key stage two SATs assessments. These Mathematics, Reading, Spelling, Grammar and Punctuation tests are marked externally. Writing and Science is assessed internally by the teachers.

Teachers assess pupils' achievement in Years 1, 3, 4 and 5, using their knowledge of a pupil's work over a period of time and assess how they have met the composites aims.

The Senior Management Team identifies and supports those individuals and/or groups who are identified as underachieving. Areas for development are clearly shown for the individual, identified group (e.g. girls/boys) class or year group. Through follow up intervention, gaps are closed and progress of groups is enabled.

### **Record Keeping**

Each class teacher has an assessment folder, which contains:-

- Results of foundation stage learning goals.
- Levels of attainment for Reading, Writing, Mathematics and Science (termly).
- Year group data for all subjects, identifying those below, on and above target
- Pupil progress sheets.
- Year group data identifying progress of groups (gender, ethnicity, SEN and term of birth).
- A copy of expectations for each year group and class/year benchmarks.
- Diagnostic checks

Data analysis forms the basis of action planning for children who may require additional support. The school follows a research model approach to accelerating progress where data is used to inform teaching strategies and intervention programmes for targeted children.

The Headteacher/ Head of School and SENCOs ensure that individual pupil's follow up intervention is appropriate and that progress is regularly monitored and evaluated.

### **Assessment in the Foundation Stage**

Assessment in the Foundation Stage consists of tracking achievement alongside development matters and early learning goals within the children's profiles. This is done through regular observation, record keeping and assessment during sessions. Achievements are recorded and samples of work are collected where appropriate. An on-entry assessment is carried out in the nursery and progress is measured across the Early Years Foundation Stage.

### **Reporting to Parents**

Parents are kept informed of their child's attainment through termly Parents' Evenings where parents are able to view children's work and discuss progress, and termly pupil progress report cards. Should a child's attainment be a cause for concern at any point within the academic year, parents will be invited to discuss the situation with the class teacher.

In accordance with national requirements, a written report of pupil progress will be prepared and sent to parents during the spring term. Parents will have the opportunity to discuss the report with the class teacher and a copy of this report will be kept in the pupil's school record.

### **Roles and Responsibilities**

The **class teacher** is responsible for:

- Ongoing Formative Assessments and marking.
- Moderating judgements.
- Termly completion of class records.
- Weekly evaluation of planning and sharing work to make comparisons of attainment.
- Weekly assessment of composite aims
- Daily diagnostic checks
- Liaising with parents.
- Compiling the annual report to parents.

**Middle leaders** are responsible for:

- Overseeing the use of data to inform subject planning.
- Monitoring teaching and outcomes in books.
- Identifying subject attainment against class targets and trends.
- Inducting new members of staff into marking, assessment and recording processes at school.
- Year group moderation

The **Senior Leadership Team** is responsible for:

- Analysing teacher assessment data against class and year group targets.
- Identifying attainment trends in relation to vulnerable groups.
- Interpreting data to recommend support strategies for improvement.
- Disseminating good practice.

The **Headteacher/Head of School** is responsible for:

- Overseeing the implementation of the assessment policy.
- A whole school overview in planning, assessment and observation.
- Co-ordinating moderation across the Trust.
- Generating the data for teacher assessment analysis.
- Ensuring data is shared with all co-ordinators to support school evaluation and improve planning.
- Monitoring targets which have been set for individuals or cohorts.
- Ensuring support is present to enable set targets to be met.
- Ensuring that all statutory assessment requirements are met.
- Leading assessment INSET.
- Ensuring all new members of staff are secure with assessment procedures.
- Reporting assessment outcomes to Governors.

**The Local Governing Board** is responsible for:

- Ensuring that policy procedures are in place.
- Ensuring that assessment procedures are carried out robustly and data analysis forms the basis of target setting and school evaluation.
- Ensuring that school assessment informs and raises standards in attainment.

### **Monitoring and Review**

The Headteacher/ Head of School, in liaison with the Senior Leadership Team, oversees the effectiveness of the implementation of this policy throughout the school. The Executive Principal monitors the effectiveness of this policy on a regular basis. They also report to the Trust on the effectiveness of the policy and, if necessary, make recommendations for further improvements.