

Trinity Academy Newcastle Trust

Assessment Policy

**Approved by Resources Committee – July 2022
On behalf of the Board**

Next Review Date – July 2024

Our 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

There are two 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 for end of topic tests – for example, White rose Maths, Learning by questions

Trust summative assessment

- Teacher assessment against age related 'Stages' or Grades in each subject area 3 times a year
- GL Assessment is used at least twice a year in English, Maths, Reading and Spelling
- Reviews of Education, Care and Health Plan (ECHP)
- National Curriculum tests at Key Stage 2
- GCSE exams or recognised equivalent qualifications
- Functional Skills qualifications (KS4)

The Principles and Purpose of assessment

At The Trust we use a variety of different types of assessment so that our learners, teachers and families can access detailed and clear feedback on the quality of learning. It is an expectation that our learners are required and supported to frequently reflect upon their work, responding to feedback to aid progression in learning. This approach to assessment is to ensure that our learners, know what they can do, what they need to do to improve and progress in order for them to achieve success.

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 are given time to act upon it – ‘Pink to think’ and COW (Catch up on work) lessons.
- 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

Trust Summative assessment

- Used to assess knowledge, understanding and application of the core curriculum subjects
- Used diagnostically to assess where there are gaps in knowledge that has been taught and where learners have particular strengths that need to be challenged.
- 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

Trust summative assessment data is collected for the Trust monitoring three times during the year. 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. It is worth noting that learners with SEND and/or long-term disengagement with education are unlikely to follow a linear flightpath due to them often joining the Trust with starting point well below that of their age expected attainment.

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 6. 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 Key Stage 3 a similar assessment format is followed with students using the Mastery stages. This system reflects age appropriate standard of quality meaning that the standard of work required to score a ‘Secure ‘ grade in a piece of work in Year 9 is higher than in year 8. This ensures appropriate challenge for all learners.

At Key Stage 4 we assess learners against the qualification that they are working towards.

For the most part this is GCSE. Throughout Year 10 and 11, learners are assessed at the Grade that they are working at within the subject with this fine-leveled with a –, = or +. This enables teachers to have a clear view of progress towards predicted grades and end of year targets. Students also may be working towards Functional Skills English and Maths. This is reported during the assessment collections.

We also use GL assessments at the start and end of the year to support teachers in identifying current levels of attainment against national average, and tracking their pupils progress in English, maths, reading and spelling.

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 twice per year, with performance vs target, attitude to learning descriptors and positive interactions from learners described. Full subject reports are written once a 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 Quality of Education Group to ensure that all staff are confident in using the Trust summative assessment system and are 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 there are high standards within in-class formative assessment. This is supported through staff CPD and monitored through quality assurance processes (e.g. learning walks, book sampling, student voice, moderation, etc.).

The process of moderation is an essential part of the 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:

A handwritten signature in black ink, appearing to read 'P. J. Carter', with a long horizontal stroke extending to the right.

Peter Carter (Chairperson of the Board)

Date: July 2022