

Trinity Academy Newcastle Trust

Assessment Policy

**Approved by Resources Committee – July 2026
On behalf of the Board**

Next Review Date – July 2028

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;

Formative Assessment

Formative assessment is the ongoing process by which teachers evaluate learners' understanding within lessons to inform immediate and future teaching. It is integral to high-quality classroom practice and includes strategies such as questioning, feedback, retrieval practice, low-stakes testing, and the review of learners' work. The purpose of formative assessment is to identify what learners know, understand and can do, diagnose misconceptions, and adapt teaching to ensure all learners make progress. It also enables learners to understand their next steps and take an active role in improving their work. Senior Leaders are responsible for ensuring that formative assessment is implemented effectively and consistently across their academy as part of their wider commitment to high-quality teaching and learning. This includes monitoring practice, providing professional development, and ensuring that formative assessment is used purposefully to secure strong outcomes for all learners.

Summative assessment

- Assessment to measure learners against age related expectations
- 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

While the Trust provides the overarching assessment framework, the implementation, accuracy and impact of assessment are the responsibility of each individual academy. 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
- 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 three times a year through formal Trust data drops. Each Academy is responsible for ensuring that submitted data is accurate, internally moderated and aligned to Trust SEC expectations prior to submission. This data will form the basis of Achievement Meetings which explore the performance of individuals, groups and cohorts. These will inform 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 Key Stage 2, assessment is supported through the use of standardised and curriculum aligned materials, including PiRA (Progress in Reading Assessment), GaPS (Grammar, Punctuation and Spelling) and White Rose Maths and Science assessments. These tools are used at key points across the academic year to:

- Assess learners' attainment against age-related expectations
- Identify strengths and gaps in knowledge and understanding
- Support accurate teacher judgement

- Inform planning, intervention and progression

At Key Stage 3 assessments are used to measure students against age related expectations.

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. 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.

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. Analysis of data will be undertaken centrally and shared with sites; however, each academy retains responsibility for validating, understanding and responding to its own data. 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. 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 Head of School at each site to ensure that all staff are confident in using the Trust summative assessment system and are abreast of any changes. Regular student progress discussion and achievement meetings are timetabled throughout the year. Heads of School are also responsible for ensuring that assessment data submitted to the Trust is reliable.

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.).

Senior Leaders must implement robust internal quality assurance processes ahead of each data drop. All summative judgements must be supported by secure evidence and be able to withstand internal and external scrutiny. 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 external agencies including awarding bodies

Moderation will be stored centrally in the TAN MAT School Improvement folder.

Arrangements for the governance, management and evaluation of assessment

Each individual Academy within the Trust retains primary responsibility for the quality, accuracy and timeliness of assessment practices. Heads of School must ensure that:

- Assessment systems are implemented consistently and with integrity at site level
- Teacher judgements are robust, moderated and evidence-informed
- Assessment information is used proactively to improve outcomes for learners

While the Trust provides the overarching framework, ownership of assessment sits with each site, and leaders are accountable for ensuring that assessment reflects the true position of learners at their academy.

In addition all sites are required to submit summative assessment data at each Trust data drop. These submissions must be complete, quality assured and submitted within agreed timelines. Heads of School must ensure that:

- Internal moderation has taken place prior to submission
- Any anomalies are investigated and addressed
- Data presented reflects validated, accurate teacher judgement

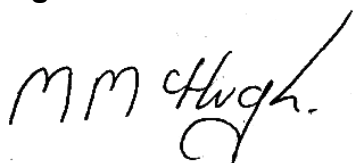
Failure to meet expectations in relation to data quality or submission timelines will be addressed through Trust quality assurance processes.

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 'M McHugh', with a long, sweeping horizontal line extending from the end of the signature.

Michael McHugh (Chairperson of the Board)

Date: July 2026