Transform Trust Assessment

Policy Number	Author	Publication Date	Review Cycle
006	Associate Headteacher for Assessment	V4 September 2023	Annually

Purpose

The purpose of this policy is to set clear and explicit expectations for assessment, data collection, and data usage across all schools in the Transform Trust.

We aim to support and guide our professional community in their key task of ensuring that every child is effectively supported and challenged, in order to build upon their current progress and understanding, and in supporting all children to achieve their fullest potential.

Assessment Working Group

In creating this policy, we formed an Assessment Working Group, built of Assessment Leads from across Transform Trust schools, to evaluate and further develop our practices. We drew on expertise within our Trust, and nationally, to be confident that our assessment systems are efficient, effective and reflect best practice. We will continue to work with stakeholders to evolve these practices.

Vision and Aims

Our vision for assessment at Transform is underpinned by four key aims:

Common and shared understanding of effective assessment and data practices, including terminology.

Accurate data from reliable assessment tools.

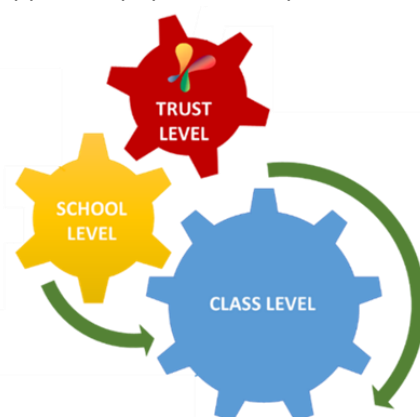Efficient assessment data collection systems, accessible from multiple access points by varied audiences.

Effective use of data by all members of our education community to support schools, leaders, teachers and children.

The guiding principles that underpin our assessment practices are that:
- they take into account impact on wellbeing and workload
- any data prioritised for collection must be meaningful and useable
- any data collected must be used to inform support systems and practices
- there must be a clear and evidenced link between collected data and implemented strategies

We identify three levels of support for our children (class, school and Trust), each containing a range of audiences. 'Support' is the key value underpinning our assessment practices, and the primary motivation for collecting data at each of the three levels. Each level in the diagram below uses pupil performance data in order to support the school's continuous drive for improvement and to support all pupils' development.

We aim to ensure a shared understanding of best practice of assessment and data practices across our professional community and that we use a common and consistent language.

Assessment

'Assessment' is a procedure for drawing inferences. We give students things to do – such as tasks, activities, tests and so on – and we collect evidence from the students, from which we draw conclusions. (Wiliam '20)

We use assessment processes to make inferences about children's understanding and progress in learning. These assessments can be used both formatively and summatively.
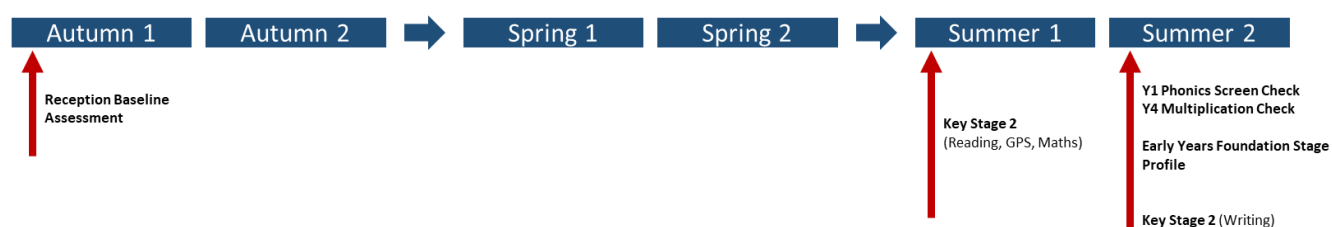
➢ In using assessments **formatively,** we aim to gauge, track and monitor children's ongoing understanding, misconceptions and progress as part of day-to-day classroom activities. In this use, we aim to determine gaps in children's knowledge, how best to support children to move their learning forward (e.g. with an intervention), and how to design teaching for this end. This is often referred to as Assessment For Learning (AfL).

➢ In using assessments **summatively,** we use the assessments to measure how well children have understood a topic or concept. This may involve the opportunity to produce an outcome that demonstrates learning in the topic or concept. Or, this may involve the use of a numerical measure to benchmark performance and, therefore, measure the pupil's performance at the end of a learning period. In using assessment this way, we are given the opportunity to make comparisons between pupils, or pupil groups, and help to monitor progress and identify areas for intervention.

Statutory   Assessments

Statutory assessments are summative assessments, published by the Standards and Testing Agency (STA), which schools are obliged to administer.

These include:

Autumn 1	Autumn 2	→	Spring 1	Spring 2	→	Summer 1	Summer 2

Reception Baseline Assessment (Autumn 1)

Key Stage 2 (Reading, GPS, Maths) (Summer 1)

Y1 Phonics Screen Check
Y4 Multiplication Check
Early Years Foundation Stage Profile
Key Stage 2 (Writing) (Summer 2)

Measuring Attainment

We define attainment as what a pupil knows at a specific point in their learning.

In order to implement the statutory requirements of the Early Years Foundation Stage (EYFS), and to measure attainment, our practitioners use the updated Development Matters guidance (2021). Ongoing formative assessment is at the heart of effective Early Years practice.

The guidance within Development Matters helps practitioners to support children's development through the identification of typicality for children working within the Development Matters age bands. For children in Nursery, this is '3 and 4 year olds'; for Reception, this is 'in Reception'. These bands are used to identify attainment of pupils throughout the year and to ensure their ongoing progress towards the Early Learning Goals (ELG). Assessments are recorded as EXS (at expected standard, i.e. typical) and WTS (working towards expected, i.e. just below typical) in line with the removal of greater depth descriptors from the EYFSP.

We measure the attainment of all children from Nursery to Year 6 using **Point in Time Assessment (PITA).** This assesses where the children are working at a single point in time. Teacher assessments are made on the basis of this question: is the individual child working at the expected standard for a typical child in that year group? Typicality has its roots in the end of year expectations – at this point in the year is the child working at the standard whereby they would reach the end of year expectations?

PITA Model
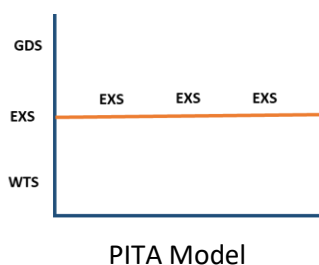
We record these assessments within three categories:

- Greater Depth Standard (GDS)
- Expected Standard (EXS)
- Working Towards (WTS)
- Below

Measuring Progress

We define progress as a measure of how a child's knowledge and understanding has developed over time and indicates whether they are on track to achieve their projected attainment target. When discussing progress, we believe in a holistic approach, which focusses on the whole child and their performance in school, rather than focussing on expected numerical jumps. These discussions should focus on comparing individual starting points with their performance at assessment points, alongside the individual's projected outcomes.

Assessing children with special educational need

Definition of Special Educational Needs

As a Trust, we use the SEND Code of Practice 2015 definition of special education needs:

> A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
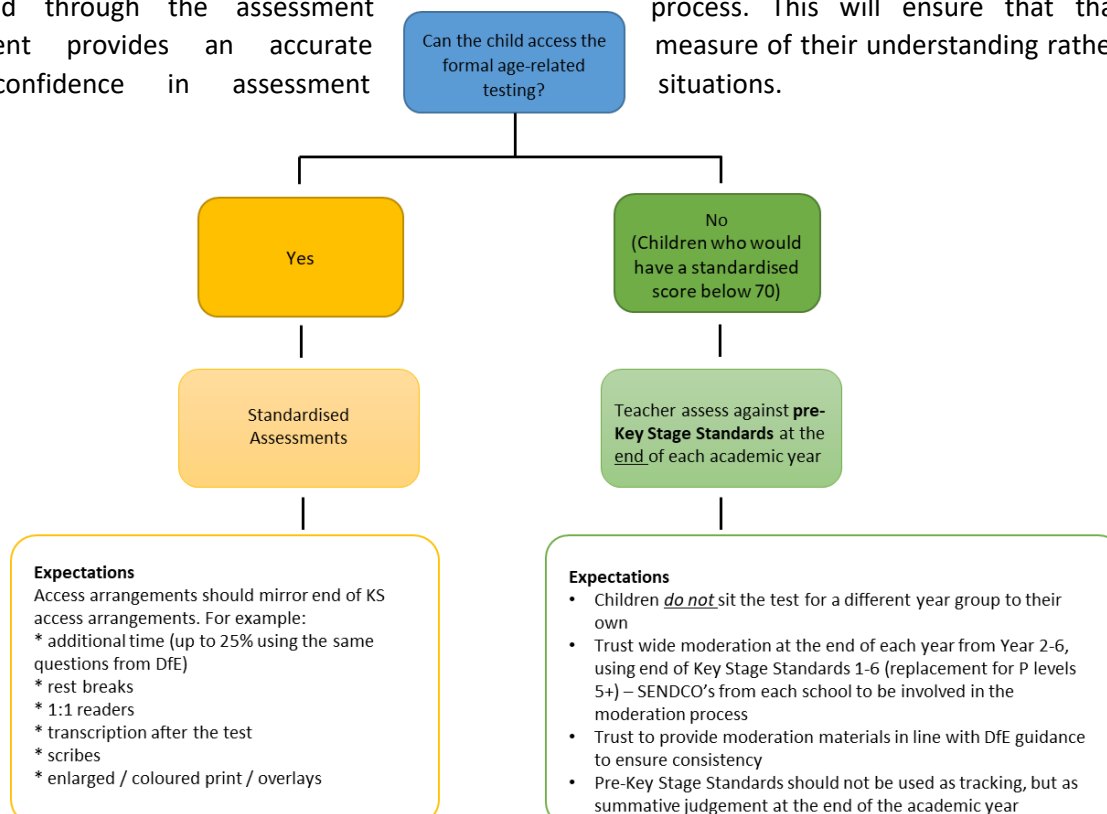>
> A child of compulsory school age has a learning difficulty or disability if he or she:
>
> - *Has a significantly greater difficulty in learning than the majority of others of the same age or,*
> - *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools*

With regards to using assessments summatively, there are two broad groups of children that need to be considered here:

- those with SEND, and also very low attaining children without SEND, who can access the tests if appropriate access arrangements are in place
- those with SEND who cannot access the tests and need a different type of assessment or monitoring of their learning and progress.

Where possible, appropriate access arrangement (see Appendix 1: The Transform Trust Access Arrangements Protocol) should be put in place to ensure that children who struggle or who are particularly anxious are supported through the assessment process. This will ensure that that the assessment provides an accurate measure of their understanding rather than their confidence in assessment situations.

Can the child access the formal age-related testing?

Yes

Standardised Assessments

Expectations
Access arrangements should mirror end of KS access arrangements. For example:
* additional time (up to 25% using the same questions from DfE)
* rest breaks
* 1:1 readers
* transcription after the test
* scribes
* enlarged / coloured print / overlays

No (Children who would have a standardised score below 70)

Teacher assess against **pre-Key Stage Standards** at the <u>end</u> of each academic year

Expectations
- Children <u>do not</u> sit the test for a different year group to their own
- Trust wide moderation at the end of each year from Year 2-6, using end of Key Stage Standards 1-6 (replacement for P levels 5+) – SENDCO's from each school to be involved in the moderation process
- Trust to provide moderation materials in line with DfE guidance to ensure consistency
- Pre-Key Stage Standards should not be used as tracking, but as summative judgement at the end of the academic year

Broad Areas of Need

Assessing summatively, where appropriate and accessible, for children with special education needs does provide valuable information regarding gaps and potential barriers to learner for the individual. However, it is important that schools track and monitor the attainment and progress of their vulnerable groups, including those with SEND.

It is important that distinction is also made between the four broad areas of need and the tracking and monitoring of these four areas provides schools with the ability to compare groups within SEND and therefore target their provision accordingly.

The four broad areas of need are:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and / or Physical**

These are also then broken down into prime areas of need and these groups can also be tracked and monitored for the purpose of assessing the impact of provision
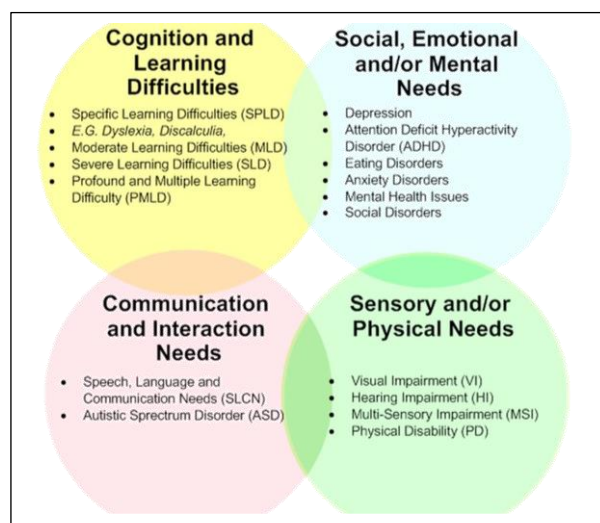
Statutory assessments for children working significantly below their chronological age.

- Engagement model (p1-4)
- Pre-Key Stage

- Pre-Key Stage 2

Engagement Model (replaces P1 – 4)		Pre Key Stage Standards 1-6 (replaced P5-8)					
Non subject specific study		**Subject specific study**					
Exploration Realisation Anticipation		Reading Writing Maths					
Persistence		PSK1	PKS2	PKS3	PKS4	PKS5	PKS6
Initiation						Working towards expected standard at KS1	Working at the expected standard at KS1

Engagement Model	Pre Key Stage Standards
• The engagement model should be used in conjunction with a schools existing planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject specific study • The engagement model is only an assessment tool and not the curriculum. Effective assessment using The engagement model can only take place when pupils are able to demonstrate their understanding and learning in a range of environments and contexts. Schools have the freedom to determine the design and content of the overarching curriculum model to engage their pupil in teaching and learning. Schools may devise curriculum models that are particularly appropriate for pupils who are not engaged in subject-specific study • Schools will have autonomy over how they implement The engagement model and have the freedom to decide on a number of aspects including; how to use the model, how the assessments are conducted, how often assessments take place, how to use the information gathered, how to report the evidence • Assessments should be conducted by an appropriate adult familiar to the pupil so they are able to identify existing learning barriers.	• The pre-key stage standards are provided for the statutory assessment of pupils engaged in subject-specific study who are working below the overall standard of the national curriculum tests and teacher assessment frameworks. • Teachers should base their judgements on a broad range of evidence, which will come from day-to-day work in the classroom. This can be drawn from work in subjects other than the one being assessed, although a pupil's work in that subject alone may provide sufficient evidence to support the judgement. Teachers may also consider a single example of a pupil's work to provide sufficient evidence for multiple statements. • The standards are not a formative assessment tool: they should not be used to track progress throughout the key stage or to guide individual programmes of study, classroom practice or methodology. • It is good practice for schools to ensure that judgements made using the pre-key stage standards are, as far as possible, moderated internally and with other schools. This will quality assure teachers' judgements and provide a valuable opportunity for professional development.

Intervention Data and other assessment tools

Transform Trust schools use intervention data and other assessment tools to capture the smaller steps of progress for children with an identified barrier to learning, or have special educational need. Schools collect quantitative and qualitative assessment information in the form entry and exit data at the start and at the end of any intervention. The data is then monitored and evaluated against their summative assessments so that where summative assessment does not show progress, there are other forms of data that shows that progress has been made within a given timeframe.

Assessment information gathered from interventions also act as a useful tool to monitor and evaluate the effectiveness of the school's provision with regards to those interventions that are having a positive impact on progress and those that are not.

Examples of qualitative and qualitative data used are:

- Behaviour data including fixed term exclusions
- Reading ages and spelling ages
- Raw scores of assessments and tests
- Specific data relating to a particular intervention
- Wellbeing assessments including, Leuven wellbeing and involvement scales

Some Transform Schools use other assessment tools such as B Squared and the Autism Education Trust (AET) Framework. These formal assessment tools capture children's starting points and track small steps of progress.
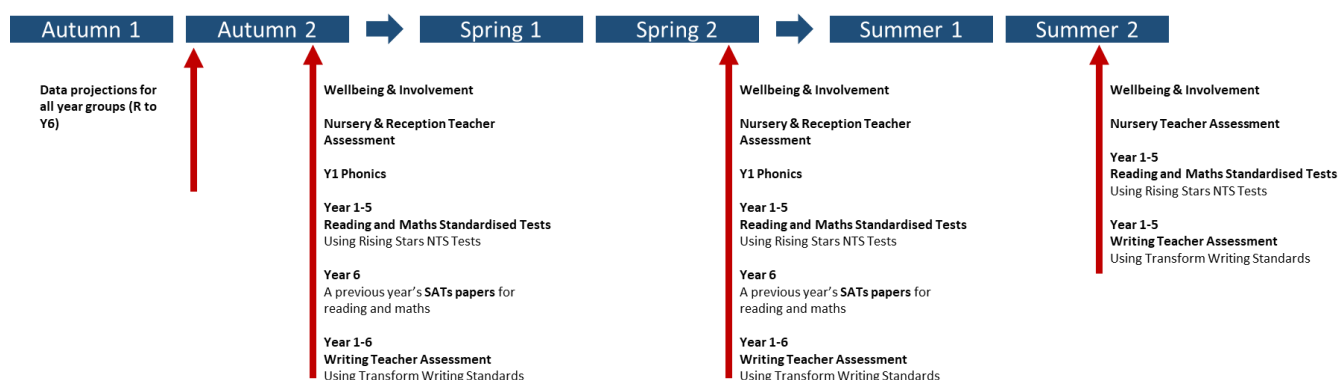
Transform schools use assessment approaches that directly link to the Early Years Foundation Stage Profile and to the 2014 National Curriculum expectations to guide their practice in each year group. Children's attainment must be assessed against the appropriate age-related expectations.

Alongside regular formative assessments, which take place throughout the year, teachers in all year groups undertake summative assessments at the end of each term: autumn, spring and summer. All schools use standardised assessments to assess reading and maths in Key Stage 1 and 2. This performance data is reported to the Trust. Schools may also choose to record teacher assessment judgements, as well as intervention and other performance information alongside this score (this is not collected by the Trust).

Timetable

Autumn 1	Autumn 2	→	Spring 1	Spring 2	→	Summer 1	Summer 2

Autumn 1
Data projections for all year groups (R to Y6)

Autumn 2
Wellbeing & Involvement

Nursery & Reception Teacher Assessment

Y1 Phonics

Year 1-5
Reading and Maths Standardised Tests
Using Rising Stars NTS Tests

Year 6
A previous year's **SATs papers** for reading and maths

Year 1-6
Writing Teacher Assessment
Using Transform Writing Standards

Spring 2
Wellbeing & Involvement

Nursery & Reception Teacher Assessment

Y1 Phonics

Year 1-5
Reading and Maths Standardised Tests
Using Rising Stars NTS Tests

Year 6
A previous year's **SATs papers** for reading and maths

Year 1-6
Writing Teacher Assessment
Using Transform Writing Standards

Summer 2
Wellbeing & Involvement

Nursery Teacher Assessment

Year 1-5
Reading and Maths Standardised Tests
Using Rising Stars NTS Tests

Year 1-5
Writing Teacher Assessment
Using Transform Writing Standards

See also Appendix 2: Assessment Timetable

Projections

In the autumn term, schools will be asked to enter, into Insight, projected outcomes for all year groups:
- Reception (a projection for GLD)
- Year 1 Phonics
- Year 1 to 6 end of year performance in reading, writing and maths

This will be a projected outcome of the percentage of children who are expected to reach age related expectations and above (EXS+) and the percentage of children that are projected to be working at greater depth within the expected standard (GDS) if appropriate.

Projections are different from targets (see glossary). Projections should be made, taking into consideration the cohort's previous starting points, and what has been learnt from recent assessments/baselines.

Baseline Assessments

Transform uses Summer Term standardised test assessments as baseline data for year groups that took the test. We recommend that schools complete baseline activities early on in the year to establish current attainment levels and to set projections and targets. For Year 1 children, baseline phonics tests are conducted in Autumn 2. All baseline assessments are added to the school's assessment system and are used for class, school and Trust analysis.

Standardised Assessments
We use standardised assessments to assess attainment in reading and maths in Key Stage 1 and 2. By using standardised assessments, we are able to benchmark performance in relation to a large sample of national data. We use a consistent test to ensure that school-to-school comparison is possible. This ensures that the data collected for use by the teachers, school leaders and Trust provides a useful indication of children's performance and can be used to identify meaningful support structures.

Assessing Writing
Trust Writing Standards are used to assess writing in Key Stage 1 and 2 at the end of each term. The standards for Year 2 and Year 6 reflect the statements for writing as published in the end of Key Stage Teacher Assessment Frameworks (TAF). The statements for Year 1, 3, 4 and 5 reflect the expectations of the National Curriculum 2014 for each year group.

In forming a judgement about a child's attainment in writing, we aim to replicate the writing assessment procedures used in Y2 and Y6 for each year group. We recommend that all year groups collect samples of writing as a portfolio to contribute to a final summative writing judgement at the end of Summer term. Summative judgements are also made at the end of Autumn and Spring to identify whether children are on track to achieve age-related expectations.

To support practitioners with these judgements, we facilitate moderation training and opportunities to have their writing moderated in partnerships and within the wider Trust.

Performance Data
Autumn and Spring assessment data is *informative* and is to be used by schools to inform decisions over curriculum focus, sequencing, question level analysis and intervention strategies. Summer assessment data is *summative* and will be used and shared for comparative judgements, both nationally and between schools in order to identify support.

Data from the summer assessments will provide baseline data as children progress to a new year group at the start of the next academic year.
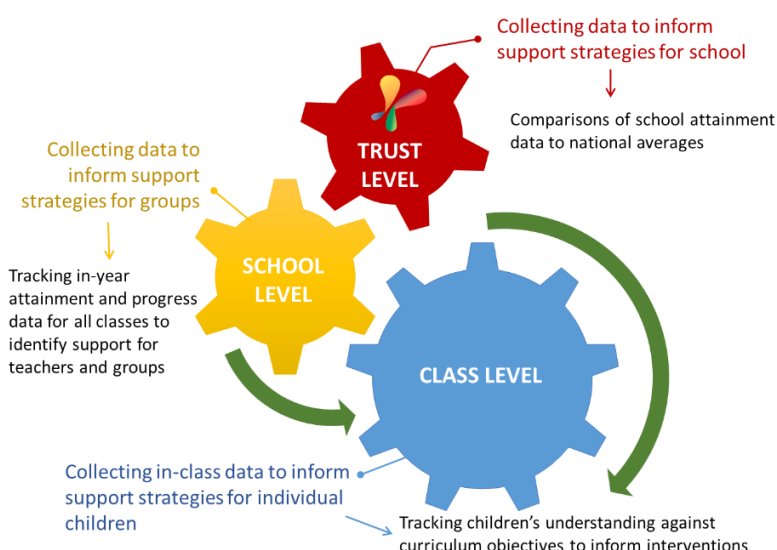
Curriculum Sequencing
Schools have autonomy over the sequencing of their curriculum and teaching. However, we encourage the identification of specific areas of focus in each standardised assessment test to inform maths and reading curriculum planning and sequencing.

Efficient assessment data collection systems, accessible from multiple access points by varied audiences

Monitoring of pupil performance and the continuous drive to raise pupil achievement forms an integral part of striving for school excellence.

Collecting data to inform support strategies for school

Comparisons of school attainment data to national averages

TRUST LEVEL

Collecting data to inform support strategies for groups

SCHOOL LEVEL

Tracking in-year attainment and progress data for all classes to identify support for teachers and groups

CLASS LEVEL

Collecting in-class data to inform support strategies for individual children

Tracking children's understanding against curriculum objectives to inform interventions

Our schools use secure, cloud-based data systems (compliant with GDPR regulations) to manage information about pupils. These systems allow secure and controlled information sharing between staff and trusted external partners. In regards to assessment, their powerful reporting tools support early intervention, help identify trends and provide essential management information.

➢ **Scholar Pack** – this a management information system (MIS) designed specifically for primary schools. This is the source of pupil information. Pupil information is entered here on admission to school, including demographic information and is pulled into the other data systems (see map below).

➢ **Assembly Pro** - this draws from the MIS system in each of our schools and provides leaders with overviews of performance, attendance and behaviour information. This information enables comparisons with the Trust as well as with national average statistics.

➢ **Insight Tracking** - an online data tracking and reporting system for educators to record formative and summative performance at a pupil-level. This information enables pupil performance data to have one point of entry, accessed at class, school and Trust level, to ensure that pupil performance is regularly monitored and continuously improved.

Insight Tracking

All teachers will input summative pupil performance data at three points in the year: at the end of Autumn, Spring and Summer term. For Nursery and Reception, teachers will record attainment using a point in time assessment of 'on-track' for the end of the year. In Key Stage 1 and 2, assessments will be recorded using standardised assessments for reading and maths and teacher assessment judgements for writing. This single point of data entry in can be accessed at each level of the organisation.

Effective use of data by all members of our education community to support schools, leaders, teachers and children.

Monitoring of pupil performance and the continuous drive to raise pupil achievement forms an integral part of school improvement. We would expect stakeholders to be reported to on a regular basis.

Trust Level:
The CEO, Partnership Director, Partnership Leads and school leaders will set aspirational targets for year group achievement at the start of each year and these will be monitored at regular review meetings.

Trust level data will be collected from Insight after each termly assessment period:
- Autumn Term collection in the final week of term
- Spring Term collection in the final week of term
- Summer Term collection approximately two weeks before the end of the Summer Term

Pupil performance, attendance and behaviour data will be collected and analysed by the Trust on a termly-basis in order to identify targets and support structures. Performance data will be analysed on a year group, subject by varying audiences at Trust level. This data may be broken down into demographic groups: gender, disadvantage, EAL and SEND.

School Pupil Progress Meeting
In the first half of each term, the Trust Partnership Director will hold a whole school pupil progress meeting with senior leaders from each school. From the data, and the questions, discussed in the meeting, foci for future development and priorities are identified.

Standards Meeting

School leaders (including members of the governing body or IEB) will meet with the CEO and/or Partnership Lead during a termly meeting to evaluate overall school effectiveness. Discussions will include quality of education, targeted support, safeguarding, attendance and behaviour data.

Standards Form

The standards form forms the basis of the above meeting and also the termly Headteacher's report to their local governing body.

The Trust will provide specific support for Year 6 through a year group review at the start of each year. This will be conducted by a Trust Associate, in partnership with Year 6 teaching staff, to evaluate provision and identify any areas for ongoing support.

School Level

School leaders and teaching staff will set aspirational targets for individual children's attainment and progress, recognising each child's individual starting points. These will be monitored through regular pupil progress meetings and provision maps where applicable.

School leaders will also ensure that there are regular moderation opportunities to support teachers in providing accurate judgements about pupil performance, with the support of Trust Associates where required. There will be planned moderation activities at Trust PLCs (Professional Learning Communities), including SEND networks. We aim for all leaders to be informed about expectations for their children's entire journey through school, including for those who have special educational needs.

School leaders will conduct regular monitoring activities, across a range of different groups of pupils, to identify strengths and areas for improvement. This will be achieved through the use of pupil and staff voice, lesson visits, book looks and analysis of pupil data (including performance). This will enable them to evaluate standards, drive school improvement and report on standards, including pupil performance to Governors and to the Trust. They will be able to use pupil performance data to shape school priorities in striving for excellence.

Class Level:

Our ambition is for all stakeholders within Transform to be experts in both formative and summative assessment practices.

Ongoing, robust formative assessment practices will be used for all pupils, in all year groups, for all subjects. Progress will be maximised for all, through the use of effective questioning, observation and dialogue. Assessment for learning will ensure that feedback is constructive and teaching approaches are responsive to need, ensuring appropriate challenge for individuals.

For all year groups, in KS1 and KS2, termly summative assessments will be conducted in reading and maths using standardised assessments to give a 'point in time' snapshot of each pupil's achievement in comparison with other children nationally. For all year groups, in KS1 and KS2, termly summative assessments will be conducted for all pupils in writing, evaluating each child's portfolio of writing using Trust Writing Standards. Moderation of writing judgements through in-school moderation exercises, local school and Trust-wide writing networks.

Through these robust assessment measures, teaching staff will have a good understanding of their children's attainment and progress at key points in the year, and will use this to move them on. They will be able to use this information to appropriately support and challenge individuals and groups within their classrooms to ensure that all children are able to achieve to their fullest potential.

Pupils

We believe in the importance of involving our children in the assessment process and outcomes in a positive way, especially in recognising and celebrating individual strengths. As well as this, it allows children to see that assessment is a means of improving their own standards of learning and promoting their general development. Children should also be clear about the criteria being used to assess the standard of their learning and progress, and what they need to do to move forwards.

Governors
Pupil performance, attendance and behaviour information will be regularly reported to governors. Governors will be given opportunities, throughout each academic year, to challenge the Headteacher and Senior Leaders on pupil performance. We ensure that each of the termly governor meetings follow a set agenda, with outcomes as a key focus for evaluation and next step discussions.

Parents
We believe that close partnerships with parents are essential and our reporting and communication systems include opportunities for parents to be fully informed about their child's performance throughout their time at school, in every academic year.

School-home communication tools should be used to keep parents regularly updated on their child's achievements and performance. At regular Parents' Evenings, there will be opportunities for parents to talk to class teachers and school leaders about their child's attendance, behaviour and academic performance. This will include the sharing of targets and progress towards them. Parents will also receive an End of Year report that will also comment on their child's attendance, behaviour and achievement in summative assessments, including any statutory assessments.

Where a child is on the special educational needs register, parents should be involved throughout the provision mapping process. They will receive regular communication regarding progress against individual provision map targets and the support their child is receiving in order to fulfil their full potential.

Review
Our assessment practices continually develop and are closely monitored to ensure that they continue to:
- Reflect the aims of each school
- Encourage the pupils to achieve high standards
- Be relevant and consistent
- Involve pupils
- Be manageable
- Fulfil our statutory obligations

Monitoring and Review of the Policy
This Policy may be amended at any time to take account of changes in legislation. The normal cycle of review for this policy will be annually.

Glossary of Key Terms	
Term	Description
Assessment	The process of testing understanding and progress in learning.
Attainment	A measure of what a pupil knows at a specific point in their learning. This measure can be reported as a numerical score (e.g. 75%) or as a descriptor (e.g. EXP).
Expected Standard (EXP)	An attainment measure that indicates that a child or group have demonstrated understanding of the curriculum objectives for their year group and, as such, are working at an age-related expectation.
Floor Standard	The floor standard is the minimum standard for pupil attainment and progress that the government expects schools to meet.
Good Level of Development (GLD)	An attainment measure that indicates that at the end of the Early Years Foundation Stage a child has achieved the expected level in the early learning goals in: • the prime areas of learning (personal, social and emotional development; physical development; and communication and language) • and, in specific areas of mathematics and literacy. The GLD measure indicates readiness for Year 1.
Greater Depth standard (GDS)	An attainment measure that indicates that a child or group can demonstrate that they can apply knowledge of the curriculum to work successfully and independently with more complex or non-standard tasks, including reasoning and making links and connections between different areas of learning.
Prediction	The attainment measure that a child or group are expected to achieve in the future based on consideration of their historical and current attainment measures.
Progress	A measure that indicates if a child is on track to achieve their projected attainment target.
Projection	The attainment measure that children are expected to get using what we know about their performance to date e.g. • at the end of KS1 based on their end of EYFS attainment • at the end of KS2 based on their end of KS1 attainment.
Raw Attainment Score	The actual number of marks a pupil scores in an assessment (e.g. 60 out of 110)
Scaled Attainment Score	A scaled attainment score (used in SATS) is different to a standardised score. A scaled attainment score is a raw score that is converted to a specific scale that has been set up to ensure that a certain percentage of children who write the test always meet a certain criteria. For example, in SATS a score 100 or more is set as the threshold for having achieved the 'expected standard', and every year the raw scores are 'rescaled' so that 75% of children always achieve this criteria. This means that each year a different raw score may reflect a scaled score of 100. This rescaling ensures that children are not unfairly advantaged or disadvantages due to variation in the test difficultly year-on-year.
Standardised Attainment Score	A raw score mapped on to a standardised attainment ladder, where each level of the standard is determined by trialing the test with a large number of children to ensure that the test accurately reflects a spread of different levels of understanding. On this standard scale, a score of 100 is taken to represent the 'average' raw mark scored by all children who have written the test, with 50% of children scoring above and 50% below this average mark. The standard provides a tool for comparing an individual child's score to the scores of all of the other children involved in the trial.

Appendix 1: Transform Trust
Access Arrangements Protocol

Transform Trust's access arrangements protocol are underpinned by three key principles: **Early Identification**, **Meeting Needs** and **Creating a Positive Culture of Testing**.

Early Identification

We believe that excellent practice starts with early identification. This will enable children to become familiar with the process of formal assessments as well as establishing usual classroom practice necessary for the end of Key Stage 2 statutory assessments. Schools should identify children who will need to use access arrangements as soon as they start to access formal assessments (e.g. the NTS tests). See table overleaf for the range of arrangements available. Schools should use a range of information sources to make their identification of individual needs: professional knowledge from previous teachers, Leuven scores, indicators of vulnerability, SEND provision maps, etc.

Meeting Needs

We believe that children should be enabled to be at their at best when accessing formal assessments.

For most children, this will mean taking the test in their usual classroom alongside their peers. For a small number of children, this will need specific provisions to be planned for and executed with their needs in mind. For children on the SEND register, these provisions should be made by the class teacher in consultation with the SENDCo. Ideally, they should also be planned in collaboration with the specific child. There may be children who are not on the SEND register that also need specific provision.

All children should be provided with a calm, quiet space in which to complete the formal assessment.   For some children, this will mean working in a small group away from the main classroom supervised by a known adult. Children who need one to one support should be supported by an adult who knows them and understands their needs and triggers, etc.

Creating a Positive Culture of Testing

We believe that formal assessments are a useful tool when assessing children within our schools. Using a standardised test brings a level of reliability to the outcomes from the test. However, this should not be the detriment of the individual child and their wellbeing. Formal assessments must be delivered in way which reduces the stress of the children involved. Important considerations are the location where tests take place and the atmosphere both of the environment as well as interpersonal.

This must apply to catch-up tests in the same way as to those completed at the intended time.

This protocol has been produced in consultation with the Trust SENDCos and a working party of teachers from across the Trust.
It forms an Appendix to the Trust Assessment Policy.
Tanya White (Associate Headteacher) Emma Hampton (SEND Associate Headteacher)
November 2021

Access Arrangements

When the following access arrangements are used, a record should be kept in the notes section on Insight. These have been drawn up with reference to the DfE KS2 guidance:
https://www.gov.uk/government/publications/key-stage-2-tests-access-arrangements

Access Arrangement	Examples of when access arrangements might be appropriate
Additional time	Pupils automatically qualify for up to: • 25% additional time, if they have an Education, Health and Care (EHC) plan • 100% additional time, if they use the modified large print (MLP) or braille versions of the tests Additional time to complete the tests, of 25%, may be appropriate for other pupils who: • Require additional time under test conditions to properly demonstrate their knowledge and understanding, this may include pupils who are unable to work at the same speed as their peers due to a specific need • Are waiting for confirmation of an EHC plan • Are prevented from being able to write independently at a speed of more than 10 words per minute by a physical, motor skill or learning disability • Are unable to read age-appropriate texts aloud and fluently, at a speed of 90 words per minute, without making errors, or with very few errors (this means less than 5 errors per 20 words) – Y3-Y6 • Has difficulty processing information, which prevents them from being able to answer questions on practice tests, even when they are allowed to refer back to the questions
Rest breaks	Supervised rest breaks may be appropriate for pupils who find it difficult to concentrate or experience fatigue. Pupils using rest breaks should be given the same overall time as the rest of the cohort. Schools may want to split a test into sections for pupils who are known to need a rest break. If a school decides to split a test, they should: • divide the test into sections, or plan when the pupil will have a break, during the hour before it is due to start • keep the questions in the same order • give the pupil an opportunity to attempt all parts of a paper, so that the outcome of the test properly reflects their knowledge and understanding The test must be completed on the same day that it was started.
Prompters	A pupil who is unable to focus independently, or who loses concentration easily, may be supported by a prompter. The role of the prompter is to keep the pupil's attention on the test paper but not to help them answer any questions. The prompter may tap on the desk or say the pupil's name, depending on what is normal classroom practice, to remind the pupil to focus on the question they are working on. If a pupil finds it difficult to focus on individual questions, schools could use adhesive notes or stickers to cover other questions on the page. In these circumstances, the whole question the pupil is working on should remain uncovered until the pupil indicates when they want to move on.
Readers	Pupils who have difficulty reading may be supported in the mathematics tests. In most cases, these pupils will have a reading age that is considerably lower than their actual age. Readers should be used on a one-to-one basis. If a pupil requests it, the reader may also read back any part of a pupil's written response to a question. If a pupil is eligible for up to 25% additional time, solely because they have difficulty reading, they may be given either additional time or a reader, but not both.
Reading aloud by the child	Pupils who have specific processing difficulties may benefit from reading out loud to themselves making use of the phonological loop. They should be supervised by a familiar adult in a quiet space away from other children. For other access arrangements such as transcription, scribes, printing on coloured paper, translating to first language please refer to the DfE guidance above.

Appendix 2: Assessment Timetable 2022-23

Assessment type	Subject	Date for data submission*: Autumn	Year groups	Date for data submission* : Spring	Year groups	Date for data submission* : Summer	Year groups
Projected outcomes	Reading	4-11-22	Y1-6				
	Writing	4-11-22	Y1-6				
	Maths	4-11-22	Y1-6				
	EYFS	4-11-22	Reception only				
	Phonics	4-11-22	Y1				
NTS tests	Reading	21-12-22	Y1-6	31-3-23	Y1-5	14-7-23	Y1,3,4 & 5
	Maths	21-12-22	Y1-6	31-3-23	Y1-5	14-7-23	Y1,3,4 & 5
Writing	WRITING	21-12-22	Y1-6	31-3-23	Y1-6	14-7-23	Y1,3,4 & 5
Y6 2022 SATs Papers	Reading and Maths			31-3-23	Y6		
Phonics	Phonics check	21-12-22	Y1	31-3-23	Y1		
EYFS	EYFS teacher judgements	21-12-22	Nursery and Reception	31-3-23	Nursery and Reception	14-7-23	Nursery
Leuven Scale	Wellbeing and Involvement	21-12-22	Nursery Reception Y1-6	31-3-23	Nursery Reception Y1-6	14-7-23	Nursery Reception Y1-6
Statutory Assessments	KS2 SATs (8-5-23 to 11-5-23)					tbc	Y6
	KS1 SATs (May 2023)					tbc	Y2
	Phonics Check (12-6-23 to 16-6-23)					tbc	Y1
	EYFSP					tbc	Reception
	MCT (5-6-23 to 23-6-23)					tbc	Y4

*Submission of data: for Trust data = submission to Trust Assessment Lead; for Statutory Assessments = relevant data collection body e.g. Local Authority or Primary Assessment Gateway