

Transform Trust Assessment

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels.

It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

This policy complies with our funding agreement and articles of association.

3. Principles of assessment

Assessment is an integral part of teaching and learning. It is the process through which pupils' attainment and progress are recognised and is used to raise outcomes for **all** pupils from their individual starting points.

The key purposes of assessment are:

- Curriculum - to enable the identification of pupils' progress and needs, to evaluate the effectiveness of teaching in enabling learning and motivating pupils.
- Communication - to provide appropriate information for a range of audiences: pupils, parents and carers, teachers, governors other educational institutions, agencies and employers.
- Accountability - to enable teachers to show how they are fulfilling their aims and meeting school requirements.

Assessment ***for*** learning and assessment ***of*** learning are different but compatible and complementary. The principle aim of assessment should be to inform teaching and learning and not focus purely on purposes related to accountability.

Assessment, recording and reporting should:

a) offer all pupils an opportunity to be involved in showing what they know, understand, can do and what they need to develop;

b) support the setting of projections that are based on the highest expectations;

c) recognise that the National Curriculum does not encompass all learning. That there is the wider curriculum which includes pupils' personal, social and emotional development;

d) provide effective feedback for pupils and adults;

e) involve different professionals and other agencies as appropriate, recognising the contribution all make to the process;

f) be rigorous and consistent.

g) follow the principles for data management, as set out in 'Making Data Work', a report of the Teacher Workload Advisory Group (2018)

4. Assessment approaches

At Transform Trust, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our schools' curriculums.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Assessment is embedded in the teaching and learning process – see individual school's teaching and learning policies.

4.2 In-school termly assessment

Assessments are carried out each term for pupils in reading, writing and maths drawing on this evidence:

- Teacher assessment of writing alongside moderation in-school and across the Trust using the Trust writing standards
- End of term tests of maths and reading using the Smartgrade Assessment Series (SAS) assessments (Y1-5)
- Y6 reading and maths is assessed using KS2 SATs papers from previous years (order identified in Transform's Assessment Timetable)
- Nursery children are assessed against the 7 areas of the EYFS curriculum and Trust typicality documents
- Reception children are assessed against the 17 Early Learning Goals using Development Matters
- Y1 children are assessed against their school's phonics scheme and judged as to whether they are on track to pass the Phonics Screening Check

All children are also assessed using the Leuven Scale for Wellbeing and Involvement – see Appendix 2 for Transform adapted Leuven Scales for all year groups.

Children who have English as an Additional Language (EAL) are assessed using the Bell Foundation English proficiency framework. This five-band framework assesses: speaking, listening, reading and writing.

Effective in-school termly assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve

At Transform Trust, we believe that these termly assessments are formative assessments. Outcomes from these assessments should be analysed and lead to a change in teaching.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline
- Phonics Screening Check in year 1
- Multiplication Times Tables Check in year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

4.4 Assessment of Science and Foundation Subjects

Schools must assess Science and Foundation Subjects. It is recommended that schools use the Transform Trust principles for the assessment of Science and Foundation Subjects. The recording of these assessments is a school-level decision. As with all other assessments, the analysis of the data produced should inform the next steps of teaching.

5. Collecting and using data

5.1 School level

Data will be collected by schools at regular intervals across the school year. Schools are encouraged to use the Question Level Analysis on Smartgrade to identify gaps leading to changes in teaching. Teachers are

expected to use their data to prepare for pupil progress meetings with school leaders in which individual children are discussed. School leaders will use the data to prepare for termly progress meetings with the Trust Partnership Director.

5.2 Trust level

Data will be used at Trust level to identify Trust priorities for school support and for professional development. Smartgrade will be used by Trust Maths and English leaders to identify areas for development across the whole Trust and in individual schools. Data will be used by Trustees to develop a whole Trust understanding of attainment.

6. Reporting to parents

Schools are expected to report on assessment information for parents across the school year at parents' evenings and in end of year reports.

7. Inclusion

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

The Trust Access Arrangements Protocol sets out how we expect them to be used to support children to access the termly assessments (see Appendix 1).

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.

8. Training

All staff have access to training videos provided by the Trust Assessment Leader. These show how to use the online platforms: Insight and Smartgrade.

School assessment leaders are invited to view recordings of Assessment Briefings and receive termly Assessment Newsletters. These both set out expectations as well as up-to-date information about assessment.

Regular opportunities for moderation between partnerships of schools are organised by the Transform central team: EYFS Associate Headteacher, Writing Leader and Assessment Leader.

9. Roles and responsibilities

9.1 Transform Assessment Lead

The Trust Assessment Lead is responsible for:

- Producing an up-to-date yearly assessment timetable
- Running training for all staff
- Producing data packs for use by the Transform Central team following each assessment point
- Writing and reviewing the Trust assessment policy
- Liaising with Insight and Smartgrade – communicating changes when needed
- Producing data packs at the end of each year for the CEO and Trustees

9.2 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

9.3 Headteacher(s)

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Identify a named Assessment Leader for their school

9.4 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy, identifying any underachievement and actioning any interventions required.

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. EXS).
Expected Standard (EXS)	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.

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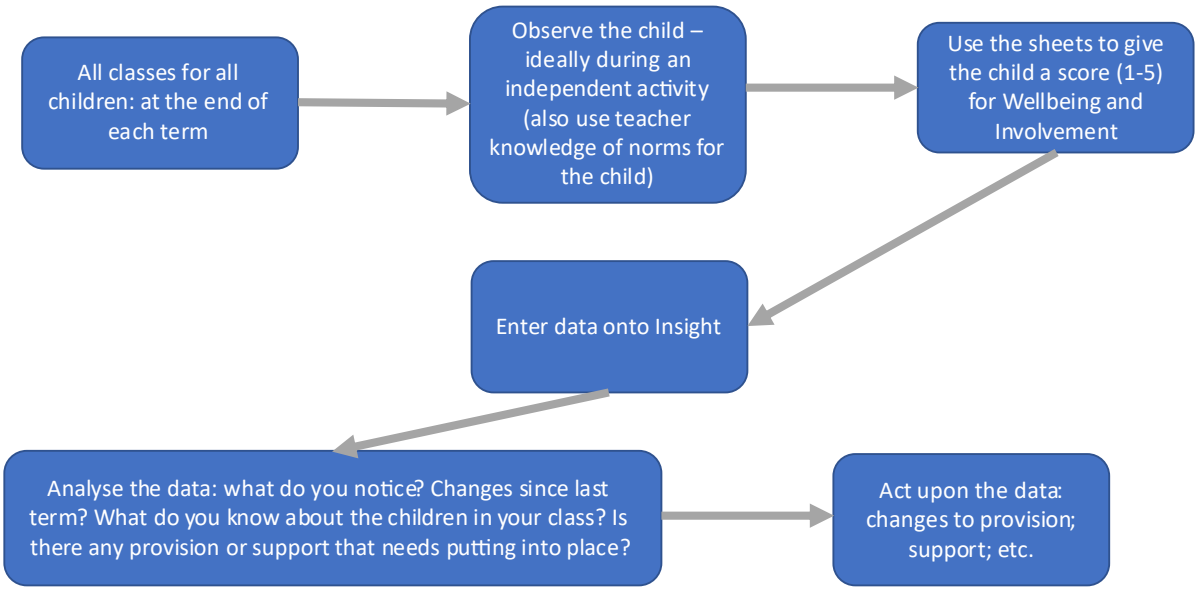
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Access Arrangements

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: Transform Adapted Leuven Scales



Leuven Scales adapted for EYFS, KS1 and KS2 at Transform					
Wellbeing					
	1: Very Low	**2: Low**	**3: Moderate**	**4: High**	**5: Very High**
EYFS	The child looks unhappy, tense or withdrawn most of the time.	The child sometimes seems uneasy or sad but not all the time.	The child is okay, not very happy but not upset either	The child looks happy and relaxed most of the time.	The child is cheerful, confident and really enjoying themselves.
KS1	The child... Looks unhappy, worried, or upset most of the time; Avoids interaction and may cry or show distress; Body language shows tension (e.g., hunched shoulders, fidgeting)	The child... Sometimes smiles but often seems uneasy or withdrawn; Limited interaction with peers or adults; May complain or show signs of discomfort	The child... Generally calm and settled but not very enthusiastic; Joins in activities without strong emotional engagement; Mood varies; occasional signs of boredom or frustration	The child... Often happy and relaxed; Engages positively with peers and adults; Shows confidence and comfort in most situations	The child... Consistently cheerful, secure, and enthusiastic; Actively seeks interaction and enjoys activities; Displays resilience and confidence
KS2	The child... Appears unhappy or withdrawn most of the time; Shows signs of distress, anxiety, or frustration; Rarely smiles or engages positively	The child... Occasionally shows enjoyment but often seems tense or uneasy; Limited positive interaction with peers or adults; Displays mild signs of discomfort or boredom	The child... Generally calm and comfortable but not highly enthusiastic; Participates in activities without strong emotional engagement; Smiles occasionally, but mood can fluctuate	The child... Frequently shows signs of happiness and satisfaction; Engages positively with peers and adults; Appears relaxed and confident in most situations	The child... Consistently joyful, enthusiastic, and secure; Actively seeks interaction and shows resilience; Displays strong confidence and emotional stability
Involvement					
	1: Very Low	**2: Low**	**3: Moderate**	**4: High**	**5: Very High**
EYFS	The child is not paying attention, wandering, or doing nothing.	The child is doing something but without much interest or focus.	The child is involved sometimes but easily distracted.	The child is focused and interested most of the time.	The child is deeply absorbed, concentrating, and really enjoying the activity.
KS1	The child... Appears distracted or passive does not engage; Avoids tasks or gives minimal effort; Shows little curiosity or motivation	The child... Pays attention briefly but easily distracted; Completes tasks quickly without real interest; Gives up easily when challenged	The child... Participates and shows some interest; Can stay on task for short periods; Tries but may need encouragement to persist	The child... Appears focused and motivated during most activities; Shows curiosity and willingness to explore; Persists with support when tasks are challenging	The child... Appears deeply absorbed and enthusiastic; Demonstrates creativity and problem -solving; Works independently and shows pride in achievements
KS2	The child... Appears distracted, passive, or disengaged; Avoids tasks or gives minimal effort; Shows little curiosity, interest or motivation	The child... Occasionally pays attention but easily loses focus; Completes tasks superficially without real engagement; Limited persistence when faced with challenges	The child... Participates and shows some interest; Can stay on task for short periods; Tries but may give up when work becomes difficult	The child... Appears concentrated and motivated during most activities; Shows curiosity and willingness to explore; Persists through challenges with support	The child... Appears deeply absorbed and enthusiastic; Demonstrates creativity, problem-solving, and sustained focus; Works independently (or with others) and shows pride in achievements