



TRUST IN LEARNING (ACADEMIES)

ASSESSMENT POLICY (secondary)

Approval Date: June 2025	Version: 01	Review: 2 years (or sooner if required by statutory guidance)
Approval By: Quality of Education Committee	Lead: Director of School Improvement	Review date: April 2027
As part of the review process, this policy/procedure has been subject to an Equality Impact Assessment.		



History of Policy Changes:

Date	Page	Change	Reason for Change
May 25		New policy	New over-arching policy for the Trust



Contents

1	Statement of Intent	- 4 -
2	Values and Principles	- 4 -
3	Objectives and Scope.....	- 5 -
4	Responsibilities and Accountabilities.....	- 6 -
5	Assessment approach	- 7 -
5.1	Vision	- 7 -
5.2	Principles of assessment.....	- 7 -
5.3	Why is assessment important?.....	- 8 -
5.4	Different types of assessment.....	- 9 -
5.5	In-school formative assessment	- 9 -
5.6	In-school summative assessment.....	- 10 -
5.7	Nationally standardised summative assessment	- 10 -
6	Feedback.....	- 11 -
6.1	Principles of feedback.....	- 11 -
6.2	Forms of feedback	- 11 -
6.3	Reporting to Parents.....	- 11 -
7	Use of data.....	- 14 -
7.2	Frequency of data recording	- 14 -
7.3	Accuracy of Data.....	- 15 -
7.4	Quality assurance of data	- 15 -

1 Statement of Intent

This document outlines the intent behind the assessment processes within Trust in Learning Academies (TiLA). The policy is designed to inspire and empower pupils through an evidence-based approach to assessment, supporting their educational journey and life opportunities.

Assessment is a key element in creating enriching experiences that build curiosity and creativity. TiLA prioritizes pupils experiencing disadvantage and those with additional needs, striving to overcome barriers to learning and achievement. The overarching goal is to develop informed, responsible, and confident young people with the qualifications and skills to embrace life's opportunities.

The policy integrates the following principles:

- **Intentional:** Assessments are purposefully designed to align with curriculum sequencing and mitigate educational disadvantages
- **Inspirational:** Assessment can be used as a framework to support high aspirations for all learners, so we are able to quantify the progress they have made and continue to make
- **Empowering:** Assessments give children the opportunity to reflect on their success, quantify the progress they have made and give them agency over the next steps in their learning
- **Transformational:** Assessments play a critical role in the delivery of high-quality planning and teaching. They are fundamental to transforming the outcomes for young people in our care

2 Values and Principles

This Trust Policy is set out with the following principles at its core:

Trust in Learning Academies is a family of schools each with a distinctive identity, collaborating to strengthen and support each other. We deliver high quality education with evidence-informed approaches to teaching, learning and the curriculum. Inclusion is at the heart of all we do. We actively listen to the voices of our pupils, staff and communities. Every school makes deliberate choices to be sustainable and globally focused.

The Trust vision is to:

- Inspire pupils to trust in learning and achieve their full potential
- To empower pupils to have confidence in their successes to make a positive contribution to the world
- To remove barriers to learning and help transform the lives of our pupils

Any data collected, stored or managed as a result of this policy is in accordance with UK and any relevant retained or assimilated EU law, and in line with the Trust's ethos and values.

This Policy has been framed in accordance with the guidance on best practice from the Department for Education (DfE).

3 Objectives and Scope

This policy aligns with recommendations from the Department for Education (DfE) and adheres to relevant legislation, including:

- Education Act 1996
- Equality Act 2010
- SEND Code of Practice 2015
- Statutory Reporting Requirements under the Education (Pupil Information) (England) Regulations 2005

It also draws upon guidance such as the DfE's *Keeping Children Safe in Education (KCSIE)* and the National Curriculum in England Framework Document.

The specific objectives of this policy are to:

1. **Support Consistent Practices:** Establish coherent guidelines for formative and summative assessments
2. **Promote Transparency:** Ensure clarity for pupils, staff, and parents about assessment expectations and reporting
3. **Foster Pupil Development:** Encourage lifelong learning habits and progression towards positive outcomes
4. **Prioritize Inclusivity:** Address diverse needs, ensuring equity for disadvantaged and SEND pupils.
5. **Encourage Professional Growth:** Equip staff with the tools and training for effective assessment delivery

This policy is implemented in conjunction with other Trust policies, including the Safeguarding and Child Protection Policy and SEND Policy.

4 Responsibilities and Accountabilities

4.1 Responsibilities of the Trust central team

- To ensure that the policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- To ensure the policy is well communicated to all Headteachers
- To ensure that the policy is regularly reviewed

4.2 Responsibilities of the Headteacher

- To ensure the implementation of and compliance with current policy and procedures at school level
- To monitor systems, resources, impact and actions related to the policy
- To ensure the policy is well communicated and staff understand their role in its implementation
- To handle any complaints at school level which arise through this policy

4.3 Responsibilities of school leadership

- To ensure staff are inducted into the procedures surrounding this policy and any updates
- To provide training to ensure policy compliance
- To hold sessions for parents and pupils as required, to ensure the policy is understood

4.4 Responsibilities of all staff

- To uphold the whole school approach to the policy through modelling expected standards and utilising appropriate procedures
- To keep up to date with policy changes over time
- To promote a collaborative and inclusive ethos where all pupils can thrive
- To feed back to school leaders where concerns may arise in the implementation of the policy

4.5 Responsibilities of parents

- To support the implementation of the policy with the child, as appropriate
- Where a parent has feedback on the implementation of the policy, to raise this directly with the school while continuing to work in partnership with the school

4.6 Responsibilities of pupils

- To uphold school rules and expectations and thereby comply with the implementation of the policy
- To feed back on the implementation of the policy through appropriate means, such as school council, to school staff

5 Assessment approach

5.1 Vision

Our assessment policy aims to create a straightforward framework for evaluating pupil progress. The intent is that assessments are fair, inclusive, and accurate in order to help teachers to identify pupils' strengths and areas for improvement, supporting continuous learning and development across the school and, by extension, across the Trust.

Effective assessments serve as a tool for identifying strengths, addressing misconceptions, and tailoring support to individual needs. It is self-evidently essential that all key stakeholders- pupils, teachers, leaders and parents- have the most accurate picture possible of academic progress.

Additionally, assessments inform curriculum development, ensuring that our teaching strategies are effective and impactful. By fostering a culture of continuous reflection and improvement, our approach to assessment aims to promote high standards, accountability, and positive outcomes for all pupils.

5.2 Principles of assessment

The hallmarks of effective assessment must be:

Simplicity and Efficiency

Effective assessment must demonstrate simplicity and efficiency. Assessments should be designed to gather meaningful insights without placing an unnecessary burden on teachers or pupils. They must be straightforward, time-effective, and seamlessly integrated into daily teaching practices, ensuring they do not detract from precious teaching time.

Curriculum Alignment

Assessments must align with curriculum objectives to accurately measure whether pupils have acquired and retained key knowledge and skills. They should evaluate whether pupils "know more and remember more," moving beyond rote memory to assess deeper understanding and long-term knowledge retention. This aligns with principles set out in national assessment policies from Ofsted and the Department for Education (DfE).

Inclusivity

Inclusivity is central to effective assessment, recognising that all pupils learn differently and require varied approaches to demonstrate their progress. Assessments must be accessible to all learners, including those with special educational needs and disabilities (SEND), and should support mental well-being rather than induce stress. This ensures that assessments are rigorous, supportive, and equitable.

Fairness

Fairness in assessment ensures that all evaluations are unbiased and equitable. This involves creating assessment tools and processes that do not disadvantage any group of pupils and provide equal opportunities for success.

Validity

Validity is crucial, as assessments should measure what they are intended to measure. This ensures that the results accurately reflect pupils' knowledge and skills in the areas being assessed.

Reliability

Reliable assessments provide consistent results under consistent conditions. This consistency is key to ensuring that assessment outcomes are dependable and can be used to inform educational decisions.

Transparency

Transparency involves clearly communicating assessment criteria and processes to all stakeholders. This ensures that pupils, parents, and educators understand how assessments are conducted and how results are interpreted.

Data Accuracy

Data accuracy is vital for reliable assessment results. Accurate data collection and analysis provide a sound basis for evaluating pupil progress and informing teaching strategies.

By adhering to these principles, assessment becomes a tool for empowerment rather than a hurdle, driving continuous improvement in teaching, learning, and pupil outcomes.

5.3 Why is assessment important?

Assessment plays a crucial role in education, benefiting pupils, teachers, leaders, and parents alike.

For pupils:

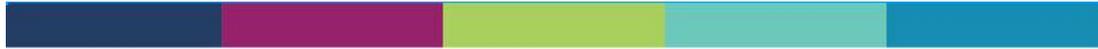
Assessments provide valuable insights into their strengths and areas for improvement. They help pupils understand what steps they need to take to enhance their learning and make progress.

For teachers:

Teachers also rely on assessments to evaluate pupil learning at the end of a unit or a period of lessons. This process allows them to measure the effectiveness of their own teaching and determine how well pupils have grasped key knowledge, skills, and concepts. Additionally, assessments help identify misconceptions that pupils may have, enabling teachers to make necessary adjustments to the curriculum. They also highlight areas that require re-teaching, guide the feedback provided to pupils, and inform decisions regarding rewards or sanctions.

For leaders:

Leaders use assessments to monitor performance across different cohorts, identifying areas where interventions may be needed. By working closely with teachers, they ensure that pupils receive the support required to improve their attainment. Assessments also help leaders evaluate whether pupils are being guided toward positive outcomes and whether the curriculum is delivering its intended impact.



For parents:

Finally, parents benefit from assessments as they offer a clear indication of their child’s academic progress. This allows them to provide appropriate praise, support, or challenges at home, reinforcing their child’s learning journey.

In summary, assessments serve as a vital tool for all stakeholders in education, fostering continuous improvement and ensuring that pupils receive the best possible support to achieve their full potential.

5.4 Different types of assessment

At Trust in Learning we see assessment as an integral part of teaching and learning, it is inextricably linked to our curriculum and enables us to see if a pupil ‘knows more and remembers more.’

In class our teachers will use two main approaches to assessment:

- Day-to-day in-school formative assessment
- In-school summative assessment

Both are fundamental tools to ensure the effective implementation of our curriculum.

5.5 In-school formative assessment

Formative assessments evaluate how someone is learning material throughout a course.

This is a fundamental part of any lesson no matter the pupil or key stage being taught and should be done constantly by the teacher or Teaching Assistant in the room.

Formative assessment is important because it allows the teacher to:

- Identify gaps and misconceptions, to then be able to re-teach
- Assess knowledge, skills and understanding
- Change their planning if re-teaching or over-teaching are needed

At Trust in Learning the following are all part of the menu of strategies used by teachers to assess learning in the moment:

Day-to-day in-school formative assessment
Formative assessments evaluate how someone is learning material throughout a course
<ul style="list-style-type: none"> ● Question and feedback. This is particularly effective if the teacher cold calls a pupil, rather than volunteers answering ● Quick recall activities ● Self- and peer-assessment techniques ● Summary paragraphs / exercises where pupils demonstrate their understanding of a short period of learning. These can be just observed rather than collected in for feedback

- These techniques will vary subject to subject, and it is important that teachers use the best technique for their subject

5.6 In-school summative assessment

Summative assessment is important because it allows teachers to:

- Provide useful information for future learning: summative assessments help in planning future instruction based on students' current understanding.
- Evaluate learning over time: They are essential for determining if pupils "know more and remember more" of our intended curriculum over time.

Categories of **Summative Assessments**

It is important for staff to recognise that **summative assessments** fall into two categories:

1. Component Assessments
 - Definition: These are assessments like an end-of-unit test, focusing on a pupil's knowledge, skills, and understanding of a specific topic or unit
2. Composite Assessments
 - Definition: These assessments, such as a past exam paper, evaluate a pupil's knowledge, skills, and understanding over a longer period and may cover multiple topics or units
 - Common Form: The most common form is an exam paper or test that assesses content covered over multiple units or years

In-school summative assessment

Summative assessments evaluate how much someone has learned throughout a course.

- End of unit/topic outcome, e.g. extended writing or project
- Short end of topic or unit test / essay
- Reported grade to parents
- End of year exams / mock exams

See appendices for:

- Data recording and frequency of data capture
- Tracking attainment and progress

5.7 Nationally standardised summative assessment

These refer to a pupil's performance in a formal assessment that is designed to be consistent across all schools and pupils. These assessments provide a measurable, comparable result that helps gauge pupil achievement against national benchmarks.

Examples are:

- GCSEs, BTECs and other vocational qualifications.

6 Feedback

6.1 Principles of feedback

Effective feedback is vital so pupils can improve their learning. According to the EEF¹, Effective feedback must:

1. **Lay the foundations:** Ensure that feedback is built on clear learning intentions and success criteria.
2. **Deliver high-quality instruction:** Feedback should be part of a well-planned lesson, incorporating high-quality teaching.
3. **Focus on the task, subject, and self-regulation:** Effective feedback addresses the task at hand, the process of learning, and encourages self-regulation.
4. **Provide timely next steps:** Give feedback promptly to ensure it is relevant and can be acted upon.
5. **Encourage student engagement:** Students should be encouraged to actively engage with the feedback process, promoting a growth mindset.
6. **Use a variety of methods:** Feedback can be verbal, written, or peer-based, depending on what is most effective in the context.

6.2 Forms of feedback

We acknowledge that feedback can take various forms, and some of the most common methods we use include:

- **Written comments**, provided either to individuals or the whole class
- **Verbal feedback**, given directly to pupils or shared with the class as a whole
- **Scores on quizzes or tests**, offering a clear indication of progress

Research from the Education Endowment Foundation (EEF) indicates that lengthy written comments are not necessarily more effective than other forms of feedback, such as verbal responses. Therefore, we encourage our staff to use the feedback methods they believe will have the greatest impact on pupils' learning.

Rather than enforcing a whole-Trust policy on the format or frequency of feedback, we trust our schools to determine what works best for their pupils. Teachers and subject specialists are best placed to design and implement feedback strategies that align with their curriculum and teaching style. Each school/team will decide on the most appropriate approach and frequency of feedback within their subject area.

6.3 Reporting to Parents

Parents will receive regular updates on their child's academic progress through:

- **Parent meetings** to discuss learning strengths and areas for development
- **End-of-year reports** summarising attainment, progress, and effort

¹ EEF Guidance Report: Teacher Feedback to Improve Pupil Learning

At Key Stages 3 and 4 progress and attainment is reported using formats appropriate to each stage:

	Terminology
Judgement of progress	<p>Rapid Progress</p> <p>Expected Progress</p> <p>Below Expected Progress</p>
Judgement of attainment (standard)	<p>Greater Depth</p> <p>Working At</p> <p>Working Towards</p>
Effort	<p>Excellent</p> <p>Good</p> <p>Variable</p> <p>Cause for concern</p>
Home Learning	<p>Excellent</p> <p>Good</p> <p>Variable</p> <p>Cause for concern</p>

Teacher guidance

	Progress Descriptors, Teacher guidance:
Below Expected Progress	The pupil is making less progress than expected for their stage of learning. Their understanding of key concepts is emerging, and they are not consistently applying prior learning to new tasks. They may struggle to retain knowledge, they demonstrate gaps in understanding, or not fully engage with lesson content and independent work. Support has been put in place to help them catch up.
Expected Progress	The pupil is making secure progress in line with expectations for their stage of learning. They show a developing understanding of key concepts, apply prior knowledge with increasing confidence, and demonstrate a consistent approach to classwork and independent tasks. While there may be some areas for improvement, they are generally on track to meet learning goals with continued effort and engagement.



Rapid Progress	The pupil is making progress at a faster rate than expected for their stage of learning. They quickly grasp new concepts, apply their knowledge confidently in a range of contexts, and show increasing independence in their learning. Their work demonstrates depth, accuracy, and a willingness to take on challenges. They are exceeding expectations.
----------------	--

Pupil and parent guidance

	Progress Descriptors, Parent guidance:
Below Expected Progress	Your child's progress in this subject is not where it should be, and they are not performing at the expected level yet. Some key ideas need more practice, and it is important for them to focus on applying what they have learned to new tasks. To improve, encourage your child to ask for help when needed, complete all work carefully, and use feedback to strengthen their understanding. With extra effort and focus in lessons, home learning, and revision, your child can get back on track.
Expected Progress	Your child is keeping up with learning expectations, understands most key ideas, and can apply their knowledge with growing confidence. They complete home learning regularly. There may still be some areas to improve, but by continuing to stay engaged, completing work carefully, and acting on feedback, they can stay on track to meet their goals. Keep up the efforts! For some students with special educational needs, we understand that learning may take a bit longer. However, with consistent effort and support, we are confident they will continue to make progress over time. Their needs have been considered, and they are making progress within their own progress band.
Rapid Progress	Your child is learning at a fast pace. They understand new ideas quickly, apply their learning confidently, and show great independence in their work, including in home learning. They should keep challenging themselves by asking questions, taking on difficult tasks, and aiming for the highest standards in all areas of their learning.

6.4 Training and Development

Staff are supported through professional development programs, access to research, and collaborative opportunities across the Trust. Regular training ensures consistent and effective assessment practices aligned with the latest educational developments.

- **Purpose of Targets:** Explain how setting targets helps in monitoring progress and motivating pupils
- **Target Types:** Distinguish between attainment and progress targets
- **Process:** Describe how targets are set, monitored, and reviewed at different levels (individual, class, whole-school)

7 Use of data

7.1 Secondary target- setting

Target-setting in Secondary

For the 2025 cohort, schools have set targets which have been created from GL assessment tests.

KS2 scaled scores for 2023 and 2024 Primary Leavers were compared with **all** GL assessment data held for them. When averaged, (for En and Ma) the best of their results offered a far closer resemblance to KS2 scaled scores for those students judged to have been disengaged in KS3.

- Using this marriage of data, a 'conversion' sheet from GL to KS2 was created using key measures to ensure accuracy. For example, a GL score of 93 = a KS2 score of 100 (based nationally on the percentage of students gaining those scores, 73%)
- Using the GL assessments for any student in the 2025 cohort, and finding their best average over En-Ma, allows the school to backwards-project KS2 estimates using the conversion sheet.
- Using this new score, the school is able to project which students are HPA, MPA and LPA, and also use SISRA SPI projections to set targets.

Post-2025, both schools will use CATS 4 data and FFT to inform the target-setting process.

7.2 Frequency of data recording

In the Trust's secondary schools, standardised diagnostic GL transition assessments in English, Maths and Science take place for Year 7 pupils in September when they join the school. Year 7 pupils complete diagnostic assessments in other subjects.

Pupils in Years 7, 8 and 9 complete age-related standardised GL assessments each summer building a profile of progress, attainment, and projection of KS4 outcomes in English, Maths and Science informed by the distribution of test outcomes in a large national cohort.

In Terms 1 and 3 Years 7-9 undertake the NGRT Reading and NGRS Spelling tests.

Individual secondary schools complete subject specific formative and summative assessments during Key Stage 3 and 4 to inform three data analysis points each year. In Years 10 and 11 students sit one formal mock exam series as a summative assessment each year in each of their examined Key Stage 4 subjects.

Formative assessments, outcome data from mocks, cumulative assessments and final public exams all inform a detailed record and analysis of on-going progress, levels of attainment and projections for final Key Stage 4 outcomes. Trust scrutiny and Leadership Network meetings regularly analyse and evaluate Year 7/8, Year 9 and Year 10/11 data across the Trust.

The translation of detailed formative assessment information to summative judgements is moderated within the Trust, using group procedures and reference to national exemplars. Moderation, validation, and standardisation is conducted internally and externally to ensure all assessments are free from bias as well as providing invaluable CPD for staff and creating the opportunity to keep up with best practice.

7.3 Accuracy of Data

It is vitally important that we have a common language and understanding regarding using and entering definitive data. We use FFT as our Trust repository of hard data from schools. For data to be robust and comparable, we need schools to adopt a rigorous approach to data harvesting, to ensure it is fair and free of bias, so it is comparable at an individual pupil and class level, and so then year group level, and ultimately school-to-school. Achieving clarity regarding what we mean by a 'data prediction' is not straightforward. The issues are potentially complex, as there are many pieces of data which all potentially tell us something about the academic performance of that pupil.

Sources of data

Data sources are plentiful: work carried out in class, end-of-unit/knowledge tests, home learning, timed/mock GCSEs and individual test questions but the most solid evidence base will come from performance in exam and test conditions. Contextual data such as attitude to learning, as well as attendance, will also provide some context behind a pupil's academic performance.

Deciding the most likely grade

Several processes play a key role in deciding MOST LIKELY GRADES. The long-term collection of summative assessment data is fundamental. The reliability of the most likely grade depends on the assessment data collected. Summative assessments need to take place in exam and test conditions, including with access arrangements as appropriate. We must ensure also that teachers are confident in using assessment criteria and past-paper grade boundaries when awarding notional grades for those assessments.

7.4 Quality assurance of data

The role of the class teacher

Teachers should use their professional judgement when awarding a most likely grade, making sure that they are based on the evidence and data of the ongoing attainment of each pupil. For MOST LIKELY GRADES to be fairly determined for all, there should be no bias or discrimination of any kind. MOST LIKELY GRADES can be successfully derived by a balance of quantitative and qualitative data. Quantitative data will involve collecting raw marks, notional grades, test scores and percentages recorded over a period of long-term study. There

will also be relevant qualitative data that personalises the most appropriate most likely grade to each individual learner.

Deciding formal data entry

In the first instance, teachers are responsible for determining MOST LIKELY GRADES and levels before they are confirmed and issued to pupils and parents. Teachers and heads of subject areas should be part of a process of quality assuring standards before they are shared with the school leadership team. The school leadership team are responsible for quality assuring those decisions, facilitating a process of standardisation, making sure that predicted grades and levels across all subjects are in line with relevant school data.

School leaders should check that MOST LIKELY GRADES are not exceptionally high or low. They should be justifiably comparable with the school results from previous years, as well as (for GCSE) being in line with target grades issued at the beginning of a course of study for the current cohort.

Quality Assurance

Throughout the course of study, a process of standardisation (moderation for externally verified work) should take place for a selection of summative assessments, in order to check that assessments are being notionally graded accurately and fairly across different teachers. Standardisation processes are important to prevent awarding overly generous or overly severe marks.

What research tells us

There has been significant research into the reliability and impact of using predicted grades in UK schools, albeit for older pupils and particularly for university admissions for 17- and 18-year-olds, via UCAS. Several key issues have emerged from these studies:

- **Accuracy of Predicted Grades:** research shows that predicted grades are often inaccurate. For instance, a study found that 79% of students missed their predicted grades in 2018/2019, suggesting that over-optimism from teachers can lead to students receiving offers they struggle to meet. Over-prediction is common, with teachers aiming to motivate students by setting higher targets. However, this can backfire if students fall short of these optimistic expectations <https://link.springer.com/article/10.1007/s10734-024-01217-x>
- **Socioeconomic Bias:** Predicted grades also show disparities based on school type and student background. For example, students from comprehensive schools are more likely to have their grades under-predicted compared to those from grammar or private schools. High-achieving students at comprehensive schools are particularly affected, with about 23% being under-predicted by two or more grades. This reflects a broader concern that the system may perpetuate inequalities, particularly disadvantaging students from lower socioeconomic backgrounds. <https://blogs.ucl.ac.uk/ioe/2020/08/11/predicted-grades-what-do-we-know-and-why-does-it-matter/>

These findings suggest that while predicted grades are integral, they can be problematic, particularly in terms of fairness and accuracy. That is precisely why it is so important that there is a collaborative process whereby data is not entered in isolation. It must be scrutinised and triaged at different levels of each school, in order to guard against bias and inaccuracy.

8 Terms used in Trust in Learning

On Track

When we ask our teachers to say whether a pupil is 'on track', we are keen to know about where the pupil sits of a pathway towards meeting the standard in question, whether that is a GCSE Grade 4, for example, or meeting the Expected Standard in Year 6. It is not a judgement that they have reached that standard yet, but an indication (and so a prediction) that they will meet it when they sit the statutory test in question, based on current performance.

Most Likely Grade

A 'most likely grade' we define as a grade/level that the school is confident a pupil is highly likely to attain, based on sustained performance in tests which most closely mirror exam conditions, so past paper GCSE mock papers.

Examples

Example 1 – pupil achieves a '4' in January mocks, a '4' in April mocks, and a '5' in a past paper done in class just before the final exams. Most likely grade would be a '4' as there is no evidence of a sustained performance of a '5'.

Tiers

There are 4 tiers to compiling a comprehensive picture of all of the data about a pupil:

Tier 1: Class level

Each class teacher has a record of performance across different types of assessment. They know levels of attendance and have knowledge of a pupil's attitude to learning. They will then come to a professional judgement about each pupil. However, no teacher should be entering data in isolation and so 'Gold Standard' data after mock GCSEs must be shared and discussed.



Tier 2: Year team/Phase/ department/Faculty scrutiny

Calibrating data beyond an individual teacher serves to quality assure an overall standard within a cohort and supports the principle that data gathered on formal assessments is shared and discussed in wider teams to ensure accuracy and standardisation.

Clearly, moderation e.g. Art GCSE - which can be internal (school to school) or external- is an important and reliable guide to performance and must be taken into consideration when weighing up probable outcomes.



Tier 3: SLT scrutiny

This final level of scrutiny serves to ensure that there are no anomalies or inconsistencies in the data and that it is 'signed off' as robust and rigorous before submission at Trust Level.



Tier 4: Trust/governance scrutiny

The School Development Team monitors and oversees data, and provides challenge through Core Visits or directly with leaders through networks and meetings. Summary school data is shared with each school's governance body for scrutiny. Trust-level data is shared at the Quality of Education Committee, which will be shared with the Trust Board at key points through the year. Self-evidently, all data must have been thoroughly checked, standardised and scrutinised so the Trust has confidence it is accurate and comparable across schools.

References:

- **AQA.** (n.d.). *The Future of Assessment: '2025 and Beyond'*. This publication explores the evolving landscape of educational assessment, discussing future trends and innovations anticipated by 2025.
- **Fletcher-Wood, H.** (2018). *Responsive Teaching: Cognitive Science and Formative Assessment in Practice*. Routledge. Harry Fletcher-Wood addresses six core challenges teachers face in lesson planning, assessment, and responding to students. Drawing from cognitive science and formative assessment research, he offers practical strategies to tackle these issues effectively. taylorfrancis.com
- **Jones, K.** (2021). *William & Leahy's Five Formative Assessment Strategies in Action*. John Catt Educational. Kate Jones explores how the five key formative assessment strategies proposed by William and Leahy can be effectively implemented in the classroom, providing practical examples and actionable techniques for teachers.
- **Jones, K.** (2023). *Feedback: Strategies to Support Teacher Workload and Improve Pupil Progress*. John Catt Educational. Kate Jones explores the pivotal role of feedback in education, offering practical strategies to streamline feedback processes, reduce teacher workload, and enhance student learning outcomes. The book includes case studies and examples demonstrating effective feedback practices. schoolsweek.co.uk
- **Christodoulou, D.** (2016). *Seven Myths About Education*. Routledge. Daisy Christodoulou challenges prevalent misconceptions in education, particularly around assessment and feedback, advocating for evidence-based practices to improve teaching effectiveness.
- **Sherrington, T.** (2019). *Rosenshine's Principles in Action*. John Catt Educational. Tom Sherrington elaborates on Barak Rosenshine's principles of instruction, providing practical applications and insights into effective teaching strategies that align with cognitive science findings.

- **Christodoulou, D., Ashman, G., Bennett, T., & Hendrick, C. (2020).** *The researchED Guide to Assessment: An Evidence-Informed Guide for Teachers.* John Catt Educational. This book provides an accessible and research-based overview of assessment principles, helping educators navigate the complexities of assessment in a way that supports teaching and learning.
- **HFL Education. (2023).** *The Place of Assessment in the New Ofsted Framework.* This blog post explores the evolving role of assessment under the latest Ofsted framework, offering insights into best practices for schools in adapting to these changes.
- **Sherrington, T. (2018).** *Great Teaching: The Power of Questioning.* This blog post explores the impact of effective questioning in the classroom, offering strategies to enhance student engagement, critical thinking, and formative assessment practices.
- **Sherrington, T. (2022).** *Brilliant Questioning Sequences: Some Examples from the Field.* This blog post provides concrete examples of effective questioning sequences that enhance classroom discussions and deepen student understanding.