



## TRUST IN LEARNING (ACADEMIES)

### ASSESSMENT POLICY (PRIMARY)

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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

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## 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 prioritises 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. **Prioritise 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 in Primary schools**

### **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 and during the lesson itself. 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 of these 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:

<p>Day-to-day in-school formative assessment</p> <p>Formative assessments evaluate how someone is learning material throughout a course.</p>
<ul style="list-style-type: none"> <li>• Question and feedback. This is particularly effective if the teacher cold calls a pupil, rather than volunteers answering</li> <li>• Quick recall activities</li> <li>• Self- and peer-assessment techniques</li> <li>• 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</li> <li>• Observations of pupil conversations / writing</li> <li>• These techniques will vary subject to subject and it is important that teachers use the best technique for their subject</li> </ul>

## 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 pupils' 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 Smartgrade assessment or SATS 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 a test that assesses content covered over multiple units or, with SATS, multiple years

In-school summative assessment
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Summative assessments evaluate how much someone has learned throughout a course.

- **End of unit/topic outcome:** A final piece, like extended writing or a project, showcasing understanding and skill application
- **Short end-of-topic/unit test or piece of writing:** A focused assessment checking key knowledge before progressing
- Formal assessments mirroring national tests to predict final attainment

### 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:

- the **Reception Baseline Assessment (RBA)**
- **Year 1 Phonics Screening Check**
- **Year 6 SATs**
- **Year 4 Multiplication Tables Check.**

## 6 Feedback

### 6.1 Principles of feedback

Effective feedback is vital so pupils can improve their learning. According to the EEF<sup>1</sup>, 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 pupil engagement:** Pupils 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.

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<sup>1</sup> EEF Guidance Report: Teacher Feedback to Improve Pupil Learning

## 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 key achievements and next steps

## 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 Primary target- setting

### Context

At Key Stage 1 (Years 1 & 2) teacher assessment is used to determine attainment. This includes the use of curriculum-matched Smartgrade assessment tests (HeadStart / White Rose Maths) to inform, though not exclusively determine, where a child's attainment is placed. Smartgrade gives us access to standardised

scores (based on the performance of a nationally representative sample), so a more accurate and extensive data set by which to compare data.

At Key Stage 2 (Years 3-6) teacher assessment is used to determine attainment. Maths and English are assessed via curriculum-matched Smartgrade assessment tests (HeadStart / White Rose Maths), and writing is assessed via teacher assessment.

Calibration of standards of writing is supported by a process of collaboration of Trust schools, carried out in-house.

Progress is determined by the performance of pupils across the country from their starting point, i.e. those in the same prior attainment group. There is no reservoir of KS1 data by which to chart progress in 2024 and 2025, because of the pandemic.

### **Target-setting in Primary**

Reception pupils sit the Reception Baseline Assessment (RBA) within the first 6 weeks of pupils starting reception. It is a short, task-based assessment. It is not used to label or track individual pupils. At the end of the Early Years Foundation Stage (EYFS), each child's level of development must be assessed against the Early Learning Goals. TiLA schools use the on-entry assessment information, from Nursery settings, alongside their own internal observations to create a baseline assessment of each child, by early October.

At KS1 all pupils should have a target of Working at the Expected Standard unless they demonstrate aptitude beyond this. Pupils identified as 'exceeding' at the end of EYFS should have the target of Working at Greater Depth.

All Year 1 pupils should be expected to pass the Phonics Screening Check (PSC) and, apart from the exceptions listed by the Standards and Testing Agency, pupils who require extra support should be targeted to pass the phonics screening test in Year 2 by the latest.

All Year 4 pupils should be expected to pass the multiplication tables check (MTC).

At KS2 nearly all pupils will have a target of Working at the Expected Standard or Working at Greater Depth. Our aspiration is that all pupils will achieve the Expected Standard. Schools use FFT as a tool, alongside teachers' professional judgement. However, projections in each school will vary from year to year, depending on the context of each cohort. The professional judgement of each Headteacher and Senior Leaders will be key to deciding most likely levels.

TiLA has made the decision not to continue with non-statutory KS1 tests and will use Smartgrade assessments, which will sit alongside the professional judgement of teachers' own assessment of their classes. Clearly, defined progress using external metrics will not be possible for these two years. However, our goal needs to be that pupils match or better their starting point.

## 7.2 Frequency of data recording

In the Trust's primary schools, formal summative assessment takes place on a termly basis for Year 1 - 6, by the agreed dates. Summative standardised tests (currently HeadStart and White Rose Maths) are used to corroborate teacher assessments and are administered in Term 2, 4 and 6. However, other assessments may be used more frequently by different year groups.

### EYFS

In the EYFS (Reception year), formal summative teacher assessments are made in Terms 1, 3 and 5. Children are assessed against the Early Learning Goals. In terms 1 and 3 a child will be given an on-track or a not on-track judgement for each ELG, in term 5 each child will be assessed as emerging or expected against each ELG. EYFS (Nursery) use Development Matters to make their teacher assessments, submitting summative teacher assessments in Term 2, 4 + 6. Children are assessed using the Reception Baseline Assessment within the first 6 weeks of starting school. In the EYFS, practitioners draw on their knowledge of the child to form their own expert professional judgements; evidence can include (but is not limited to): books, floor books, learning diaries and Class Dojo.

### KS1/2

Reading and Mathematics are assessed using a combination of HeadStart and White Rose Maths tests and past SATs papers in Year 6. PiXL may be used by schools to inform teacher assessments and to identify gaps in learning.

Schools conduct a Reading Speed/Fluency assessment three times in the year in KS2.

### Writing Moderation

Comparative Judgement is used alongside the KPIs to assess Writing across KS1 and 2, and is led by our Trust Lead, who will co-ordinate this with school Writing leads. Years 1 – 6 are currently all involved in the national Assessing Primary Writing tasks, run by No More Marking. Schools will decide whether to continue to use this from 2025.

## 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, timed SATs papers and individual test questions. 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 level**

Several processes play a key role in deciding most likely levels. The long-term collection of summative assessment data is fundamental. The reliability of the most likely level 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 Phase leads 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 levels are not exceptionally high or low. They should be justifiably comparable with the school results from previous years, as well as being in line with targets 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. At Primary, Smartgrade allows us to capture assessment data, compared to national cohorts, and so enabling us to benchmark our progress.

### **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 pupils missed their predicted grades in 2018/2019, suggesting that over-optimism from teachers can lead to pupils receiving offers they struggle to meet. Over-prediction is common, with teachers aiming to motivate pupils by setting higher targets. However,

this can backfire if pupils 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, pupils from comprehensive schools are more likely to have their grades under-predicted compared to those from grammar or private schools. High-achieving pupils 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 pupils 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.

## 8 Terms used in Trust in Learning Academies

### 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 level that the school is confident a pupil is highly likely to attain, based on sustained performance in assessments.

### Examples

*KS2 Example – pupil achieves WTS in October Reading paper, and the same in December. In February they are on the borderline but comfortably meet the standard in the April mock paper. Everything done in class and intervention sessions, including practice questions, just before the final exams in May indicates EXS. The most likely grade would be EXS as evidence indicates they have indicated performance at that level.*

*EYFS Example – A pupil in Early Years consistently demonstrates skills at the "Emerging" level in phonics assessments conducted in October and December. By February, their phonics skills improve, but they are still on the borderline for the "Expected" level. In April, they confidently blend simple CVC words in a mock phonics screening. Classroom activities and targeted interventions in the weeks leading up to the final assessment*

*show sustained improvement, with the pupil regularly reading simple sentences. The most likely grade would be "Expected," as evidence indicates they have demonstrated performance at that level.*

## **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 key assessments must be shared and discussed.



### **Tier 2: Year team/Phase 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.

Moderation e.g. of year 6 Writing- 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.

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