# The LETTA Trust

## Assessment Policy

| Approved & adopted: | Summer 2025 | To be reviewed: | Summer 2028 |
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| Reviewed by: | Trust Board | Signed: | |

**Contents**

## 1. Aims

This policy aims to:

- Outline our approach to assessment
- Ensure we have a consistent approach to carrying out and recording pupil assessment and reporting outcomes to parents

## 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:

- Recommendations in the [Final Report of the Commission on Assessment without Levels.](#)
- 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. What is assessment?

Assessment can serve different purposes:

1. Assessment **of** learning, where we find out summatively what pupils know and can do
2. Assessment **for** learnin,g also known as responsive teaching, where we gauge progress in a lesson and adapt our teaching strategies appropriately
3. Assessment **as** learning, where pupils take part in assessment, such as a 'low-stakes quiz', as a way to help them embed learning in long-term memory

Assessment is a primary source of information that informs planning; the selection of teaching strategies and use of interventions. Assessment is the bridge between teaching and learning.

All teaching staff, pupils, and parents are involved in the assessment process. The process is underpinned by a belief that everyone can succeed. Assessment is an integral part of our learning culture. Learning goals are shared with pupils so that they recognise the standards they are aiming for. Pupils are involved in self-assessment. They receive feedback that helps them recognise where and how they can improve and challenge themselves. All school staff interrogate assessment data and, as a result, plan provision effectively for all groups of pupils.

When planning an assessment activity, teachers begin by clarifying the **purpose** of the assessment. Then they make sure that the assessment activity has **validity**, ie, is the right activity to fulfil that purpose. Teachers check to ensure that the inferences they draw from assessment information are justifiable.

## 4. Why do we assess?

- To find out what children know
- To help us plan where to go next
- To identify misconceptions
- To help us understand how we can support individual children
- To help children learn (the act of reviewing/recalling helps children remember things better)

## 5. Formative assessment

Formative assessment is the cornerstone of successful teaching and learning in all curriculum areas.  It is **assessment FOR learning** (see appendix A),

'… the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get them there.'

Assessment Reform Group

It encourages pupils to compare their performance with what it used to be and think about how to improve it. Formative assessment:

- occurs during the learning
- improves learning
- grows learners
- is done with learners
- personally referenced

Formative assessment enables:

- **teachers** to identify how pupils are performing on a continuing basis. They 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

## 6. Summative assessment

Summative assessment is **assessment OF learning**. We use summative assessments to provide us with information about the academic achievements of our pupils. The data from them is analysed by teachers, subject leaders, and senior leaders and then used to inform practice. Summative assessments are timetabled to take place at different points in the school year (see Appendix B). Summative assessment:

- occurs after the learning
- measures learning
- is done to learners
- is externally referenced
- is outcome-focused

In-school summative assessment enables:

- **leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to reach age-related expectations
- **teachers** to evaluate what pupils know and can do at the end of a unit of work. This informs planning for future learning
- **pupils** to understand how well they have understood a topic over a period of time and what they need to improve in the future

## 7. Nationally standardised summative assessment

Nationally standardised summative assessments include:

- Reception baseline
- Early Years Foundation Stage Profile at the end of Reception
- Phonics screening check in years 1 and 2
- Times table check at the end of year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

Nationally standardised summative assessment enables:

- **leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to meet age-related standards

- **teachers** to understand national expectations and assess pupils in a broader national context
- **parents** to understand how their child is performing in comparison to pupils nationally

## 8. Pitfalls of assessment

We recognise that there are many pitfalls to summative assessment. When thinking about the **reliability** of assessment, we consider:

- that an assessment will only test aspects of a subject
- consistency in judgements from one staff member to another
- unconscious bias towards a pupil or group of pupils
- perceived pressure to raise scores

## 9. Collecting and using data

Our assessment and tracking tool is used across our schools to enable professional conversations in a common language about shared expectations.

Teaching staff collect assessment information 'live' for reading, writing, and maths on the Insight database. The database provides gap analysis that helps to inform planning for interventions such as pre-teaching, consolidation sessions or catch-up, and whole-class work.

By the end of each term, we expect the Insight database to be up to date so that leaders can analyse the information from the database. This information helps leaders to ask questions about the quality of provision and pupil progress. They can then effectively target support for staff and pupils. This summative information is then also shared with governors and trustees.

## 10. Reporting to parents

### 10.1. Parents' consultations

Teachers meet with parents in the autumn and spring terms. In the autumn term, teachers and parents agree on how they will work together to support the child with carefully chosen focus areas. In the Spring term, teachers and parents talk about the progress the child is making. They decide if they want to change the agreed focus areas.

### 10.2. End of year report

In the summer term, teachers write a report to share with parents. In the report, parents will see how well their child has been progressing across the different subjects in the school curriculum. Parents also find out what their child needs to work on next. Parents may arrange to meet the teacher to talk about the report.

### 10.3. Reporting statutory information
The end-of-year report includes the statutory data from the end of key stage national assessments and attendance information.

## 11. Equal opportunities

In following this policy, we make sure that, over time, all pupils in our schools will know more and do more.

### 11.1. Pupils with special educational needs and/or disabilities (SEND)
On the whole, we adopt a bespoke approach to the assessment of pupils with SEND. Sometimes assessments are carried out by experts from outside agencies.  Assessments are used to help clarify the pupil's needs. They support the SENCO and the teacher in planning effectively for each pupil.

Assessment is also used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any support and intervention needed.

We use meaningful ways to measure the progress of pupils with SEND, including communication, social skills, physical development, resilience, and independence. Where pupils are working below the national expected level of attainment, we consider progress relative to their starting points, and take this into account alongside the nature of their learning difficulties.

### 11.2. Pupils with English as an additional language (EAL)
First Language Assessments of pupils new to English are carried out by a qualified member of staff or by staff from outside agencies.  Information from these assessments supports the planning for EAL pupils.

## 12. Roles and responsibilities

**Pupils are responsible for:**

- becoming active learners
- self-assessment

**Parents are responsible for:**

- talking to their children about what they've learned
- attending meetings with teachers about their child's progress

**Teaching staff are responsible for:**

- providing feedback to pupils on their achievements and on ways to improve their work
- seeking advice from leaders if they have questions about assessment
- keeping parents informed about their child's learning

**Leaders are responsible for:**

- modelling good practice in assessing pupils
- providing teaching staff with information and resources to support assessment
- keeping up to date with developments in the field of assessment
- monitoring assessment practice throughout the school
- analysing assessment information and using this information to help improve the school

**Headteachers are responsible for:**

- ensuring the school is carrying out its statutory assessment requirements
- ensuring that the policy is being implemented across the school
- analysing pupil achievement, including pupils with SEND and pupils in receipt of pupil premium
- prioritising actions to address underachievement
- ensuring that the Local Governing Board receives regular information on pupil achievement

**The CEO, Local Governing Board and the Trust Board are responsible for:**

- interrogating school or trust-wide data and checking that strategies are in place to address areas for improvement

**13. Links with other policies**

- Curriculum policy
- Reading policy

- Early Years Foundation Stage policy
- Staff Wellbeing policy
- Feedback policy

| Strategy | Purpose |
|---|---|
| **Planning** that is informed by previous assessments | -ensures clear learning intentions and success criteria for lessons<br>-lessons are matched to the planned curriculum so that all pupils are challenged |
| **Sharing learning intentions and success criteria** | -focuses the attention of teacher and pupils<br>-helps establish a learning culture<br>-lays the foundation for assessment and self-evaluation |
| **Effective questioning including 'hinge questions'** | -develops thinking skills<br>-extends pupils' learning<br>-supports responsive teaching, e.g. hinge questions shape where the lesson goes next |
| **Pupils self-evaluation** where pupils are trained to evaluate their achievements against the learning intention and success criteria | -encourages pupils to take responsibility for their learning<br>-helps pupils to understand their learning needs<br>-opens up a dialogue between teachers and pupils |
| **Feedback** involving shoulder to shoulder teacher-pupil or pupil-pupil communication at the point of learning | -acknowledges success against the task criteria<br>-provides strategies for improvement<br>-gives pupils a central role in developing their learning |
| **Raising self-esteem** by encouraging pupils to see learning as a continuum and difficulty as an important stage in the process | -helps pupils develop confidence in themselves to succeed<br>-provides motivation<br>-enables pupils to become lifelong learners |

|  | Ongoing | Autumn term | Spring term | Summer term |
|---|---|---|---|---|
| **EYFS** | Formal observations of children<br>YR - Phonics & HFW assessments<br>Pupils' achievements in ('Special Books')<br>Writing Portfolios (every half term)<br>Guided reading assessment/ Benchmarking | Reception baseline<br>Nursery baseline<br>Child & parent conferences<br>YN pupil progress meeting<br>YR x 2 pupil progress meetings | Child & parent conferences<br>YN pupil progress meeting<br>YR x 2 pupil progress meetings | Annual report to parents<br>R - Phonics & HFW assessments completed<br>EYFS profile<br>YN handover meeting<br>YR handover meeting |
| **KS1** | Phonics & sight vocab<br>Writing portfolios (every half term)<br>Guided reading assessment/ Benchmarking | Child & parent conferences<br>Y1 pupil progress meeting<br>Y2 pupil progress meetings x 2 | Child & parent conferences<br>Year 1 phonics screening practise<br>Y1 pupil progress meeting<br>Y2 pupils progress meetings x 2 | Annual report to parents<br>Year 1 and 2 phonics screening<br><br>Y1 handover meeting<br>Y2 handover meeting |
| **KS2** | Writing portfolios (every half term)<br>Guided reading assessment/ Benchmarking/Star reading assessment | Child & parent conferences<br>Y3, 4, 5 pupil progress meeting<br>Y6 tracking meetings x 2 | Child & parent conferences<br>Y3, 4, 5 pupil progress meeting<br>Y6 pupil progress meetings x 2 | Annual report to parents<br>Y4 national times table test<br><br>Y6 SATs reading, maths & GPS<br>Y3, 4, 5 handover meetings |

**Appendix C: LETTA Trust Assessment and Data Analysis Annual Plan**

**Autumn term**

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|
| Reception baseline assessments begin (6 weeks) | Benchmarking (YR-Y2)<br><br>Star Reading tests | Y6 baseline assessment mock SATs | Class teachers to update Insight little and often | CEO report to Trust Board data headlines from previous year | Pupil Progress meetings | Nursery baseline |
| **Half term holiday** | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Data analysis - National datasets | Benchmarking (YR-Y2)<br><br>Star Reading tests | HT report to LGB data headlines from previous year | CEO report to Trust Board national data headlines from previous year | Insight data complete | Pupil Progress meetings | |

**Spring term**

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|---|---|---|
| Autumn term data review | Benchmarking (YR-Y2)<br><br>Star Reading tests | Y4 - mock times tables test<br><br>Y1 - phonics assessment | Class teachers to update Insight little and often | Y6 mock SATs | Pupil Progress meetings |
| **Half term holiday** | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| | Benchmarking (YR-Y2)<br><br>Star Reading tests | HT report to LGB data headlines from Autumn term | CEO report to Trust Board data headlines from Autumn term | Insight data complete | Pupil Progress meetings |

**Summer term**

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
|---|---|---|---|---|---|---|
| Spring term data review | | | KS2 SATs | CEO report to Trust Board data headlines from Spring term | | |
| **Half term holiday** | | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Y1 and Y2 Phonics screening<br><br>Y4 time tables check | Data submission for, phonics and time table check | KS2 writing TA submission | EYFSP data submission<br><br>Insight data complete | Handover meetings begin | Data review feeds into new school improvement plan objectives | |