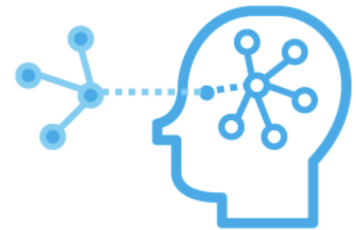




Assessment Policy



The Stour Federation

1. INTRODUCTION AND RESEARCH BASE

In this policy, the term 'Assessment' is based on the Black and William definition:

....the term assessment refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

(Black and William, 1998)

This means assessment is not just about measuring what pupils know, but actively using that information to adjust our teaching in real-time, ensuring our curriculum leads to quality, in-depth teaching and learning.

Our core commitment remains that all assessment is meaningful and avoids unnecessary recording or tracking. It is an integral part of the learning process, designed to generate continuous improvement and support achievement across all year groups and subjects.

2. TYPES OF ASSESSMENT

There are two main purposes of assessment:

Assessment of learning (for summative purposes): This provides a snapshot of what has been learned at a given point in time, summarising attainment and measuring progress.

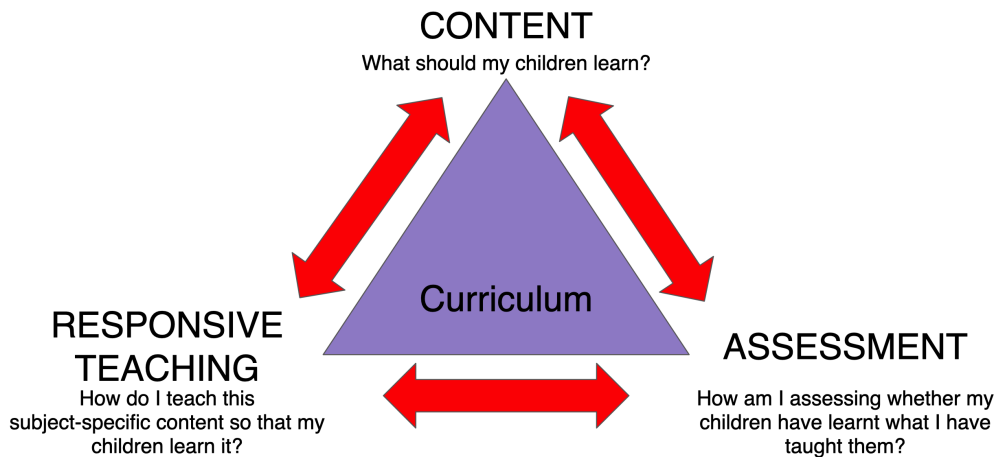
Assessment for learning (for formative purposes): This is about responsive teaching. It's the continuous process of seeking and interpreting evidence to understand where learners are, where they need to go, and how best to get there. Crucially, AfL is any assessment activity which informs the next steps to learning.

3. KEY CHARACTERISTICS OF RESPONSIVE TEACHING

Effective responsive teaching, deeply intertwined with AfL, involves:

- Knowing what children will learn and be able to do over time.
- Showing children what success looks like.
- Assessing children's learning at the end of each lesson and responding accordingly.
- Tracking children's thinking to adapt teaching during individual lessons and sequences of lessons.
- Helping children improve their work in a sustainable way.

The Curriculum Triumvirate



4. AIMS OF ASSESSMENT

The aims for assessment in The Stour Federation are to:

- Ensure all children progress through our curriculum and achieve.
- Monitor and support children's attainment against curriculum expectations, informing daily teaching.
- Ensure formative assessment is an integral part of day-to-day teaching, helping identify pupils who need additional support, including the most able.
- Identify children with special educational needs early, informing support and intervention.
- Provide pupils with meaningful feedback (written and oral), highlighting strengths and clarifying next steps for improvement.
- Provide appropriate support and challenge based on individual starting points.

5. ROLES AND RESPONSIBILITIES

Local Academy Councils/Trust Board

- Monitor whole school/Trust data regularly and hold leaders to account.
- Monitor assessment practices in school and alignment across the Trust.

Headteachers

- Ultimate responsibility for monitoring assessment practices and ensuring the assessment policy is implemented effectively for effectively assessing pupils' knowledge and understanding of the curriculum.
- Analyse pupil progress and attainment, identifying individual pupils and groups at risk of underachievement.
- Hold subject leaders and teachers accountable for the results of their subjects and classes.
- Report to Local Academy Councils on pupil progress, attainment, and trends, providing updates on current standards and areas for improvement.

Trust Improvement Leaders

- Moderate teacher assessments and test scores across the Trust.
- Analyse data for school improvement and reporting to the Trust Board.
- Lead, monitor, refine and align Trust-wide assessment practices.
- Provide training, challenge and support for subject leaders and teachers to ensure a good understanding of assessment and assessment practice.
- Ensure that assessment models are evidence-informed, up to date and deliver best practice.

School English and Maths Leaders

- Moderate teacher assessments and test scores.
- Set realistic whole school targets for children to be on track to reach curriculum-related expectations, based on previous attainment and progress.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

Teachers

- Use integral ongoing formative assessment and analysis of skills and knowledge.
- Make summative judgements at defined points in time.
- Provide feedback to pupils.
- Provide assessment information to senior leaderships, parents and pupils.

Teaching Assistants

- Regularly use ongoing formative assessment to be responsive teaching assistants.
- Provide feedback to teachers on pupil progress and attainment.

Parents and Carers

- Attend meetings with teachers to discuss their children's attainment and progress.
- Attend school-led workshops to enhance their understanding of how they can support their child's learning at home.
- Support children with their homework.

Children

- Be self-regulated learners or be supported to be aware of their strengths and weaknesses, motivating themselves to engage in, and improve, their learning.

6. HOW ASSESSMENT OUTCOMES ARE COLLECTED AND USED

We use 4 key forms of assessment: In-school formative, In-school summative, Nationally standardised summative, and Comparative judgement.

In-school Formative Assessment (During Learning): This is the most frequent and impactful tool. It:

- Assesses knowledge, skills and understanding.
- Identifies children's strengths.
- Highlights gaps in performance and learning.
- Tackles children's misconceptions.

- Identifies the next steps in learning.
- Diagnoses need for support or intervention.
- Informs teacher planning and reporting.

Examples of formative assessment in all subjects include:

- Rich question and answer sessions during lessons, including multiple choice questions to pinpoint misconceptions and hinge questions.
- Retrieval practice.
- Low stakes recap quizzes.
- Marking of pupils' work.
- Whole class feedback.
- Observational assessment.
- Child self and peer assessment, reflection on learning.

We use Cornerstones Curriculum Maestro to support these methods and plan based on its skills and knowledge framework.

In-school Summative Assessment (At at Point in Time): This sums up what a child has achieved. Teachers make professional judgments based on a variety of evidence, including tests.

Teachers use Cornerstones Curriculum Maestro to track pupil attainment.

At this point in time, is this child ON TRACK to attain the year group expected standard?

Not on track to be working at the expected standard by the end of the year.

On track to be working at the expected standard by the end of the year.

These can be split into more granular detail:

None
 Above
 Greater depth
 Within
 Just within
 Borderline
 Below

Above = working on year group programmes of study above chronological age.

Greater depth = on track to be working at a greater depth within the year group programmes of study.

Within and **Just Within** = on track for the expected standard.

Borderline = **Working Towards (WTS)** = working within the correct year group programmes of study but not consistently at the expected standard.

Below = working on programmes of study below chronological age, e.g. bespoke curriculum or significantly differentiated work.

Teachers moderate work at similar levels within schools and with other schools to ensure that their judgements are sound. Summative assessments are based on professional judgement and a variety of evidence:

- Maths arithmetic tests.
- Maths reasoning tests.
- Reading tests.
- Grammar, punctuation and spelling tests.
- Reading fluency and phonics assessments.

Through clearly identifying where pupils are achieving against the year group expectations, teachers can track back or forwards to see prior learning and thus differentiate work accordingly, which is particularly important for our SEND pupils.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school/Trust is performing in comparison to schools nationally.

The nationally standardised assessments are:

- Reception Baseline Assessment (within 6 weeks of starting school).
- Reception Early Years Foundation Stage Profile (end of Reception year).
- Year 1 Phonics Screening Check (June)
- Year 4 Multiplication Tables Check (June).
- End of Key Stage 2 SATs in English and Maths (May).

Comparative Judgement (No More Marking): For assessing writing, some schools use this method to reliably compare pupils' work, benchmarking standards internally and with a large national benchmarking sample.

7. ASSESSING VULNERABLE AND MOST ABLE

We hold high aspirations for all pupils, including those with SEND, looked after children, and those eligible for Pupil Premium. Assessment informs diagnosis of learning difficulties and highlights intervention needs. Progress is measured appropriately for each child from their individual starting points, including alternative methods like learning journals, photographs, and videos.

For the most able, we prioritise greater depth of learning within their age-related programmes of study, only in exceptional circumstances moving to higher year groups.

8. ASSESSING CHILDREN IN EARLY YEARS FOUNDATION STAGE

Assessments in EYFS are based on staff knowledge of the child through observation and interaction in daily activities, providing a holistic view. We use the statutory Reception Baseline Assessment (RBA) for progress measures. In addition, the EExREC Baseline Assessment Tool captures a range of crucial information that the RBA does not. EExREC offers a holistic approach to identifying and understanding each child's unique start point, empowering teachers to tailor teaching, practice and provision and helping school leaders to prioritise cohort needs.

Other tools like OP&L (Observation Of Play and Learning) for Nursery children and WellComm language screening help us understand starting points, track development, and identify support needs.

Online platforms such as Seesaw, alongside paper-based journals, record progress.

9. PUPIL PROGRESS MEETINGS (PPM)

PPMs are regular, structured conversations between teachers, headteachers, and senior leaders. They have a dual purpose: to monitor achievement and to devise responsive strategies for growth. In PPMs, we systematically analyse academic performance, attendance, and behaviour to:

- Gain detailed insights into each pupil's learning journey.
- Identify underlying factors impacting progress (academic, social-emotional, environmental) to inform specific support plans.
- Evaluate intervention efficacy to adapt approaches and support school improvement.

Teachers are responsible for completing the Pupil Progress Meeting proforma through data analysis following data drops and presenting a complete picture of pupil needs. Decisions from PPMs are communicated to all relevant staff to ensure coordinated support.

Pupil Progress Proforma for Wellbeing and Learning				Date of Meeting: XX
Class/Year Group: XX				
Autumn Spring Summer				
	Reading	Writing	Maths	Thrive
% EXS				% Right time learning
% GD				
Lowest 20% (names/PP/SE ND/EAL)				Children under 25% on group assessment (reparative)
Provision in place to support and who runs it.				
Who is not on track? (names/PP/SE ND/EAL)				Provision in place to support and who runs it (e.g. 1:1, small group, Thrive Breakfast)
Provision in place to support and who runs it.				
Do you need support from English/Maths Leaders, Trust SENDCO or				Do you need support from a Thrive Practitioner?

Once decisions have been reached, these need to be communicated to the appropriate

stakeholders, who may be individual teachers, support staff, lunchtime assistants, SENDCo, English and Maths Leaders, Trust Improvement Leaders so that they can make their unique contribution to the success of the individual pupil.

10. MODERATION

Moderation is key to increasing the reliability of our assessments. We review assessment practices as a group, both within our schools and across the Trust with Trust Improvement Leaders, and with other schools in our consortium. This collaborative approach enhances our understanding and consistency in judging pupil attainment.

11. THRIVE

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12. ASSESSMENT: THE ENGINE OF ADAPTIVE TEACHING

Assessment is not just a policy requirement; it is absolutely vital to adaptive teaching because it provides the continuous, real-time information necessary for teachers to adjust their instruction to meet the diverse needs of all learners.

Adaptive teaching is distinct from traditional differentiation; it centres on the actual adaptation of teaching to the thoroughly identified needs of all children. This requires responsiveness and real-time adjustments based on pupils' demonstrated understanding and engagement. Assessment is the primary mechanism through which teachers and teaching assistants gather this crucial information.

Continuous Monitoring and Adjustment: Effective adaptive teaching involves continuous monitoring of pupil progress during teaching. This allows teachers and teaching assistants to make informed decisions and adapt methods, resources, and activities as needs arise. Teachers are constantly monitoring pupil understanding and adjusting their approach accordingly, a process that requires active metacognition and reflection.

Informing Next Steps (Assessment for Learning in Action): AfL is fundamentally the process of seeking and interpreting evidence to understand where learners are, where they need to go, and how to get there. AfL is explicitly designed to inform the next steps to learning, which is integral for the ongoing monitoring and adjustment that defines adaptive teaching. Responsive teachers, for example, assess children's learning at the end of each lesson and respond accordingly, and they track children's thinking to adapt teaching during individual lessons and sequences of lessons.

Formative Assessment as the Core of Adaptation: Our in-school formative assessment takes place during learning and is the engine of adaptive practice.

Practical Adaptive Strategies Relied on Assessment: In daily practice, assessment informs teachers' "quick response strategies" and "real-time monitoring" across various teaching scenarios:

- When starting new content, teachers should use hinge questions, monitor pupil signals, and conduct quick comprehension checks to make immediate adjustments.
- During guided practice, targeted questioning, checking participation ratios, and using mini-whiteboards allow teachers to adjust pace and build on student answers.
- For supporting independent work, observing independence levels, checking work quality, and questioning for misconceptions help teachers decide when to provide or remove scaffolding.
- When addressing confusion, verbal checks, hinge questions, and tracking misconceptions enable teachers to switch explanation approaches or break steps down further.
- For extending learning, teachers assess the depth of responses and check for connections to ask deeper questions and encourage knowledge transfer.
- Whole-class discussions rely on tracking participation, monitoring response quality, and using hinge questions to ensure all students are engaged and misconceptions are addressed.

For adaptive teaching to flourish, teachers must make in-the-moment adjustments rather than extensive pre-planning. It's about responding to pupil signals rather than predetermining needs. This requires teachers and teaching assistants to watch continuously for understanding signals and make immediate adjustments based on responses, relying on ongoing checks rather than waiting for comprehensive assessments. This dynamic approach ensures instruction is constantly tailored to what children actually need, ensuring that teachers are doing something different that works, not just doing something different.

13. SCHOOL YEAR ASSESSMENT SCHEDULE

Month	Action
Autumn 1	<ul style="list-style-type: none"> ● Report to governors/other required bodies. ● Star Reader test for Accelerated Reader book range. ● Reception Baseline Assessment (RBA). ● Reception EExREC Baseline Assessment Tool. ● Nursery OP&L Starting Points assessment and Spotlight assessment (6 monthly on birthday and half birthday). ● Nursery and Reception WellComm speech and language screening. ● Phonics assessments. ● Year 2-6 Spelling Test (20 spellings). ● Cornerstones Autumn summative tests for reading, maths and GPS for Years 2, 3, 4, 5. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 1 (within first two weeks). ● Year 3 and Year 4 Times Tables Rockstars gig - monthly. ● Year 6 2023 SATS papers for reading, maths and GPS.
Autumn 2	<ul style="list-style-type: none"> ● Point-in-time summative assessment Curriculum Maestro data drop for Year 1-6 judgements for all subjects. ● Analyse data/moderation. ● Pupil progress meetings. ● Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Phonics assessments. ● Year 1, 2, 3, 4, 5, 6 Cornerstones Arithmetic Test 2. ● Y2-6 Spelling Test (20 spellings). ● Year 4 Times Tables Rockstars gig - monthly. ● Analyse School Performance and IDSR.
Spring 1	<ul style="list-style-type: none"> ● Star Reader test for Accelerated Reader book range. ● Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Nursery and Reception WellComm speech and language screening. ● Year 1 Phonics Screening Check 2024 paper. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 3. ● Cornerstones Spring summative tests for reading, maths and GPS for Years 2, 3, 4, 5. ● Year 6 2024 SATS papers for reading, maths and GPS. ● Phonics assessments. ● Y2-6 Spelling Test (20 spellings). ● Year 3 and Year 4 Times Tables Rockstars gig - monthly. ● Trial moderation for Year 6 writing.
Spring 2	<ul style="list-style-type: none"> ● Reception mid-year check. ● Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Point-in-time summative assessment Curriculum Maestro data drop for Year 1-6 judgements for all subjects. ● Pupil progress meetings. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 4. ● Year 6 2025 SATS papers for reading, maths and GPS. ● Phonics assessments.

	<ul style="list-style-type: none"> ● Y2-6 Spelling Test (20 spellings). ● Year 3 and Year 4 Times Tables Rockstars gig - monthly.
Summer 1	<ul style="list-style-type: none"> ● Star Reader test for Accelerated Reader book range. ● Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Nursery and Reception WellComm speech and language screening. ● National testing Year 6. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 5. ● Phonics assessments. ● Year 1 Phonics Screening Check 2025 paper. ● Year 2-6 Spelling Test (20 spellings). ● Year 3 and Year 4 Times Tables Rockstars gig - monthly.
Summer 2	<ul style="list-style-type: none"> ● Nursery OP&L Spotlight assessment (6 monthly on birthday and half birthday). ● Year 1 and Year 2 Phonics Screening Check. ● Year 4 Multiplication Tables Check. ● Year 1, 2, 3, 4, 5 Cornerstones Arithmetic Test 6. ● Cornerstones Summer summative tests for Reading, Maths and GPS for Years 2, 3, 4, 5. ● Year 2-6 Spelling Test (20 spellings). ● Phonics assessments. ● Year 3 Times Tables Rockstars gig - monthly. ● Trust Collaborative moderation. ● Final summative assessment for Nursery using Development Matters and for Reception against Early Learning Goals. EYFSP data to LA. ● Finalise teacher summative assessments in all subjects.