



Assessment Policy

PURPOSE

We use several different types of assessments for different internal purposes. The document below is an explanation of each of these assessments.

1. Introduction

Our mission is to create a group of outstanding academies that radically improve our pupils' life chances. We want every pupil at an Ark academy to do well enough by age 18 to have real options to: go to university or follow the career path of their choice.

1. Our Internal Assessments

We use a number of different types of assessments for different internal purposes. Below is an explanation of each of these assessments. Appendix A outlines the order in which they are used.

Reading and maths

Hodder Puma and Pira

Method: Puma and Pira are standardised tests which are taken in standard test conditions three times a year.

Purpose: These tests give us a summative judgment and allow us to monitor progress against national standards.

Language: These tests are reported as DfE scaled scores which run from 85-115 at KS1, and 80-120 at KS2.

Teacher assessments

Method: Teachers use evidence from classwork to make a judgement about pupil performance three times a year in reading and maths. Teachers can also use information from other assessments (Puma and Pira, arithmetic tests and KPIs) to help inform these judgments.

Purpose: This is a summative judgment which allows us to track progress against national standards. This is different from the Puma and Pira in that it is based on a holistic appraisal of a range of pupil work, not a one-off test. This teacher assessment is not formally moderated.

Language: WTS-, WTS+, EXS_, EXS+, GDS. Please see the target setting guide [here](#) for more details of how these grades correspond to the underlying scaled scores.

Writing

Method: Teachers use evidence from classwork to make a judgment about pupil performance three times a year

Purpose: This is a summative judgment which allows us to track progress against national standards. This judgment is moderated at training days.

Language: WTS-, WTS+, EXS_, EXS+, GDS. Please see the target setting guide [here](#) for more

details of how these grades correspond to the underlying scaled scores.

Arithmetic

Method: Arithmetic tests are devised by us and are taken by pupils six times a year

Purpose: These tests allow teachers to monitor arithmetic progress over time and to identify gaps

Language: Scores are recorded as raw marks

Key Performance Indicators

Method: The KPIs are a series of curriculum statements which teachers use to guide their teaching from lesson to lesson

Purpose: The KPIs allow teachers to make formative judgments about what they have already taught and what they need to reteach

Language: KPIs are recorded as either 'met' or 'not met'. They are not aggregated up to a grade.

Read Write Inc

Method: Teachers assess pupils using the built-in RWI assessments every half-term.

Purpose: To monitor early reading progress

Language: A, B, C, D, E, F, G, H, I, J

Early Years Foundation Stage Profile

Method: Teachers make a judgment against each of the 17 learning areas. They make a baseline judgment at the start of the year, and then a judgment at the end of every term after that.

Purpose: To monitor progress against the early learning goals.

Language: 0-11, 8-20, 16-26; 22-36

Emerging/Expected/Exceeding; 30-50 Emerging/Expected/Exceeding; 40-60

Emerging/Expected/Exceeding; ELG1/ELG2/ELG3

2. National Assessments

Early Years Foundation Stage Profile

Schools must submit final EYFS profile data on each pupil to their local authority by June 30 2017.

Phonics

The phonics screening check week is typically the second week after the summer half term. It is taken by all pupils in year 1. Pupils who do not pass in year 1 retake it at the end of year 2.

Key Stage 1 assessments

The Key Stage 1 assessment window is in May. Schools take the assessments in the final week of May. Pupils are to be teacher assessed as one of the following five grades: Below, Pre-Key Stage, Working Towards, Expected Standard, Greater Depth.

The government provide national assessments in reading and maths which produce a scaled score. These help to inform the teacher assessments. We use the following guidance when making the judgments in maths and reading.

- All pupils who receive 105 or above on the national assessments should be teacher assessed as 'EXS' or 'GDS'
- All pupils who receive below 95 on the national assessment should be teacher assessed as 'WTS', Pre-Key Stage or Below.
- Pupils who score between 95 and 104 inclusive should be reviewed on an individual basis by the SMT and year 2 team, taking into account their results on the assessments completed throughout the year.

Key Stage 2 assessments

- Reading and maths assessments are taken in the second week of May.
- Writing teacher assessments should be made by the end of May.

3. After the assessments

Tracking and analysis

Attainment data is recorded in the academy's Management Information System (MIS) and is available for analysis in Ark's data system, Click Click Report (CCR). This data is available to the central network team, school SLTs and teachers. CCR also provides a variety of tools to support this analysis, such as school and network-level dashboards and question-level trackers. Individual teachers should use these data and tools to identify gaps in pupils' learning and to inform their planning.

Moderation

We expect our academies to moderate assessment results internally and regularly to ensure the data is robust and the information is accurate. We also hold regular network moderation meetings for each year group, which all our academies participate in. Academies are also moderated by Local Authorities as part of their duty to check local schools on an annual basis.

Intervention

It is the expectation that teachers and leaders respond to assessment analysis. At each assessment point, schools should use new data to put in place interventions across all year groups as required so that pupils with lower rates of attainment can catch up straight away. These interventions could be in the form of a 'same day intervention' with their class teacher or with another adult who has been given appropriate training to deliver the sessions.

Pupil progress meetings

Our academies are expected to hold half termly pupil progress meetings for all year groups. These meetings are chaired by the Principal or senior leader in charge of assessment. The class teacher and Inclusion Manager/SENCO attend. The purpose of these meetings is for the group to consider every pupil's progress and attainment relative to their targets; to identify all pupils at risk of not meeting their target; and to take co-ordinated action to ensure progress is accelerated. Written notes must be kept of these meetings to ensure that staff are held to account against the agreed actions.

Reporting to parents/ carers

It is expected that the academies will report to parents/ carers regularly. Each year academies

hold at least two parents/ evenings with an end of year report sent home to parents.

Covid-19 Addendum

1. Exceptional changes to the assessment model for 2020-21

Due to the time that students have been out of school we propose that we do a one-off benchmark in week 4 of the autumn term to quantify the difference between the attainment of students this year and the attainment we would have expected in a normal year. This baseline will be completed using the summer PUMA / PIRA assessment from the previous year group.

It is important to remember when looking at the results of the PUMA and PIRA assessments that it does not necessarily reflect the potential attainment of students as each student will have had different experiences of the school closures. Those students who have had support and opportunity to continue their learning at home will perform more strongly than those with more challenging home circumstances. The data from these assessments is therefore most useful at a cohort level to quantify the effect of the school closures.

Results of these baselines will however support us in understanding which students are furthest behind at this point. More formative assessments will then be needed to establish the areas where students have weaknesses. These more formative assessments should be incorporated as a long-term part of our curriculum model.

In year 1, teachers will continue to complete the EExaT profile to identify strengths, weaknesses and gaps that need to be addressed. This will be used until the end of Autumn 2.

Due to the Covid-19 outbreak the introduction of the statutory reception baseline has been delayed until September 2021.

Overview of assessments in each year group

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	EExAT Baseline	EExAT		EExAT		EExAT
Reception	EExAT Baseline RWI	EExAT RWI	GLD prediction RWI	EExAT RWI	RWI	EYFS Profile EExAT RWI
Yr 1	EExAT assessment RWI /PM	RWI	RWI /PM PUMA/PIRA Writing TA	RWI	RWI /PM	RWI Phonics screening PUMA/PIRA Writing TA
Yr 2	RWI /PM NGRT Arithmetic PUMA/PIRA	RWI Arithmetic	RWI / PM Arithmetic PUMA/PIRA Writing TA	RWI Arithmetic	RWI / PM SATs	RWI Phonics screening*

Yr 3	<p>NGRT</p> <p>PM Benchmark</p> <p>Arithmetic</p> <p>PUMA/PIRA</p>	Arithmetic	<p>Arithmetic</p> <p>PUMA/PIRA</p> <p>Writing TA</p> <p>PM Benchmark</p>	Arithmetic	Arithmetic	<p>PUMA/PIRA</p> <p>Writing TA</p>
Yr 4	<p>NGRT</p> <p>PM Benchmark</p> <p>Arithmetic</p> <p>PUMA/PIRA</p>	Arithmetic	<p>Arithmetic</p> <p>PUMA/PIRA</p> <p>Writing TA</p> <p>PM Benchmark</p>	Arithmetic	Arithmetic	<p>Arithmetic</p> <p>PUMA/PIRA</p> <p>Writing TA</p> <p>MTC</p>
Yr 5	<p>NGRT</p> <p>PM Benchmark</p> <p>Arithmetic</p> <p>PUMA/PIRA</p>	Arithmetic	<p>Arithmetic</p> <p>PUMA/PIRA</p> <p>Writing TA</p> <p>PM Benchmark</p>	Arithmetic	Arithmetic	<p>PUMA/PIRA</p> <p>Writing TA</p>

Yr 6	NGRT PM Benchmark Arithmetic PUMA/PIRA	Mock SATs Writing TA	Mock SATs Writing TA PM Benchmark		SATs	
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