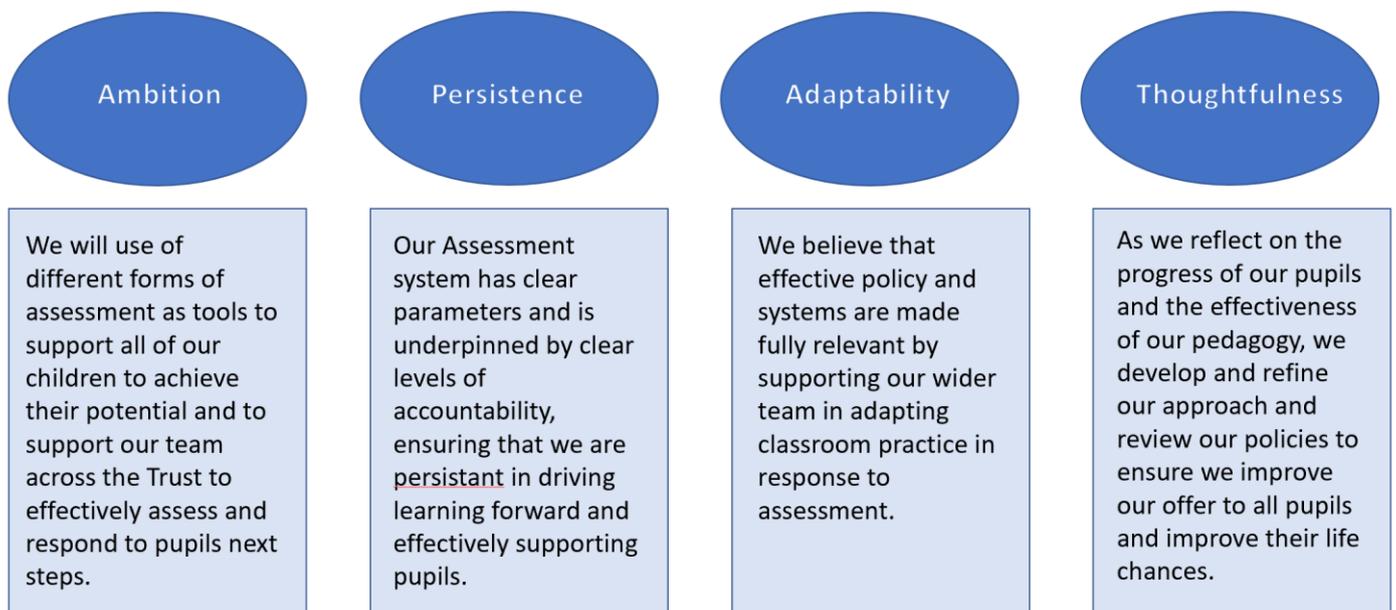


Amadeus Primary Academies Trust Assessment Policy

| | |
|---------------------------|--------------------------------------|
| First Date Policy Agreed: | Review Date for Policy: |
| Signed CEO: | Joint Standards Committee March 2021 |
| Signed Chair Of Trustees: | |

At Amadeus Primary Academies Trust our core values are: Ambition, Persistence, Adaptability and Thoughtfulness and all of our policies are underpinned by this. In Moderation this means:



Assessment at Amadeus Primary Academies Trust includes ongoing evaluation of learning by teachers on a day to day basis which allows them to tailor their teaching accordingly – commonly referred to as ‘Responsive Teaching’.

The rationale to reviewing and amending our assessment and data management system reflects the advice published in “*Eliminating unnecessary workload associated with data management*” (March 2016)

1. *be streamlined: eliminate duplication – ‘collect once, use many times’*
2. *be ruthless: only collect what is needed to support outcomes for children. The amount of data collected should be proportionate to its usefulness. Always ask why the data is needed.*
3. *be prepared to stop activity: do not assume that collection or analysis must continue just because it always has*
4. *be aware of workload issues: consider not just how long it will take, but whether that time could be better spent on other tasks*

The Language of Assessment used at Amadeus Primary Academies Trust

| | | |
|---|------------------------------|--|
| EYFS | Early Years/Foundation Stage | |
| | ELG | Early Learning Goal |
| | GLD | Good Level of Development. Pupils will be defined as having a GLD if they achieve at least the expected level in the three prime areas of learning and the specific areas of literacy and mathematics. |
| Statutory assessment | | |
| | GDS | Working at a greater depth of expected standard |
| | EXS | Expected standard |
| | WTS | Working towards expected standard |
| | BLW | Below expected standard |
| | PKS | Pre-key stage |
| In-school language of assessment derived from PiXL approach | | |
| | PiXL | 'Partners in Excellence' – a non-profit organisation which is a collaboration of schools focussed on improving outcomes |
| | A1 | Based on current rate of progress, will secure Above Expected Standard |
| | A2 | Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard |
| | E1 | Based on current rate of progress, will secure Expected Standard |
| | E2 | Based on current rate of progress is likely to achieve Expected Standard but may require some additional support |
| | B1 | Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so. |
| | B2 | Requires specialist support |
| | Key Marginals | The specific B1 pupils targeted to attain the expected standard. Above Key Marginals are pupils targeted to reach a Greater Depth. |
| | Combined | Describes pupil working at/above expected standard in Reading, Writing and Maths |
| | WIG | 'Wildly Important Goal' |
| | QLA | Question level analysis |
| | ASP | Analyse School Performance |
| | PITA | Point in time assessments Learning is assessed against what has been taught to date and learner's achievements are compared against the expected levels of understanding and competencies relative to that 'point in time'. |
| | FFT | Fischer Family Trust |
| | <i>Symphony</i> | Assessment system used for Foundation subjects |

The correlation of the different language terms are:

| EYFS | Statutory assessment | PiXL language (Core subjects) | Wider Curriculum Language (Foundation subjects) |
|------|----------------------|-------------------------------|---|
| ELG3 | GDS | A1 | Exceeding |
| ELG2 | EXS | A2 | Expected |
| | | E1 | |
| | | E2 | |
| ELG1 | WTS | B1 | Emerging |
| | BEL | B2 | Below |
| | PKS | | |

‘*Development Matters in the EYFS*’ is used to track and assess pupils across our Nursery and Reception years. The ‘*EYFS profile*’ is used to make accurate judgements about each pupil’s attainment at the end of EYFS.

In Y1-6 PiXL tests and past SATs papers in Reading, Maths and GPS take place periodically and gives teachers indicators of how well specific knowledge and skills have been retained and informs teachers of patterns and trends to tailor future curriculum planning and provision.

The tracking of foundation subjects is bespoke and moderated across other Trust schools. Bespoke materials are also used for Phonics and Science.

Statutory assessments are completed at the end of EYFS, KS1 and KS2. Phonics assessments are initially completed at the end of Year 1 and statutory times-tables tests introduced in Year 4.

Attainment

EYFS:

The attainment of pupils in EYFS is assessed and tracked against the age-related criteria within “*Development Matters*”. Observations and evidence are continually gathered to make recorded judgements at the end of the Autumn, Spring and Summer term.

Agreed age-related expectations for the EYFS are:

| | Baseline | Autumn | Spring | Summer |
|-----------|---------------------|-------------------------|----------------------|----------------------|
| Nursery | Secure 22-36mths | Beginning 30-50 mths | Within 30-50 mths | Secure 30-50 mths |
| Reception | Secure 30-50mths | Beginning 40-60 mths | Within 40-60mths | Secure 40-60mths |

During the final term of EYFS a summative assessment is made for pupils using the Early Learning Goal statement for each strand. Pupils achieving at least the expected level in the prime areas of learning and in the specific areas of literacy and mathematics are reported as gaining a ‘*Good Level of Development*’ (GLD)

Y1-6:

Teacher ‘point in time’ judgements of a pupil’s attainment are made at, at least three points throughout the school year, following the PiXL timetable.

The schedule of diagnostic tests in Reading, Maths and GPS are used by teachers and leaders to identify pupils who may be at risk of falling behind (both for Expected and Greater Depth) in phase and so may require more focussed intervention. The information from both tests and teacher assessment is used to inform pupil progress discussion

and to quality assure accurate judgements are made. Nationally comparable benchmarking including *FFT* and *PiXL* is used to check that individual pupils, cohorts and groups are on track to meet end of key stage predictions.

Teachers will refer to:

- Observations
- Discussions with the pupil
- Performance and engagement in lessons
- Pupil's books
- Marking and feedback
- Curriculum coverage tracking
- Impact of 'Same Day Intervention'
- Impact of targeted catchup interventions
- Reading records
- Writing Indicators (See Trust Moderation Policy)
- QLAs
- *PiXL* test outcomes and summary reports
- Pupil Tracking e.g. phonics, spelling, reading speed.

Progress

At Amadeus Primary Academies Trust the monitoring of progress is represented using progress matrices, plotting the pupil's current attainment from their starting point (e.g. EYFS or KS1 outcomes).

'Sustained progress' follows a linear flightpath model. This is where pupils at least maintain their flightpath, with targeted intervention for those working below to meet the standards of their peers.

The progress of pupils working below the year group's curriculum will be monitored and evidenced in personal curriculum plans and/or Individual Education plans.

The progress of pupils working at a Greater Depth will also be monitored and evidenced on personal curriculum plans when accessing the curriculum of a higher year group.

Reliability and Validity

The reliability of any assessment is a measure of consistency. It is understood that test marks can fluctuate on any given day, this is why *PiXL* test outcomes and SATs paper practises are one of the many tools which teachers use to formulate their judgements, changes to *PiXL* Grades however should only be made following Pupil Progress Meetings and only where evidence can be shown to validate differing judgements.

PiXL outcomes are used primarily to assess the cohort's attainment. Making comparisons with the *PiXL* cohort (for example 22890 pupils in the most recent Y6 assessments) makes the data more reliable, however this also supports us in tracking pupil flight paths between phases.

Discussions are also important about the validity of any assessment. Is it actually assessing the knowledge or skill it is intended to?

Predictions/WIG

WIG 'Wildly Important Goal'

This figure is our reasonable but ambitious goal. It is set for each year group within the first term and represents the sum attainment of each pupil's performance on their best day. The predictions we make are our opinions of the cohort's outcomes based upon evidence of assessment and a range of information gathering. These however are accountability checked both at Trust and school level to ensure agreed clarity.

Reliability of predictions

Each term predictions are reviewed by class teachers about a pupil's end of year outcome. These must be validated by the Phase or Year Group Leader before the end of each term and then being communicated to parents / carers.

Senior leaders in consultation with Middle Leaders then must develop predictions of cohort outcomes and end of key stage results based on this evidence, again quality assuring the process before this is shared at Trust Level with this information being prepared for CEO 1-1 discussion, Executive Team Feedback and communication to Trustees via the Joint Standards Committee.

The PIXL Timetable must be followed at all trust schools with a clear agreement in place of the system of quality assurance. For each dataset there must be an agreed level of accountability for:

| Assessment Scenario and Marking | Grade Agreement | Uploading Data before deadline | Checking Data is uploaded and working before deadline | Monitoring / Quality Assuring Response to Data | Meeting with CEO / Head of SI re data / implications | Preparing Data to present to LGB, Trustees |
|---|---|--|---|---|---|---|
| Who is ensuring the testing process is effective and marking is quality assured | Who is moderating judgements in writing and agreeing any changes to grade at PPM/R? | Who is responsible for the first check on data and uploading this to PIXL? | Who is responsible for back up check to ensure data deadline is met and data available / working? | Who is checking that action plans agreed at PPM/R is being implemented effectively? | Who is meeting with Trust Representatives to discuss implications and report back on actions / impact / review cycle? | Who is presenting your data to Trustees / LGBs and ensuring KLIs are completed. |

We can further ensure reliability by:

- Consistently using a shared language of assessment across APAT.
- Quality Assurance model including lesson observations, drop-ins and book walks, to support Phase, Year Group and Senior Leadership discussions and Pupil Progress Meetings.
- Pupil Progress meetings should be held termly with all teachers and recorded as per Trust agreement.
- Shared formatted data points across the Trust must be met with systems followed to ensure all data is correct and available for Trust / National comparison.
- Internal moderation within and across year groups (See Moderation Policy)
- Moderation across the Trust (See Moderation Policy)
- Continuing to develop our LEA Moderator Group providing opportunities for staff from all Trust Schools to develop in this area, ensuring that the Trust Team update the Moderation policy yearly inline with changes to Y2 / Y6 national approaches.
- The CEO and Trust Head of School Improvement will support and challenge the six primaries within Amadeus Primary Academies Trust.
- All Trust schools will ensure attendance of relevant Parties at PIXL events and communicate regularly with their PiXL Associate to develop their practice further.