

ASSESSMENT POLICY

Learning Academies Trust

Version: 1.0

Approved by: LAT Heads

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LEARNING
ACADEMIES TRUST

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CHANGES

Policy date	Summary of change	Author	Version	Review date
01/01/2023	Policy has been created.	LAT Assessment Group	1.0	01/01/2014

1. AIMS

“The teacher’s job is not to transmit knowledge, nor to facilitate learning. It is to engineer effective learning environments for the students. The key features of effective learning environments are that they create student engagement and allow teachers, learners, and their peers to ensure that the learning is proceeding in the intended direction. The only way we can do this is through assessment. That is why assessment is, indeed, the bridge between teaching and learning.”

— Dylan Wiliam, [Embedded Formative Assessment](#)

To ensure that all pupils achieve their full potential within the Learning Academies Trust, it is essential that children are assessed to understand what the children know and what they need to do next to move their learning on. Within the Trust, we use a range of different assessment methods throughout the year to make judgements and comparisons. The LAT Assessment Team will monitor and track both the assessments and progress of the children to ensure that there is a consistency across the schools and that children achieve their full potential.

2. LEGISLATION AND GUIDANCE

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The 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. PRINCIPLES OF ASSESSMENT

- To monitor standards, set high expectations and monitor progress over time.
- To provide LAT-wide comparisons for directors, Curriculum Leaders and other stakeholders.
- To support LAT Curriculum Leads, to identify areas of strength and need across the Trust in order to share best practice.
- To ensure that teachers are aware of the next steps in learning to support quality first teaching.

4. MONITORING

- To ensure that assessments are consistent, moderation across the schools will take place.
- Whole school trends and areas of concern will be identified by the LAT Assessment Lead which will form future actions for LAT Curriculum Leads (English, Maths, Early Reading and EYFS). Action plans and CPD will be implemented where needed as a result of analysis.
- The LAT Disadvantaged and SEND teams will track and monitor the progress of those pupils across the Trust.
- All externally submitted data will be moderated internally at the direction of the Headteacher/Head of School, prior to submission.

5. ASSESSMENT APPROACHES

- Formal assessments are completed across all schools in the Trust. (See Appendix 1)
- In EYFS, a LAT baseline and National reception baseline (RBA) is completed. Blank Levels are used termly to track and support EYFS development consistently.
- Termly NFER tests will be conducted in line with agreed LAT procedures
- Statutory DFE assessments are completed in Years R, 1, 2, 4 and 6. The Headteacher will ensure that all testing is robust and conducted within the specified guidelines and approved by the CEO. The Headteacher will ensure that all tests and processes are internally moderated.
- All schools will submit their in-school Phonics programme data termly.

6. COLLECTING AND USING DATA

Text Collecting and using data:

- All schools use INSIGHT for data reporting.
- Assessment Leads are responsible to ensure that INSIGHT is continually updated.
- Reading, Writing, SPaG and Maths data are submitted termly.
- School-wide assessment leads collate the data to submit to LAT Assessment Lead.
- Data is analysed by LAT Assessment Lead and submitted to the CEO and Trust Board.

7. RESPONSIBILITIES

The policy will be regularly reviewed and evaluated by the CEO and Curriculum Board. This board will also monitor assessment data across the LAT. The LAT Assessment team and Headteachers are responsible for the monitoring of assessment across their schools and the Trust.

APPENDIX 1

Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut	Phonics	NFER	NFER	NFER	NFER	SATs
Spr	Phonics	SATs	NFER	NFER	NFER	SATs
Sum	Phonics	SATs	NFER	NFER	NFER	SATs

Writing: (In addition to Teacher Assessed Writing using the LAT criteria)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut			SPaG NFER	SPaG NFER	SPaG NFER	SPaG SATs
Spr			SPaG NFER	SPaG NFER	SPaG NFER	SPaG SATs
Sum			SPaG NFER	SPaG NFER	SPaG NFER	SPaG SATs

Maths:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut	/	NFER	NFER	NFER	NFER	SATs
Spr	NFER	SATs	NFER	NFER	NFER	SATs
Sum	NFER	SATs	NFER	NFER	NFER	SATs

EYFS

	EYFS
Aut	RBA LAT Baseline Blank Levels 7 EYFS Areas on Entry Data on INSIGHT
Spr	LAT Baseline Blank Levels Reading/Writing/Maths Data on INSIGHT
Sum	LAT Baseline Blank Levels EYFSP 7 EYFS Areas on Entry Data on INSIGHT