

Overarching Assessment Statement

Aim

The aim of this statement is to ensure a consistent Trust approach for Assessment across Pickwick Academy Trust.

As a Trust we recognise that there are a wide range of assessment approaches that our schools use. These include:

- Planning for learning
- Assessment for learning
- Target setting
- Summative assessment
- Statutory assessment

Planning for Learning

Secure knowledge of each pupil's current progress is a core element of teaching and learning. Rigorous monitoring procedures such as data analysis, observations, drop in's, discussions with pupils and scrutiny of pupil's work will inform future planning eg curriculum coverage, pupil feedback and support and the level of differentiation required.

Assessment for Learning

We encourage all schools in the trust to use Assessment for Learning (AfL) strategies.

A range of AfL strategies are used in the classroom, these include:

- Explicit targeted learning objectives that are shared with the pupils.
- Success criteria that are agreed by the pupils and teacher.
- Self, peer and teacher assessment that assesses against the learning objective and/or the success criteria.
- Pupils that are engaged in their learning, receiving immediate feedback on their progress.

Target Setting

Target setting is a vehicle by which standards can be improved. The Trust agrees annually, through discussion with the Executive Headteachers and the Head of School, to set challenging but achievable targets for all cohorts based on prior attainment and FFT Aspire.

Each school will need to set targets against the following:

- Proportion achieving Age related Expectations or Above in reading, writing and maths.
- Proportion achieving expected progress in reading, writing and maths combined.
- Percentage of Pupil Premium achieving Age Related Expectations or above in both Reading, writing and maths.
- Proportion of Pupil Premium achieving expected progress in Reading, writing and maths combined.

Summative Assessment

Three times a year the Trust asks schools to assess all their pupils in Reading, Writing and Mathematics in order to track progress against targets set.

Teachers make these assessments using:

- Foundation Stage profile monitoring
- A review of pupils learning in books

- Assessing against agreed objectives on Insight tracker (a system used by all schools to record and track pupil progress)
- White Rose maths assessments
- FS2 baseline assessments
- Practice phonics screening checks (Year 1 and 2)
- Standardised assessments PUMA, PIRA and GAPS (Year 1, 3, 4, 5)
- Practice National SAT assessments (Year 2, 6)

Three times a year the standardised testing of PUMA.PIRA and GAPS and the Year 2 and 6 ongoing SAT assessments are analysed using a Gap analysis tool. This allows pupils/ groups vulnerable to under achievement to be quickly identified and support prioritised in order to accelerate progress against set targets. Overall areas of development can then feed into the school's development planning.

Statutory Assessment

Statutory assessments take place annually. These include:

- Foundation stage profile judgements.
- Year 1 and 2 Phonics screening
- Key stage 1 SAT in Reading, Writing and Maths
- Year 4 times tables tests
- Key stage 2 SATs in Reading, Writing, Maths and Spelling, punctuation and grammar.

End of Key stage National Curriculum tests (SATs) are used to monitor progress and to identify strengths and weaknesses in curriculum development. School leaders in conjunction with Executive Heads analyse these SAT results, using published data, and consider the implications for future school development planning. Groups that are identified as underachieving are targeted and interventions put in place to accelerate progress. Analysis and future steps are shared with all stakeholders including the trustees.

Reviewing and Monitoring Pupil Attainment and Progress

Individual pupils' progress, together with that of specific cohorts and vulnerable groups, are tracked using the Insight tracking tool. School leaders, the Local Governing Body, the Executive Headteachers and the Trustees as part of the School Improvement committee, monitor these assessments three times a year.

School data entered into Insight tracker generates combined Pickwick data, both of which are monitored against prior attainment and FFT targets by Executive Headteachers. Outcomes are discussed at data meetings with Head of Schools three times a year, ensuring that interventions are immediately employed to tackle any underperforming groups. Records of Executive Head visits are shared with the Trust Board School Improvement Committee and each school's local Governing body.

Individual schools hold pupil progress meetings three times a year to identify strengths/weaknesses in performance and to plan for appropriate interventions and/or any CPD requirements. Leaders monitor pupil progress through regular lesson observations, pupil conferencing, book and planning scrutiny.

Equal Opportunities and children vulnerable to under achievement

We are aware of the need to monitor for under achievement by using our data to establish whether there are any significant trends, for example, in gender, race, SEND or disadvantaged pupils. This is done by analysing SATs results in more detail using IDSR, Fischer Family Trust data, Perspective Lite, Analysing School Performance, PIRA/PUMA/GAPS analysis etc.

We also monitor carefully and may provide additional support to children who for particular reasons may be vulnerable to under achievement, especially those in receipt of Pupil Premium.