



Truro and Penwith
Academy Trust



Primary Assessment Policy

1. Aims

This policy aims to:

- Provide clear guidelines on the approach to summative assessment and reporting for schools within the Truro Penwith Academy Trust (TPAT).
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to the CEO and Trustees (R,W,Ma).

2. Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

3. Principles of assessment

This policy supports TPAT's ethos of working collaboratively by establishing a core set of assessments to be reported to the CEO and Trust Board three times per year.

This policy is for the recording and reporting of summative assessments. Formative Assessment practices are carried out entirely in line with the individual policy of each school. In utilising a common approach to recording assessments, the Trust is mindful of its commitment to not add unnecessarily to teacher workload.

Summative assessment is to describe pupil attainment and comparatively evaluate the performance of individual pupils and pupil groups both within individual schools and across the trust. Such evaluations will be used to allocate resources and, where beneficial, support to weaker cohorts.

Assessments will be robust and thorough and allow the identification of pivotal pupils within schools to ensure no pupil is coasting in their learning journey. As a Trust, we will be aspirational for all of our children. It will also identify any pupils who are not accessing their year group's curriculum.

4. Assessment approaches

TPAT views assessment as an integral part of teaching and learning, inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

TPAT schools support the principles that any assessment data produced must serve a purpose and impact on pupils' learning, and that data should be collected once and used in multiple ways to avoid unnecessary workload for staff.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve **WALKTHRU**
- Pupils in Year 5 and 6 to be supported with assessment through the use of the Advantage project linked to the use of Showbie.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- School leaders to monitor the performance of pupil cohorts using Question and Objective level analysis to identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching – the use of Socrative supports this.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

Assessments will take two interlinked forms:

Teacher assessment will utilise internal assessment processes for foundation subjects, which will vary between schools, to judge where a pupil is attaining in their classwork in relation to what might be expected of a pupil at that point in their school journey.

For Reading, Writing & Maths these Teacher Assessments are informed by Test Outcomes and Writing Evidence Gathering Grids and are reported on ARBOR. (TPAT Reading TA, TPAT Writing TA & TPAT Maths TA Marksheets Y1 – Y6)

Standardised testing will use commercially produced and nationally standardised tests in reading and maths in order to compare the attainment of our pupils with those nationally as well as to promote alignment of teacher judgements across and within the different schools of the trust.

In Year 3,4 & 5, all primary schools in TPAT complete **NFER reading tests** and **Maths.co.uk** termly Maths papers in Autumn Term 2, Spring Term 2 and Summer Term 2. Reading scores are reported on ARBOR (**NFER Reading**), Maths scores are integral to Maths.co.uk.

Year 2 & Year 6 pupils complete the SATS papers from most recent 2 years in Autumn 2 (2nd most recent)) and Spring 2 (most recent) . The standardised scores from the Year 6 test outcomes will be reported on ARBOR in Autumn and Spring Term (**KS2 SATS: GPS Scaled Score to Benchmarks, KS2 SATS: Reading Scaled Score to Benchmarks & KS2 SATS Maths Scaled Score to Benchmarks**)

Assessment periods will be defined at the beginning of each academic year.

Schools will use the results of these assessments to identify and tackle gaps in pupil learning and consider how each pupil's learning interacts with their classroom performance.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context (IDSR & Corestats)
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Reception Baseline Assessment (at the start of the reception year)
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- Phonics Screening re-check in Autumn Year 2
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2 optional) and Key Stage 2 (year 6)
- End of KS2 Writing & Science Teacher Assessments
- Multiplication- Times tables check for year 4

5. Collecting and using data

5.1 Parameters

Schools will enter teacher assessments, informed by test outcomes, onto the school's management information system (ARBOR) at the end of each of the autumn, spring and summer terms for reading, writing and mathematics for pupils above Reception.

At the end of the academic year a standardized test score will also be recorded for reading and entered onto the ARBOR system. (NFER Reading) Maths standards will be recorded automatically on Maths.co.uk

Teachers will use the Trust Writing Criteria documents (Evidence Gathering Grids) for each year group to support their shared understanding of the quality of writing which represents Secure (ARE) and Greater Depth (GDS).

5.2 Interpretation of data

Standardised tests allow us to draw conclusions about how our pupils are performing in relation to their peers nationally, and to compare different cohorts of pupils. Care must be taken when drawing conclusions however: on the individual level they can suggest unreliable conclusions since pupils may over or under perform on the test. Where a pupil's test score and teacher assessed attainment level are not in line, this discrepancy should form the basis of a discussion to examine the reasons for this.

When looking at the performance of groups of pupils, care should be taken to avoid over interpret instances where trends or conclusions are based on small groups. In such instances, disparity between the performance of the pupil attribute group and the general cohort may better prompt discussion than describe firm conclusions about the performance of a school.

5.3 Levels of assessment

Schools will use the following levels of possible assessment, each defined in relation to the attainment that might be typically expected of a pupil at that stage in their learning.

In years 1 to 6, schools use:

Engagement Model

Pupils working below the standard of national curriculum assessments and not engaged in subject-specific study.

Pre Key Stage Level - in Year 2 and Year 6 (PKS)

Pupils working below the standard of the national curriculum tests and assessments but who remain engaged in subject-specific study.

Working Below the Expected Standard (BLW)

Pupils currently unlikely to achieve the expected standard in the current academic year (typically achieving a Standardised Score <90 in tests.)

Working Towards the Expected Standard (WTS)

Pupils currently close to attaining the expected standard in the current academic (typically achieving a Standardised Score of 90 - 99 in tests.)

Working at the Expected Standard (EXS)

Pupils have achieved success in most objectives taught in class and are on track to achieve age related expectations by the end of the year.

Working at a Greater Depth Standard (GDS)

Pupils are secure in what has been taught and are their applying knowledge to solve challenges and broaden their understanding, confidently and independently.

5.4 EYFS assessment

The way in which formative, developmental assessments within the Early Years Framework are made is devolved to individual schools.

Reception:

Schools will assess and report on all ELG strands at **baseline** when children start Reception at the beginning of the autumn term.

In the **summer** term, schools will report on all ELGs. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

These summative assessments will be recorded on ARBOR.

5.5 Year 6

Schools across the trust will assess pupils in year 6 at the end of each term (Autumn 2– Spring 2) using past National Curriculum tests for Reading, English Grammar Spelling and Punctuation and Maths. The order (year) in which the past papers will be completed, will be defined he beginning of the academic year. For writing, teacher assessment using Evidence Gathering Grids (EGGs) will be used.

Test outcomes will be recorded on ARBOR.

5.6 Reporting to the Trust Board

All data will be compiled into a MAT level report. Autumn term – Year 2 and Y6. Spring and summer term, all year groups. Reception data will be compiled into a MAT level report at baseline and in the spring and summer terms.

This Policy will be reviewed Annually

September 2025

