

Our Approach to Assessment

Why we assess:

We assess children's learning so that we know what to teach them next. Learning, however, is not linear and takes time to embed into long-term memory. Forgetting is part of the learning process so teaching sequences will therefore need to be reviewed, repeated, revised and reassessed for us to know that the knowledge and understanding has truly been learned. This is an ongoing process and this regular evaluation of what has been taught, what needs to be taught and what needs to be retaught and revised is at the heart of assessment.

What we assess:

Formative assessment

- Learning is assessed against Key Learning Indicators (KLIs). These are NOT generic descriptors but specific, bespoke end of year expectations for each year group for each subject. The assessment is binary. Children have either achieved the KLI or they have not. Teaching is planned with reference to KLIs.
- Short-term teaching sequences are assessed using short, focussed quizzes that help embed knowledge and enable teachers to assess understanding. These quizzes are repeated at intervals to ensure learning is embedded.
- Teachers use specific longer tests to assess at the end of longer domain learning sequences.
- All children are assessed as to where they are within reading progression leading to fluency and receive specific teaching to ensure they achieve fluency.

Summative Assessment

Learning cannot be measured. Performance can be measured.

- Performance in reading and mathematics is measured using PIRA and PUMA tests. These test a sample of the domain and not the whole domain and therefore have little value for formative assessment. They do nonetheless indicate broader academy improvement over time and provide useful comparative data with other academies.
- Teachers assess children's progress termly. They assess progress against children's previous and current attainment and report whether this constitutes expected progress.

All assessments feed into STEP Up pupil progress meetings between teachers and SLT and inform the resulting actions and expected impact for children not making expected progress.