

**The Cam Academy Trust**  
**FRAMEWORK FOR ACADEMY ASSESSMENT POLICIES**

<b>Approved in consultation with the Curriculum and Standards Committee on behalf of the Trust Board:</b>	<b>14<sup>th</sup> January 2020 &amp; 8<sup>th</sup> February 2022</b>
<b>To be reviewed:</b>	<b>Every two years or as appropriate</b>
<b>Date of next review:</b>	<b>January 2024</b>
<b>Responsible Officer:</b>	<b>Director of Education – P. Lawrence</b>

### **Aims and Principles**

The Cam Academy Trust aims to ensure that every pupil within its academies attains standards of achievement that are the highest of which they are capable, by providing teaching of the highest possible standard. We believe that effective assessment is central to the teaching and learning process and a key element in achieving this goal.

We believe that the effectiveness of assessment practice can be judged by the extent to which it helps develop pupil learning, while being managed efficiently by teachers as an integral part of their work.

Research and investigation into best practice provides clear indications of which approaches to assessment are most effective in encouraging pupil progress. Most studies distinguish between *summative* assessment that summarises a pupil's achievement at a particular point in time, often in the form of a grade or level, and *formative* assessment, the aim to provide constructive feedback to a pupil about how he/she can improve.

The following framework summarises these principles and how they will be adopted across CAT. Individual academies will develop their own academy policies that are consistent with the principles and practice contained in this trust framework.

#### **1. Pupils make the greatest progress in their learning when teachers provide effective, clear, relevant and focused formative feedback.**

To help achieve this

Each academy will work, together with relevant teams and individual teachers, to develop and share best practice in providing formative feedback to pupils.

Academies will identify an appropriate cycle over which teachers will provide relevant feedback of *some kind* for pupils.

Teachers in each academy will provide effective formative assessment of pupil progress. This will usually include

- what pupils have achieved in the work they have done
- a target or targets for further improvement.

Teachers will provide opportunities for pupils to act on the feedback they receive and will evaluate subsequent work to ensure that they are acting upon it.

It is completely appropriate that effective assessment of pupil work could consist entirely of thorough formative feedback and not require any additional grade/mark/level of any kind.

*However*, it is also important that a pupil can relate any periodic reporting/monitoring grade back to the work from which the judgement was derived.

All teachers have an important role in developing the basic literacy of pupils. To this end teachers will use their professional judgement to decide the level of correction of spelling, grammar and punctuation appropriate in any piece of work. They will normally prioritise:

- key words for the topic being studied
- the most common misconceptions in spelling, punctuation and grammar.

Academy leaders will sample work from all teachers during each academic year. They will use this opportunity to monitor the nature of feedback given and the quality of pupil response to it, and to use this to improve assessment practice.

**2. Pupils make the greatest progress in their learning when they understand the assessment process and are involved in their own learning.**

To help achieve this

Academies, relevant teams and individual teachers will take every opportunity to explain to pupils the purpose, focus and methods of assessment that are used as clearly as possible.

Academies will ensure that key stage assessment criteria are expressed in ways that are understood by all pupils, and that they are also readily accessible to all pupils.

Academies will ensure that exemplar material showing achievement at different levels will be accessible to teachers and pupils.

Academies, relevant teams and individual teachers will take every opportunity to help pupils become literate in the language of assessment.

Academies will ensure that all pupils understand how any attainment grades given can be related to relevant key stage assessment criteria.

Where academies wish to acknowledge any aspect of effort in work or conduct in lessons with a grade, they will ensure that pupils understand these grades while also ensuring that they are relatable to any periodic reporting/monitoring effort grades used by the academy.

**3. Pupils make the greatest progress in their learning when teachers use a range of different assessment techniques, particularly those that build motivation and self-esteem.**

To help achieve this:

Academies, relevant teams and individual teachers will employ a range of assessment techniques as appropriate to the task in hand.

Some of the most powerful assessment practice will be the informal, low-stakes questioning which teachers deploy within lessons to ensure that all pupils are learning well. This will include assessment of how far pupils have remembered key knowledge and skills from previous lessons and topics and can recall it effectively.

They will provide opportunities for productive self and peer assessment approaches.

They will allow pupils to display their subject understanding in a number of different ways, both formal and informal, including through written, oral, diagrammatic and physical responses.

**4. Pupils make the greatest progress in their learning when teachers decide how and when to assess pupils' attainment at the same time as they plan their work.**

To help achieve this:

Academies, relevant teams and individual teachers will be able to 'map out' where the different elements of their courses that need assessment are to be assessed.

Opportunities for assessment will be identified and highlighted in schemes of work and in lesson plans.

Assessment will be a fundamental part of the way individual teachers plan their lessons, not something that is seen as additional or external to the normal process of teaching and learning.

Pupils will be given explicit and direct advice on how to achieve to the best standard possible in assessment, through the creation and dissemination of appropriate strategies, which may include mark-schemes, writing frames and advice sheets.

**5. Pupils make the greatest progress in their learning when teachers undertake investigation to find out if assessment is really helping in the learning process.**

To help achieve this:

Teachers will take time to observe and listen to pupils talking about their work.

Academies, relevant teams and individual teachers will develop tasks that require pupils to demonstrate their learning.

They will analyse and make explicit the key words that will help pupils to develop and articulate their subject understanding.

Individual teachers will take account of the results of assessment in their teaching.

**6. Teachers are best able to help pupils make the greatest progress in their learning when they use manageable systems for recording pupil progress.**

To help achieve this:

Academies will identify points throughout the year, when teachers will need to make summative judgements about pupil attainment and effort, so that progress can be monitored.

These judgements will be entered onto the academy's Management Information System. Academy leaders will work with senior trust staff to make individual academy assessment information accessible and useful to relevant trust staff.

Teachers should always be able to justify all such summative judgements made with reference to previously assessed work and/or prior performance data.

Academies and relevant teams will determine what additional information they wish individual teachers to record, and in what format. They will ensure that any information which team members are required to record is demonstrably useful to the assessment process.

**7. Teachers help pupils to make the greatest progress in their learning when they use relevant data effectively to inform their teaching, set targets and monitor pupil progress towards those targets.**

To help achieve this:

Teachers will familiarise themselves with baseline data on the pupils they teach. This might include end of key stage results, reading ages, cognitive ability test scores, SEN information and other prior performance data where available.

Academies will establish relevant targets for the performance of every pupil within the academy. These will be established with reference to potential outcomes benchmarked against the progress similar pupils make nationally. Academy leaders may choose to set a range of targets embodying different levels of aspiration. Academy leaders will provide teachers with the information above in the most effective form possible.

Academy leaders will monitor the assessment data not only of whole cohorts and individual pupils, but also of important pupil groups. These will include disadvantaged and non-disadvantaged pupils, boys and girls, those with SEN, those who have EAL, and those who have low, average and high starting points.

Academy leaders will undertake, collate and disseminate analysis of data entered onto the school Management Information System amongst relevant staff. Where appropriate individual teachers, tutors, middle and senior managers will use this information to inform strategies for intervening in the learning of individuals and groups.

## **8. Pupils make the greatest progress in their learning when teachers, parents and pupils themselves work in partnership to ensure that assessment is effective.**

To help achieve this:

The periodic summative judgements that teachers make about pupils will be shared with parents through reports. Individual academies will decide upon the most appropriate cycle for these reports. This cycle will be clearly communicated to parents and the information contained within them effectively explained.

Any statements about progress and targets for improvement made in parental reports will be consistent with comments made in formative assessment during the year. They will be useful to parents and pupils in helping to encourage progress in pupil learning.

Parents/carers will have at least one formal opportunity to discuss assessment judgements at a parents' consultation evening during each year. Parents/carers are able, when necessary, to contact teachers, middle or senior managers if they would like to discuss assessment issues at other times of the year.

Academies will ensure that they are particularly assiduous in constructing and sustaining effective communication channels with the parents/carers of disadvantaged pupils about the academy's assessment of their child's progress.

Academies will endeavour to ensure that parents clearly understand the processes and vocabulary of assessment. Parents have an important role in discussing the implications of summative and formative assessment with their son/daughter and are encouraged to examine the assessed work they have produced.

Teachers, form tutors, curriculum managers and pastoral managers will maintain an ongoing dialogue with appropriate pupils about assessment and what it suggests about their progress at every opportunity. Pupils will receive sufficient information to reach an informed understanding of their progress in relation to expectations.