

Vision statement
BRIDGE is a family of schools committed to high performance. We embrace a universal culture of excellence in the learning communities we build.
Aims
To continue building a Multi Academy Trust that promotes strong values, an excellent education for all children, develops highly effective School Teams, is financially secure, and ensures effective governance.
To nurture, support and encourage aspirations by providing excellent learning opportunities, inspiring teaching environments, and a creative approach to curriculum subjects that secures engagement from all our learners resulting in high levels of academic progress and outcomes.
To develop outstanding leadership, teaching and support teams by valuing committed, reflective staff, and providing rigorous and challenging professional development for continual School Improvement.
To develop hubs as centres of learning excellence to disseminate best practice, firstly within and then beyond, the MAT.
To successfully engage and communicate with parents/carers in our local communities, supporting pupil progress, well-being and achievement.

Bridge Multi Academy Trust Assessment Policy

Purpose
Provide clear guidelines on our approach to formative and summative assessment.
Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
Clearly set out how and when assessment practice will be monitored and evaluated.

February 2022

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Purpose of the policy

The main purpose of this policy for assessment is to develop effective, efficient and consistent methods across our Trust through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child.

Assessment Principals and Practice

1. **Assessment is at the heart of teaching and learning.** Assessment provides evidence to guide teaching and learning. It provides the opportunity for children to demonstrate and review their progress.
2. **Assessment is fair.** Assessment is inclusive of all abilities. It is free from bias towards factors that are not relevant to what the assessment intends to address.
3. **Assessment is honest.** Assessment outcomes are conveyed in an open, honest and transparent way to assist children with their learning. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. **Assessment is ambitious.** Assessment places achievement in context against nationally standardised criteria and expected standards. Assessment embodies, through objective criteria, a pathway of progress and development for every child. Assessment objectives set high expectations for learners.
5. **Assessment is appropriate.** Conclusions regarding achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information). Assessment should draw on a wide range of evidence to provide a complete picture of a child's achievement. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. **Assessment is consistent.** Judgements are formed according to common principles. The results are readily understandable by third parties. A school's results are capable of comparison with other schools, both locally and nationally.
7. **Assessment outcomes provide meaningful and understandable information for:**
 - children in developing their learning;
 - parents in supporting children with their learning;
 - teachers in planning teaching and learning;
 - school leaders and governors in improving teaching and learning/outcomes;
 - trust board; and
 - external bodies such as HMI/Ofsted.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We also use the outcomes of assessment to check and support our teaching standards and help us improve.

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

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how children are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Children** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Formative assessment approaches used in our schools may include discussion, questioning, marking & feedback, self and peer assessment and observations. It supports us to assess knowledge, skills and understanding and is used to identify gaps in knowledge and misconceptions.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure children 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
- **Children** to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Summative assessment provides useful information for improving future learning. Summative assessments allow teachers and leaders to monitor progress over a period of time.

Typically, summative assessments are made termly. Teachers may use end of unit tests or moderation materials such as those provided by Babcock to assess whether children are 'emerging', 'developing' or 'secure' within a particular year group's expectations. All teachers will engage in school or Trust level moderation then meet with leaders for pupil progress meetings prior to assessments being finalised. Assessments in English and maths are entered on to the Arbor Assessment Tracking System. Assessments in wider curriculum subjects are made at the end of a unit of work using the Trust subject specific assessment sheets which link directly to our curriculum offer.

Where a child is assessed as exceeding the relevant criteria in a subject for that year, we provide work which further deepens their knowledge and understanding.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure children are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Children and parents** to understand how children are performing in comparison to those nationally

Nationally standardised summative assessments include:

- Early Years Baseline Assessment (from September 2021)
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics screening check in year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) and Key Stage 2 (year 6)

Our use of assessment

Teachers use data to plan the learning for every child to ensure they meet or exceed expectations.

Teachers and leaders analyse the data across the school to ensure that all children, including those from vulnerable groups, are making appropriate progress and that all children are supported to achieve as highly as possible.

The information from assessment is communicated to parents and pupils on a regular basis. Parents and pupils will receive information on where their child is working in relation to Age Related Expectations (ARE) and indications of what they need to do next.

We celebrate all achievements across a broad and balanced curriculum.

An analysis of data is completed by the SLT/Headteacher/Assessment Lead within each school termly and is scrutinised to identify the school's strengths and areas for development. Actions to ensure impact are implemented. These records are a prime source of evidence of achievement and an important aid in accountability.

Each term, the Trust Data Lead monitors standards across the Trust. This information is used to deploy support where required and aids the Trust in planning high quality CPD opportunities.

The Trust Board regularly reviews school and Trust level data to hold schools to account over progress and attainment and to deploy resources effectively.

Reporting to parents

Assessment data is shared with parents through reports and parents' evenings.

Our annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The child's attendance record
- The results of any statutory assessments

Inclusion

The principles of this assessment policy apply to all children, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of children's special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all children. However, this should account for the amount of effort the child puts in as well as the outcomes achieved.

For children working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of children's specific needs.

Children working below Y1 'emerging' will be assessed using 'BSquared' materials so small steps in progress can be measured and celebrated.

Where appropriate, our SENDCos use the 'Boxhall Profile' to assess the social and emotional needs of pupils and monitor the progress they make in this area.