



NORTHAMPTON PRIMARY
ACADEMY TRUST PARTNERSHIP

NPAT Assessment Policy

Date approved by the NPAT Board of Directors:	11 October 2018
Chair of Directors Signature:	
Renewal Date:	October 2020

1. Introduction

At Northampton Primary Academy Trust, we are committed to ensuring the highest possible outcomes for children across all areas of the curriculum.

Across the NPAT Partnership, we have been working closely across schools within the context of the national assessment reforms. Our policy and procedures have been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'. (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

2. NPAT Aims and Principles of Assessment

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment provides information which is clear, reliable and free from bias and informs teaching and learning
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- assessment is achieved without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment and 'Nationally Standardised Summative Assessment'

3. Children's starting points

When children join schools across the NPAT Partnership, it is critical that we quickly ascertain where their current levels of development are, so that teachers can build on areas of strength, and work with any gaps in learning and aspects of development.

EYFS Baseline

The most common point of entry into our schools is admission into the Reception Year.

The NPAT baseline assessment measures the starting point of children in their first half term at school and identifies the strengths and areas to develop for each child using the 'Development Matters' assessment from within the EYFS Framework. This common assessment is used across all our schools and is moderated by EYFS teachers after the October half term.

In-School Joiners

Children who join school at a point other than through EYFS admission are assessed as part of their transition arrangements to the school. A 'starting point' assessment will be carried out by their class teacher using information from their previous school/s (where possible) and using any relevant summative assessments at their new NPAT school including the tests from the most recent NPAT Assessment Point. For children who have EAL, SEND or other factors that may potentially put them at a disadvantage, a more tailored and individual approach will be taken where meetings will be held between parents and either the Inclusion Leader or EAL co-ordinator in order to ascertain their needs and ensure that a rigorous plan is in place to ensure that their needs are being met and that they achieve to their full potential.

4. Delivery

We use four broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In-School Summative Assessment', 'Holistic Assessment' and 'Nationally Standardised Summative Assessments'.

Day-to-Day in-school formative assessment

'Day to Day In-School Formative Assessment' is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support (corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day In-School Formative Assessment', we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve
- ensure that misconceptions are identified at an individual level and that every child will be appropriately supported to make progress and meet expectations

A range of 'Day-to-Day In-School Formative Assessments', will be used including, for example:

- Effective use of success criteria with children so that they can understand and articulate their progress in learning
- Making use of a rich range of open/closed/reasoning and investigative questions
- Marking of pupils' work
- Observational assessments
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development
- Discussions with children
- Pupil self-assessment e.g. traffic lighting, self-marking against agreed success-criteria
- Peer marking
- Pupil conferencing

‘In-School Summative Assessment’

In-school summative assessments will be used to monitor and support children’s performance. They will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of ‘In-school-summative assessments’ will be used including, for example:

- Termly teacher assessments using the NPAT Assessment Framework
- Standardised end of term tests in Reading and Maths
- Half termly writing portfolio tasks
- Short end of topic or unit tests or tasks
- Reviews for pupils with SEN and disabilities
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations

Holistic Pupil Assessment

In addition to the process and systems around academic achievement, we use the additional assessment information to find out more relevant information about the ‘whole child’ e.g. sporting achievements, confidence/self-esteem, pupil’s attitude to self and school (PASS assessment, personal and social development).

Assessment	Description	When assessments are used	Which year groups
Pupil Attitudes to School and Self (PASS)	Online pupil survey which gives an insight to teachers about children’s attitudes to school and learning as well as their perceptions of areas such as attendance, self-esteem and confidence.	January (Retest in June for focused intervention groups)	Years 3, 4, 5 & 6

National standardised summative assessment

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will also provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school’s performance against other schools locally and nationally and make judgements about the school’s effectiveness. The government

and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of statutory 'Nationally standardised summative assessments' are used:

- A Baseline Assessment in Year EYFS
- A phonics test in Year 1[RR1]
- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

5. Tracking and Analysis

All NPAT Schools use a suite of online assessment apps accessed through Office 365 which are designed to give different school and trust personnel access to assessment information at the following different levels:

- Trust level[RR2][RR3][RR4]
- School level
- Key Stage level
- Year Group Level
- Class Level
- Pupil Group Level
- Individual Level

Staff have access to these systems and are able to analyse and manipulate data to inform their teaching in order to ensure that children achieve as highly as possible.

An inclusive approach to assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

6. Training for staff

After joining an NPAT school, teachers will be provided with training and information around assessment which will form part of their induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system, Power BI and the KI Assessment Apps will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader (member of the Senior Leadership Team tasked with co-ordinating assessment within the school) will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

7. Monitoring and Evaluation

The Assessment Leader in each school is responsible for updating assessment policies [RR5] in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the relevant Local Governing Bodies.

Assessment Leaders in each school will be supported by the NPAT Deputy and Assistant Headteacher network group, which will act as a reference group for assessment policy and practice and play a role in driving assessment practice across the trust partnership and updating and delivering policy.

Appendix 1

NPAT Assessment Calendar 2018-19

	Target setting & CATs Friday 5th October	Assessment Point 1 Friday 7th December	Assessment Point 2 Friday 29th March	Assessment Point 3 Friday 28th June
What test data needs inputting to SIMs	Individual EoY targets: Y1-6 for Reading, Writing, Maths & Phonics (Y1/2)	PIRA & PUMA - Years 3,4 & 5. SATs Past Papers 2016 - Year 2 & 6 Y1 & 2 Phonics Check 2016 EYFS Baseline and Autumn Assessment[RR6]	PIRA & PUMA - Years 3,4 & 5. SATs Past Papers 2017 - Year 2 & 6 Y1 & 2 Phonics Check 2017 EYFS Spring Assessment	Y1 PIRA/PUMA for majority of children. PIRA & PUMA - Years 3, 4 and 5. 2019 SATs for Year 2 and 6. Y1 & 2 Phonics check 2019 EYFS Summer Assessment
What TA judgements need inputting to SIMs	EoY projected targets	Y1-6 Reading, Writing & Maths	Y1-6 Reading, Writing & Maths	Y1-6 Reading, Writing & Maths

Appendix 2

Comparative Judgement Writing Tasks

Title	Genre	Stimulus Released	Writing Window	Judging Window	Results Published
Year 3 Oct	Fiction	08/10/2018	15/10/2018 - 19/10/2018	05/11/2018 - 09/11/2018	16/11/2018
Year 5 Nov	Non- Fiction	05/11/2018	12/11/2018 - 16/11/2018	26/11/2018 - 30/11/2018	07/12/2018
Year 1 Jan	Fiction	07/01/2019	14/01/2019 - 18/01/2019	28/01/2019 - 01/02/2019	08/02/2019
Year 4 Jan	Non- Fiction	14/01/2019	21/01/2019 - 25/01/2019	04/02/2019 - 08/02/2019	15/02/2019
Year 2 Mar	Fiction	11/02/2019	25/02/2019 - 01/03/2019	11/03/2019 - 15/03/2019	22/03/2019
Year 6 Mar	Fiction	25/02/2019	04/03/2019 - 08/03/2019	18/03/2019 - 22/03/2019	29/03/2019