



The Levels Academy Trust

Raising Aspirations, Realising Potential TOGETHER

Policy for Assessment Recording and Reporting Achievement from September 2017

This agreed Policy for Assessment, Recording and Reporting Pupil Achievement adheres to our agreed principle that the prime purpose of these processes is to support quality learning for all pupils across the schools within the academy. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

The aim of the policy is to:

- ensure that adults and learners are equipped with a wide range of methods that enable the goals embedded in the standards of learning, and progress towards them, to be addressed effectively
- make explicit the expectation that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need
- ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners
- ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.

Our policy recognises that pupil outcome data will be used for a range of accountability purposes, but makes clear that this must not compromise the validity or the accuracy of the assessments made.

As a result of our assessment systems, the schools will be effective in:

- providing the evidence to demonstrate clearly the assessment of pupils
- keeping parents fully informed
- enabling governors to make judgements about the school's effectiveness
- informing OFSTED inspections.

The named Assessment Leader in our school is the Head of School.

This policy will be reviewed **annually** to ensure that the schools are keeping up with external best practice and innovation.

Date of most recent review: September 2017

Date of next review: September 2018

Signed: _____

Date: _____

2/9/17

Definitions:

Assessment is the “knowing and understanding of learning”, a continual behaviour by which adults process information and make informed decisions about how to support on-going learning and development. It is the relentless processing, analysing and utilisation of information that is available to them.

Recording and documentation is a by-product of the assessment process. It reflects the assessments made but it is not an assessment in itself. Its purpose is to provide a clear understanding of the knowledge and understanding of the child as a learner; it supports the knowledge but does not replace it; it assists in recalling and remembering information, but is not a substitute for it. Any recording and documentation will never be at the expense of interaction.

Reporting Is the communication to others beyond the school the summative assessment information collected about individuals and pupil groups at key points in their learning journey.

Any and all activities associated with assessment, recording and reporting pupil progress must adhere to the following principles embedded in good practice:

They will:

- ultimately **improve learning and meet the needs of every pupil**, recognising them as diverse, yet richly competent learners
- reflect current knowledge and understanding of child development and **the way children learn**.
- enable attainment in, and progress towards national Age Related Expectations (ARE) to be facilitated and reported.
- include explicit processes to ensure that information is valid and is as reliable **as is necessary for its purpose**
- promote public understanding of ARS and their **relevance to learners' current and future lives**
- be acknowledged as approximations
- be a part of a **manageable process** of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged
- promote the **active engagement of learners** in their learning and its assessment
- **empower and motivate learners** to show what they can do
- draw on and combine a **range of sources of evidence**, including learners' self-assessments, to inform decisions about learning and next steps
- meet standards that reflect a broad **consensus on quality** from classroom practice to national policy

ASSESSMENT: Roles and responsibilities:

All adults working in classrooms will be responsible for:

- planning lessons embedded in learning journeys that are carefully designed to enable learners to MASTER the ARE required by the end of an academic year, phase or Key Stage
- providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without compromising the breadth and balance of the curriculum
- developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues

Additionally, they will be responsible for using evidence gathered over time to:

- help learners master their learning, apply their learning and to deepen and enhance the learning appropriately;
- using information gathered over time to summarise mastery of learning in line with agreed reporting principles
- reflect on and improve their own teaching

Leaders and managers in schools will be responsible for:

- establishing and maintaining a positive climate for learning that motivates and encourages all learners
- providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute.
- analysis of recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage those who are not on track to meet or exceed age related expectations by the end of a year.
- the provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts
- ensuring that parents and carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely
- providing opportunities for rigorous training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration
- developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements

Our Heads of School are responsible for working collaboratively with other local Assessment Leaders and Assessment experts on moderation activities. They will monitor and evaluate the implementation of this policy annually and will liaise termly with the staff and Local Governing Body.

ASSESSMENT: The nature of assessment related activities in which the school community engages is determined and defined by the specific purpose to which they will be put.

Those aspects of assessment whose **prime purpose is formative** are integral to high quality teaching and learning. They take place as learning is happening and are expected to:

- be embedded in all lessons
- provide evidence of learning that is used to support learners in next steps in their learning
- drive teaching that matches the needs of the learner

- facilitates the collection of evidence of mastery of standards over time

Adults working with learners will use a **range of formative assessment strategies** to plan activities and tasks that require pupils to respond in ways that demonstrate or articulate their current level of mastery. These planned opportunities will yield rich assessment information that is noted by adults and shared and discussed with learners. Adults in classrooms are provided with professional development in using the following formative assessment strategies effectively:

Closed Responses (CR): In which Children are required to select a response from a range given them typified by activities that include responses to Multiple Choice/True- False/ Yes -No/ ABCD cards or other all pupil response systems (APR) e.g. fist to 5/exit/entrance cards/matching activities.

Short answers (SA): Children are required to create a response or a short answer for themselves typically using cloze procedure/short sentences or paragraphs written or spoken/labelling/visual representations such as diagram/concept map/flow chart/graph/table/mind map/brainstorm)

Products (PR): Children are required to create documents or artefacts e.g. forms of extended writing across the curriculum/artwork/model etc.

Performances (PER): Children are required to demonstrate their learning through some kind of action or interaction with others typically through an oral presentation/science investigation/dramatic reading or performance/formal debate/thinking aloud/problem solving/athletic competition etc.

As a result of our use of formative assessment strategies both teachers and learners will have a clear idea of where learners are in their learning, and this will be confirmed with reference to responses made by learners to the tasks and activities planned for and with them. Using the information next steps in teaching and learning will be determined and will closely match needs and contexts.

Those aspects of assessment whose **prime purpose is summative** provides information as a snapshot judgement of learning that has occurred by a particular point in time. It is used to:

- analyse the attainment and progress of individuals and groups of pupils at key points
- indicate the extent to which pupils are on track to achieve mastery of end of year or key stage ARE.
- inform decisions made about interventions and resource allocations
- inform transition between year groups, key stages and schools
- provide evidence for both internal and external accountability comparing the school community with others locally and nationally.

As a result of our use of summative assessment, leaders in our school will be regularly informed about pupils' learning as any cohort passes through the school. Where pupils or groups encounter temporary barriers to learning appropriate interventions beyond the immediate provided at the point of learning can be arranged swiftly and resources deployed according to need. Pupils vulnerable to falling behind in any year will be well supported to keep up and achieve the expected standards and be ready to tackle learning for the following year.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	What the adults will be Doing*	What the pupils will be doing	Principle?	Effective assessment must be
<p>FORMATIVE (Assessment for or as learning)</p>	<p>Because it is integral to quality teaching and facilitates deep and profound learning</p> <p>Because it provides immediate evidence that can be used to support the learners in learning</p> <p>So that chosen teaching strategies closely match the learning needs of the learner.</p> <p>The synthesis between adult understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for progression in learning to be provided over time towards an agreed summative goal or standard.</p>	<p>"On the fly" in lessons</p> <p>By making expectations clear in lessons and being explicit about how it contributes to ARS</p> <p>By sharing the secrets of success</p> <p>Through questioning and the giving and seeking of appropriate, focused feedback.</p> <p>Through regular, planned learning conversations (adult/learner, learner/adult, learner/learner) about learning journeys</p> <p>By seeking, reflecting on and responding to evidence from dialogue, demonstration and observation with reference to ARS</p>	<p>Making expectations and ARS clear.</p> <p>Providing models and exemplars</p> <p>Supporting identification of successes and next steps</p> <p>Using a wide range of assessment strategies when teaching (CR SA PR and PER)*</p> <p>Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place.</p> <p>Engaging in interactive dialogue with learners that focuses on the goals and standards</p> <p>Managing questioning in ways that engage all pupils</p> <p>Looking for the negative and positive impact of the learning experiences they provide</p> <p>Giving feedback that requires every learner to think and respond in order to improve</p> <p>Creating positive teaching and learning relationships</p> <p>Praising and encouraging effort rather than ability</p> <p>Using information gathered to intervene appropriately and in a timely manner to take learning forward</p>	<p>Actively thinking and articulating their learning achievements. Identifying their learning needs</p> <p>Focusing on key aspects of the tasks with reference to success criteria /standards</p> <p>Responding in ways that demonstrate where they are in their learning. (CR SA PR and PER)*</p> <p>Collaboratively identifying next steps in learning</p> <p>Expecting/demanding feedback on their efforts</p> <p>Evaluating their own and others' work against known criteria</p> <p>Explaining their difficulties</p> <p>Making improvements in response to suggestions given</p> <p>Demonstrating their learning successes</p> <p>Helping each other.</p> <p>Helping the adults to know how to help them</p>	<p>Integral to the planning and teaching cycle</p> <p>Central to classroom practice</p> <p>Linked with known standards that are predetermined and shared.</p> <p>Promoting the understanding of learning goals and associated criteria</p> <p>Sensitive and constructive</p> <p>Fostering motivation</p> <p>Recognising all educational achievements</p> <p>Focusing on how learning happens</p> <p>Helping the learner know how to improve</p> <p>Developing the capacity for self and peer assessment</p> <p>A key professional skill.</p>	<ul style="list-style-type: none"> Integral to the planning and teaching cycle Central to classroom practice Linked with known standards that are predetermined and shared. Promoting the understanding of learning goals and associated criteria Sensitive and constructive Fostering motivation Recognising all educational achievements Focusing on how learning happens Helping the learner know how to improve Developing the capacity for self and peer assessment A key professional skill.

WHAT PURPOSE does it serve?	WHY is it important?	How will we do it?	The adults will be	The pupils will be	Principle? Assessment must be :
<p>SUMMATIVE (Assessment of learning)</p>	<p>As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date.</p>	<p>Collect periodically summative judgements based on observations and evidence gathered in lessons.</p>	<p>Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually)</p>	<p>In the course of their learning, producing clear evidence of what they know, can do and understand.</p>	<ul style="list-style-type: none"> • Reliable • Valid • Fit for purpose • Measuring what has been taught • Very clear about the standards/criteria being measured • Used to develop an understanding of progression • Used appropriately as a useful indicator of classroom/department or whole school performance
	<p>Provides evidence over time that can inform decisions made about interventions and resource allocations</p>	<p>By analysis of summative periodic data, determine where focused support is needed and where deeper learning or application is required.</p>	<p>(SLT) collecting centrally and analyse cohort data, and use the analysis to inform adults and pupils about changes required to provision and focus required in interventions.</p>	<p>Articulating their successes and difficulties as well as their learning needs.</p> <p>Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learned, are relevant to the standard being taught and closely matched to their learning needs.</p>	
	<p>Provides evidence at the end of a year/key stage about the extent of the required mastery that an individual/group/cohort has achieved.</p>	<p>Use end of year and end of key stage summative assessment to judge the extent of the mastery of the standards by individuals, groups and cohorts.</p> <p>Administer end of key stage statutory tests and provide evidence of progress over time from internal tracking.</p>	<p>(Teachers) Reporting end of year outcomes as required by statute</p>	<p>In receipt of information about their personal achievements</p> <p>Engaging in appropriate transition activities that are fully informed by accurately reported assessments</p> <p>Confident in the knowledge that the next teacher is well informed about his/her learning needs.</p>	
<p>Provides evidence for accountability purposes – how successful are schools/teachers at improving pupil learning compared with other schools nationally</p>			<p>(SLT and teachers) Recording and reporting outcomes of summative end of KS tests and teacher assessments according to statutory requirements.</p>		

ASSESSMENT: Classroom strategies

We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well. In order for this to develop we agree that:

Questions used by adults will be planned:

- for specific purposes; either to promote thinking or to yield information about a learner's current understanding
- and managed well so that all pupils can and will engage in the dialogue
- to require extended responses in the form of explanation or justification
- to support an understanding that more than one opinion may be valid.

Pupils themselves will be taught how to use a range of questions to support their own independent learning and enquiry.

Pupils will be provided with feedback from adults and their peers that takes their learning forward. In order for this to develop we agree that oral and written feedback must:

- be expected to take place regularly
- be timely and specific to the intended learning
- be targeted at cognitive rather than emotional need
- be specifically about what is next rather than what is right or wrong
- require action

Pupils themselves will be trained in the principles that underpin effective feedback techniques, so that they become skilled in giving and receiving feedback, and can evaluate their own and others' efforts accurately and robustly with sensitivity.

Adults will be entitled to high quality CPD that focuses on these key skills that will enhance assessment, and will be expected to work together in a Teaching and Learning Community that is committed to improving and sharing good practice.

Agreed strategies for feedback and marking:

Teachers will provide pupils with feedback in a variety of ways from immediate feedback in class at the point of learning, through directed time, through the marking of books with a colour coded system and built in planned sessions. Feedback is provided both orally and in writing. When feedback is given orally this is recorded on the pupils' work.

Written feedback

Pink and Green pens are used for marking to highlight areas of strength and development within a child's piece of work. Pink requires the child to respond in some sort of way in order to improve their work or gives them a further challenge or reinforces the learning. Peer support is embedded within assessment.

Key to the Mastery model of teaching and learning in the standards based curriculum is the assumption that given time and quality instruction, **all pupils can and will eventually** master the core intended learning (basic skills) and meet the standards expected of them at the end of each year annually. We consider a normal distribution of APTITUDE for learning as a baseline from which all things are possible, rather than considering baseline as an indicator of ABILITY that is necessarily fixed. We believe that the time required for some pupils to master new learning in any context will be greater than that required by others, and the learning is therefore planned carefully to take account of this. We do not believe that it will be the same pupils in each new learning experience that will require more time, and are committed to personalising intervention at the point of learning in order to remove any identified barriers that exist to successful mastery.

Thus in lessons embedded in longer sequences and units of work, first **all** pupils are introduced to new learning and given opportunities to develop their understanding. Then formative assessment strategies are used to distinguish those learners who successfully master the new learning, and can clearly demonstrate it, from those who need more time and correctional instruction.

Thereafter, the former group will be provided with opportunities to deepen and enrich their understanding through tasks requiring higher order thinking and independent application of new learning, whilst the latter group will receive further support and feedback personalised to their needs, so that they too achieve the intended learning in the time allocated. Intervention and additional support are provided immediately for any pupil not mastering the basics required in the time given.

Assessing mastery in the classroom is a key skill. Adults and pupils are fully supported by agreed recording and reporting processes as follows:

RECORDING AND REPORTING ATTAINMENT AND PROGRESS:

Evidence of pupil attainment and progress will be generated from

- the outcomes of daily learning as observed and noted by adults and pupils themselves which is evidence in class records
- annual in-year standardised tests in reading and mathematics (NFER or similar)
- annual end of year teacher summative judgements of mastery of ARE in all year groups
- the outcomes of, and comparison between scores in, assessments in Reception on entry, statutory assessments from Y1 and Y2 Phonics screening tests, end of Y2 KS1 Teacher Assessment informed by end of Key Stage 1 tests and end of Y6 KS2 Teacher Assessment in writing, and end of KS2 statutory tests in reading, maths, spelling and grammar.

Principles that underpin our recording and reporting system:

- Formative assessment strategies must be **integral to daily teaching and learning** and used by teachers routinely to gather information to enable them to plan provision that is well matched to need.
- Records kept by teachers of formative assessments made must be simple, manageable and flexibly linked with planning documentation.
- Pupils will be fully engaged in evaluating and collecting evidence of their learning journeys and be expected to contribute to, or lead, pupil conferencing with adults, including parents.
- All tests used to generate standardised scores will be administered professionally and strictly according to published guidelines in order to ensure accuracy, reliability and validity.
- Systems for measuring, recording and analysing summative assessments are to be regarded **as an assessment tool only** - a means of taking a step back to reflect on the "big picture" of where a learner or a group of learners are in their journey periodically. As such, summative judgements will be **made no more than three times annually**.

- To guard against possible negative effects of summative assessment on key elements of successful learning behaviours (self-esteem, self-efficacy, confidence, motivation and positive mindset), the articulation of these summative measurements will **not be part of the dialogue with pupils** about their learning. The purpose of these summative measurements is purely for recording periodic attainment, in a tracking system, as **a tool for management**. So the language we use to articulate learning and progress to pupils and parents will of necessity be clear and direct and will support learning, but will be different from the language we use at leadership level to articulate learning and progress for statutory reporting purposes.

Our aims for an effective recording and reporting system are that it will:

- be simple and easily understood by internal and external users
- provide key indicators about attainment and progress of pupils and the quality of instruction
- enable the analysis of whether learners are on track to meet the expected standards annually and at the end of Key Stages or not,
- use a language that is sensitive to those whose attainment is currently judged to be below the age related expectation
- enable parents and learners to understand the extent of their learning so far, and the next steps required if they are to be supported on the journey
- fully inform the performance management of adults
- not give teachers an unnecessary workload nor will it detract from their core purposes in planning and provision.

RECORDING: for purposes of teaching and learning:

The teaching sequences (“constructs”) planned will provide a learning journey in which learners will:

1. **be INTRODUCED** to new knowledge and skills and expected to make efforts to recall and reproduce the learning
2. **DEVELOP** understanding of the concepts by applying their learned skills and knowledge within learning experiences scaffolded by adults
3. be expected to **PRACTISE** and increasingly **DEMONSTRATE** their grasp of the new learning by using it to operate in a range of wider contexts to **MEET** the **BASIC** requirements of the expected learning
4. be provided with meaningful and relevant opportunities for wider and/or deeper experiences because they have met, and are now ready to go beyond the basics of the core learning, and **be independently flexible in their use of it.**

The following simple recording tools for reading writing and maths are used by adults, together with the plans, to keep regular, simple records over time of pupil responses to learning opportunities, and to inform next steps to adjust and support the subsequent learning. It is designed to reduce rather than increase the workload of individuals.

NB.

Continual formative assessment will ensure that those who are identified as needing more time or instruction will receive intervention at the point of learning. Where barriers persist for any pupil beyond the time planned then further action will be taken to ensure that all pupils can access the subsequent learning.

Careful planning in well-designed loops ensures that *all* pupils revise, revisit and build on new learning within the year so that by the end of the year they are confident and can be judged to still be able to apply the learned skills and are ready for the challenges of the next stage.

M: Objectives:			Actions for next session:
M			
T: Objectives:			
T			
W: Objectives:			
W			
Th: Objectives:			
Th			
F: Objectives:			
F			

SUMMATIVE RECORDING: for management purposes

Leaders and managers will record pupil attainment on internal systems at Christmas, Easter and at the end of the year. They will collect teacher assessment information from adults **based on the evidence they have to that date** of the extent to which pupils are “on track to meet the end of year standards” in core subjects.

These summative judgements made three times a year by teachers, are translated from all their formative records since the last periodic assessment, and are based on ***their records of pupil responses to the steps planned that have been taught by that time*** . ***The language used to report this is “currently on track/not on track” to meet or exceed the specific end of year standards they are working towards***

Best fit professional judgements that are well evidenced are made for individuals and recorded on school trackers which link to Fisher Family Trust.

Specific **additional interventions** are then planned in order to ensure these pupils are able to access the next learning. Note is made of the specific difficulty so that this can be planned for when the learning is revisited and taken forward later in the journey. To ensure that pupils do meet the standards required by the end of the year we use a range of strategies to increase the time available for the pupils who require it **beyond that planned for the majority**.

These include:

- Engaging parental support in homework
- Homework clubs
- Booster / Catch up Groups

Pupils unable to access Y1 programmes of study are recorded separately recorded using **either:**

- EYFS outcomes
- P-scales (SEND only)
- Language in Common (EAL only) Pupils arriving in school with little English should **only** be assessed using A Language in Common in the first two years of residence.

Pupil Progress Meetings

Pupil Progress Meetings are held termly where the progress of individuals is discussed and next steps planned.

Oak Class: Writing		End of Autumn 2016		S.M.A.R.T INTERVENTION
Name	Working Below ARE	Working at ARE	Predicted to not meet, or exceed ARE at end of year	
			meets, but with intensive intervention	1.) Working every day with Teacher in intervention group. 2.) Contacted parents and keeping in touch with step-by-step learning. 3.) Home tutor and we are liaising closely with the work being done. 4.) Inviting them to a home work Study Club after February Half Term.
				1) I.E.P. 2) Afternoon interventions for Maths (Numicon) 3) Working every day with Teacher in intervention group. 4) Home tutor and we are liaising closely with the work being done. 5.) Inviting them to a home work Study Club after February Half Term.
				1.) Working every day with Teacher in intervention group. 2.) Monitoring learning on a daily basis. 3.) Inviting them to a home work Study Club after February Half Term.
				I.E.P. Joined us in year 5. Well below ARE. Specific, differentiated learning daily.
				1.) Working every day with Teacher in intervention group. 2.) Contacted parents and keeping in touch with step-by-step learning. 3.) Home tutor and we are liaising closely with the work being done. 4.) Inviting them to a home work Study Club after February Half Term.
			meets, but with intensive intervention	1.) Working every day with Teacher in intervention group. 2.) Contacted parents and keeping in touch with step-by-step learning. 3.) Home tutor and we are liaising closely with the work being done. 4.) Inviting them to a home work Study Club after February Half Term.
				I.E.P 1.) Working every day with Teacher in intervention group. 2.) Contacted parents and keeping in touch with step-by-step learning. 3.) Home tutor and we are liaising closely with the work being done.

All statutory and other periodic test outcomes for all pupils will be recorded on the MIS system as follows:

End Y1 phonics screening (and Y2 if necessary)

End Y2 KS1 SATS tests in reading and maths and TA in writing

End Y6 KS2 SATS tests in reading, maths, spelling and grammar and TA in writing

REPORTING: Performance Measures:

We will publish the following at the end of KS2 from 2016:

As determined by Y6 test outcomes and required by statute:

Attainment: Pupils' average scaled score at age 11

The % of pupils reaching the expected standard in maths, reading and writing at Y6

The % achieving a very high score (110+) in Y6 assessments

Progress: The average scaled points; pupils are above or below their national peers with the same baseline score.

REPORTING: attainment and progress to pupils and their parents/carers:

When reporting to parents we believe that in order to avoid pupils becoming labelled, expectations becoming limited, and the development of fixed mindsets with regard to achievement possibilities, a different language should be used

The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation about learning that involves the pupil fully, and an annual written report as required by statute.

Reports to parents will be a rich, qualitative profile of what has been achieved and will indicate next steps. In particular, they will:

- Meet statutory requirements
- Use clear, jargon free language to provide information about attainment compared with national expectations (ARE)
- Indicate whether the pupil is *working well within/slightly below the expected range for his/her chronological age, or that he/she has a strong understanding of the concepts taught in the year and has regularly been working on extension activities to deepen his/her knowledge in preparation for the next phase.*
- Provide examples of particular areas of success, current focus and indications of next steps.
- Promote engagement in their child's learning with an opportunity for dialogue that involves themselves, staff and the pupil
- initiate discussion as to the nature of their support throughout the year so that achievement is celebrated and action taken appropriately where learning is less secure.

The school holds two parent consultation evenings each year during the Autumn and Spring terms alongside an interim report. A full written report is produced in the Summer term with follow up meetings where necessary.

Standardisation:

We work together regularly to conduct work scrutiny and regular pupil feedback to ensure that assessment judgements made within the school are collaboratively agreed and robustly moderated. The outcomes of these activities will result in whole school standards files that exemplify what pupils should be achieving in reading, writing and maths a) at the end of each year and b) by Christmas and Easter in each year. These standards files will be reviewed and updated annually and used in moderation meetings with other schools.

Moderation:

We will meet with our academy schools termly to compare our performance and to moderate each other's judgements in core subjects. Where possible we arrange for an external moderator with appropriate expertise to attend these meetings in order to further moderate our judgements.