



Education Trust

‘Inspiring the individuals of today, for a better society tomorrow,
“Aspire, Belong, Collaborate”

ASSESSMENT PRINCIPLES POLICY

Review Frequency	Annual
Reviewed	September 2025
Next Review	September 2026
Agreed by Trustees	13 th October 2025



Rationale:

Assessment is a continuous process, which is at the heart of teaching and learning. Through effective assessment, we aim to raise achievement and attainment for all pupils, helping them to achieve their potential.

Assessment should be fair, inclusive, honest, ambitious, appropriate and consistent.

Principles:

In line with the Final Report of the Commission on Assessment Without Levels (September 2015), we believe that there are three main forms of assessment:

- in-school Assessment for Learning (AfL), which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly – this includes more specific diagnostic assessment
 - in-school summative assessment, which will enable our schools to evaluate how much a pupil has learned at the end of a teaching period
 - nationally standardised summative assessment, which will enable our schools to measure their successes against other schools
-
- Assessment for Learning (AfL) comes in a range of forms; from probing questions, marking and feedback, to formal tests
 - Children should be involved in the Assessment for Learning (AfL) process where possible, as reflected in our marking and feedback policy, and given opportunities for peer and self assessment
 - Summative assessments (e.g. termly NFER tests) should be utilised by teachers to provide an accurate view of their class; information on the performance of key groups and to inform future planning
 - Data generated by more formal summative assessments will allow leaders at all levels the opportunity to reflect on and improve practice - highlighting successes and areas for improvement as well as to identify pupils requiring further support
 - Assessment judgements across the trust are moderated to ensure consistency

Guidelines:

In the Riviera Education Trust, we believe that all assessment should:

- be diagnostic
- enable individual pupils to make progress in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child can improve
- help all pupils to demonstrate what they know, understand and are able to do



- include reliable judgements about how learners are performing, related where appropriate, to national standards
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide information to evaluate work, and set appropriate targets at whole school, class and individual pupil levels
- enable parents to be involved in their child's progress

Improving learning through assessment depends on five, deceptively simple, key factors:

- the provision of effective feedback to pupils
- the active involvement of pupils in their own learning
- adjusting teaching to take account of the results of assessment
- a recognition of the profound influence assessment has on the motivation and self-esteem of pupils
- the need for pupils to be able to assess themselves and understand how to improve

In practice this translates to:

- sharing learning objectives
- defining success criteria
- appropriate questioning
- self and peer reflection/evaluation
- effective feedback
- raising children's self-esteem



Appendix 1 - Assessment across the curriculum

Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.

We believe that the purpose of assessment is to support learning as well as measuring it. In fact, the word assessment comes from the Latin *assidere*, meaning 'to sit with'.

In Riviera Education Trust, assessment sits within a curriculum which is designed coherently and sequentially to help pupils embed and use knowledge fluently. Each subject has clear endpoints based around progression of disciplinary and substantive knowledge, with the use of knowledge organisers in foundation subjects. The expectation is that the majority of pupils will meet the endpoints, with learning adapted to support pupils with SEND.

Teachers use retrieval techniques alongside assessment for learning to:

- check understanding
- inform teaching
- identify gaps
- understand different starting points
- support children in monitoring their learning towards those endpoints.

Standardised assessment tests support the trust in benchmarking attainment in reading and maths and cross-trust moderation of writing centres around progression grids. Assessment of core subjects is detailed within the subject strategy documents.

We believe that learning isn't linear and learning doesn't stop when lesson or unit ends, therefore benchmarking at the end of a unit is of limited purpose.

Therefore, assessment of foundation subjects within our trust focuses on elicitation and discovery tasks to ensure that learning builds on prior knowledge and that planning is adapted to meet the needs of the children. Assessment for learning throughout each teaching sequence monitors pupils' progress towards endpoints.



Appendix 2 - Assessment timetable and guidance for schools

This document provides schools with the timetable for data collection relating to pupil attainment. It includes guidance for schools to support those charged with making judgements on how to do this accurately and consistently in order that pupil progress can be tracked effectively and school performance can be measured realistically. There are two forms of regular assessment data collected in our schools: Teacher assessments and summative test outcomes.

Teacher assessments – Non-statutory

- Teachers use their professional judgement supported by evidence from pupils' work and interactions, to assess attainment at the end of each term in Reading, Writing and Mathematics and in Phonics as well as progress towards GLD
- Assessments are based upon teacher's assessment of the *current achievement* of each pupil
- Termly assessments are entered into the assessment MIS used by the trust – 'Insight'
- Assessments are recorded as Working Below Standard (WBS), Working Towards Standard (WTS), Expected Standard (EXS) and Greater Depth Standard (GDS)
- Children working below the standard are likely to be those children with a Special Educational Need. For these children a *further* judgement will be made to assess the expected standard at which a pupil is achieving. E.g. a Year 4 pupil working below the standard may be assessed as Y4 WBS and then working at Year 2 Emerging, Developing or Secure (Y2E, D or S)
- Recording of assessments should be completed before the start of the term following the assessment. E.g. assessments made at the end of the autumn term should be recorded before the start of the spring term
- EYFS record assessments relating to whether pupils are *on track* to achieve a Good Level of Development (GLD). These are recorded as Not On Track, On Track or Exceeding. On track means that pupils have learned the majority of intended outcomes that have been taught at the point of assessment

Teacher assessments – Statutory

- EYFS – Baseline assessment is completed in the autumn term according to the DfE STA timetable
- End of KS2 Writing is teacher assessed in Year 6 in the summer term according to the DfE STA timetable
- Statutory teacher assessments are recorded on Insight and returned to the LA and DfE in accordance with government guidelines

Summative Testing – Non-statutory

- In Years 3-5, summative assessments are NFER age standardised tests. In Year 2 and Year 6 summative assessments are SATs tests from prior years
- Non statutory summative testing takes place at the end of each term and data should be recorded on 'Insight' before the end of the term in Years 2-6
- Summative tests provide an opportunity to celebrate successes with pupils and parents. They also allow teachers to identify areas where pupils need targeted teaching in order to progress in their learning. Teachers' forward planning should reflect the outcomes of summative assessment GAPS analysis

Summative Testing -- Statutory

- Statutory testing takes place as specified by the DfE and STA timetables.
- The following statutory tests apply to primary schools:
 - Year 1 phonics screening
 - Year 2 phonics screening
 - Year 4 multiplication tables check
 - Year 6 SATs (Reading, Mathematics, GAPS)
- Statutory test outcomes are recorded on Insight in accordance with government guidelines



DETAILS OF AMENDMENTS

July 2019

- Updated to include Shiphay Learning Academy

September 2020

- Summative assessments and assessment judgements updated.

July 2021

- Addition of diagnostic assessment to guidelines

June 2023

- Formative assessment replaced with Assessment for Learning (AfL)
- Assessment across the curriculum added.

September 2024

- Appendix 2 added, Assessment timetable and guidance for schools.

September 2025

- No changes

