

Assessment Policy



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Responsible Colleagues

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We have one core purpose:

To have the biggest positive impact in the varied communities we serve through ensuring top drawer education for our learners.

How do we ensure this across our trust?

In all we do we are:

Ethical to the core, ensuring that education is always front and centre

Futures focused system leaders- never simply followers

Collaborative in every endeavour

Resolutely learner centred.

What does this look like across our trust?

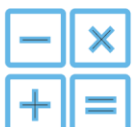
We are always:



- Ruthlessly ambitious for all who learn and work with us
- Unwaveringly inclusive – determined on eradicating barriers to educational success
- Committed to excellent teaching
- Determined upon academic excellence for all in our communities
- Compassionate, ethical and caring advocates for all in our communities
- Outwardly facing and globally conscious



- Committed to the very best people development and empowerment
- Determined to shout loudly and share proudly our successes
- The best professional and technical experts (supporting education) in the sector
- Committed to the very best understanding and management of risk



- Providing the best possible public service for the best possible value
- Determined to supplement our public income with shrewd income generation
- Building financially sustainable models of educational improvement in our communities
- Demonstrably efficient in all we do

Our Values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

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Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. To achieve this, we must ensure we expose all students *to the best that has been thought and said and engender an appreciation of human creativity and achievement*. To truly **transform lives**, we must not only show students what is possible but inspire and instil the confidence in them to go out and do it. Central to achieving this intent is a robust assessment practice as detailed in this *Assessment Policy*. This will ensure all students make strong progress and should they fall behind, they are quickly identified, and support is put in place.

All learners in our academies will experience a curriculum that:

- Is **ambitious** and **enjoyable** through knowledge and skills developed from Foundation Stage to Post 16 and adult provision
- Is **knowledge rich**, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities
- Is **inclusive**, nurturing and tailored towards the needs of the individual
- Is focused on developing the very best **oracy, literacy, numeracy, and digital** skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens
- Is **enriching**, ensuring all experience a rich variety of cultural, artistic, and sporting activities
- Is **broad** in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum
- Celebrates the uniqueness of each educational setting in terms of **localised knowledge and skills**
- **Develops** character, personal pride, and the highest moral standards
- Celebrates **diversity**, challenges **injustice**, promotes **equality** and encourages the creation of a better world
- Is delivered by well-qualified, forward-thinking, skilled, passionate **professionals**.

1 | Legal Framework and Definitions

1.1 This policy has due regard to statutory legislation, including, but not limited to:

- The *Education and Inspections Act* (2006)

- The *Health Act* (2006)
- The *Equality Act* (2010)
- The *Education Act* (2011)
- The *Education (Independent School Standards) Regulations* (2014)
- The *Immigration Act* (2016)
- The *General Data Protection Regulation* (GDPR)
- The *Data Protection Act* (2018)

1.2 This policy also has due regard to DfE/Ofsted guidance, including, but not limited to:

- *Inspecting the Curriculum, Ofsted* (May 2019)
- *Statutory Guidance for Careers, DfE* (January 2018)
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE* (June 2019)
- *National Curriculum in England: Framework for Key Stages 1-4* (Last updated December 2015)

2 | Scope of this Policy

2.1 This policy applies to all academy leaders, academy staff and academy learners.

2.2 For the purposes of this policy, references to *students* or *pupils* include all learners in our academies.

2.3 For a glossary of the terms used in this policy, refer to [Appendix 1](#).

3 | Principles of Assessment

3.1 To truly benefit from the collaborative work across our Trust and to ensure that every pupil attending an ATT academy experiences a world class curriculum through which they can achieve the very best, there must be a set of common principles and practices. In our academies, middle

and senior leadership teams share an assessment language tightly linked to our curricular language for talking about curriculum, teaching and assessment ([Appendix 1](#)). It is important that how the curriculum, and the role of assessment within it, is viewed is clearly understood at all levels, from the Principal to teachers, teaching assistants and the non-teaching staff, for it to be truly embedded as the vision and mission of the academy. All our academies establish this approach in their own versions of the *Curriculum Leaders Handbook*.

- 3.2 Curriculum leaders regularly **review** the design of all assessments and routinely **quality assure** their implementation so that they achieve their intended purpose.
- 3.3 Curriculum leaders work to **ensure** that all assessments are fit for purpose and secondly to **assure** that they are delivered well and lead to an excellent quality of education for all students.
- 3.4 Curriculum leaders work collaboratively within and between our academies to design assessments which follow tight principles about what **content** is taught and how it is **sequenced**. Agreed common assessments, developed collaboratively through Team Network Groups (TNGs), with oversight from the Curriculum and Outcomes SDG, ensure assessment information can be effectively used at individual, class, cohort, academy, and Trust level to strengthen the response to this information.
- The curriculum is the progression model. Students have made progress if they have learned the intended curriculum. In our academies we believe that teachers should be teaching to the curriculum and not to the test. Aligned to this effective teaching with a secure and rigorous assessment strategy which is fit for purpose.
 - Formative assessment is a form of assessment which helps capture what students do and don't know and allows teachers to address these gaps. Formative assessment can take both verbal and written forms.
 - Rigorous summative assessment is undertaken in our academies to provide valid and reliable information about how well students in our academies have learned the curriculum that we are teaching them. Summative assessments create data and information which has shared and consistent meaning.
 - In our academies staff are asked for assessment information to provide meaningful data about how well students have learned the curriculum. The frequency varies according to the phase.
 - In our academies, assessments are developed collaboratively. TNGs meet regularly to standardise assessments at a subject/phase level. At KS4, this is assisted by the move to common examination boards for the EBacc subjects.

4 | Purpose of Assessment

- 4.1 In establishing the purpose of assessment within and across our curriculum we refer to the following tight curriculum principles:

- Our curriculum is at least as broad and balanced as that of the National Curriculum.
- It is important for all pupils and particularly for those from disadvantaged backgrounds to have as broad a curriculum for as long as possible to build their knowledge of wider cultural capital.
- Our curriculum can be adapted to meet the needs of vulnerable learners and those with SEND without lowering expectation and aspirations.
- All our pupils are entitled to learn at least one modern foreign language because this develops their first language and increases their cultural capital. This begins in our primary academies and develops into the full EBacc entitlement at KS4 for as many pupils as possible. (60% of KS4 in 2021 and 75% by 2022.)
- All pupils are entitled to read widely and often.
- The development of pupils' character is as important as the teaching of academic knowledge.
- The curriculum prepares pupils for life in modern Britain and works to develop social, moral, spiritual, and cultural knowledge and understanding rooted in the principles of Fundamental British Values.

4.2 Assessment principles and intent:

- To measure progress against the curriculum intent.
- Align assessments with the curriculum.
- Define the purpose of an assessment first.
- Include items that test understanding across the construct continuum.
- Include items that reflect the types of construct knowledge.
- Use the most appropriate format for the purpose of assessment.
- This is further elaborated on [here](#).

4.3 Assessment implementation: We always consider the following points.

- When and how to teach new core and wider content.
- When and how to teach core skills including oracy, literacy, and numeracy.
- When and how to revisit and build on prior learning so that each component of learning can build to become composite learning.
- What knowledge pupils should be able use with fluency (speed and accuracy) and by what stage of their education from their starting points.
- How to sequence learning so that the proximal and ultimate functions of knowledge build over time.
- How to ensure pupils will make expected or better than expected progress because of the curriculum purpose, design, and implementation.
- To achieve a broad curriculum, how to ensure that all pupils, where applicable, in KS4 study a minimum of eight qualifications with every bucket filled with best practice to study nine. At KS5 how most pupils should follow a programme of three qualifications with some doing four.

4.4 Curriculum Maps and Assessment

- Every subject, course or phase has a curriculum map that sets out what will be taught and in what order as well as key assessment points.

- There is one map per year group and each one links to the preceding and next year. Wherever possible the map also includes links to the relevant 'Knowledge Organiser' setting out the core knowledge for that part of the curriculum.
- This information is shared with pupils, parents/carers, governors, and other relevant stakeholders through the academy website.

4.5 Inclusion: We aim to provide every pupil with the best education possible. We promote a fundamental belief in equality of opportunity in the classroom and throughout our Trust (see our *Equalities Policy*). All pupils are fully included into the life and curriculum of our academy communities. Reasonable adjustments are made so that this can be achieved. Strategies and procedures to ensure all assessment is inclusive will be determined locally by individual academies. See [Appendix 2](#).

4.6 Intervention:

- Not every pupil has the same starting point and there are times when the curriculum needs to be adapted for individual learners.
- Our academies develop a range of intervention strategies to support learners to fill knowledge and skills gaps and accelerate progress.
- Pupils who are identified at Progress Reviews as being below the expected standards are targeted with individual or small group interventions over defined periods of time. Pupils are assessed at the beginning and end of the intervention programme so that progress can be tracked.

5 | Formative Assessment

5.1 Formative assessment is at the heart of excellent teaching and should be an integral part of all learning and assessment practices.

5.2 Formative assessment is when teachers “use evidence of student learning to adapt teaching and learning, or instruction, to meet student needs” (William 2009) and involves a continuous way of checking and balancing, in the process of teaching and learning (Jeri, 2018). Formative assessment then, needs to collate data/information that can elicit change, which can be used to adapt teaching to address misconceptions or gaps in knowledge acquisition; they give in-process feedback about what students are or are not learning so instructional approaches, teaching materials, and academic support can be modified to the students' needs. Moreover, Christodoulou suggests that formative assessment(s) should be “specific, frequent [and] repetitive” (2016).

5.3 The marking of work provides another opportunity for formative assessment, whereby the teacher judges the quality of work and provides meaningful feedback accordingly. Each academy will have their own procedures for marking and feedback. Such procedures are an integral part of the Teaching and Learning cultures of each faculty, used to provide next steps for improvement and to set and enforce standards of presentation and effort. Marking and feedback procedures must have the key ethos of formative assessment at their heart.

5.4 Each academy will have its own formative assessment arrangements. The techniques and strategies that can be employed in formative assessment are of course far-reaching, but below provides a selection of strategies that we may use to collate data and respond accordingly. Examples may include:

- Scaffolding
- Modelling
- Cold calling (Team...)
- No-opt out
- Probing questions
- Think Pair Share
- Whole-class response
- Hattie's 'reciprocal teaching', Shimamura's 'think it, say it, teach it', Slavin's collaborative learning, Sumeracki and Weinstein on elaborative interrogative questions and retrieval practice.]

6 | Assessment Cycles

6.1 Data collection dates will be published in the ATT Global Calendar. These dates will be agreed in conjunction with the Curriculum and Outcomes SDG. Academies will publish their own Assessment Cycles in line with these dates. Assessment Cycles can be found in [Appendix 3](#).

7 | Assessment: Early Years

- 7.1 Baseline:** Projections for Early Year focuses on the Early Learning Goals and the Early Years Policy. A baseline is established for each child early on through teacher assessment based on *Development Matters* (national document).
- 7.2 Progress:** At the end of Early Years, a teacher assessment is reached and reported based on the ELG. All additional assessment practice will be determined locally in by individual academies.

8 | Assessment: KS1 & KS2

8.1 Baseline:

- Progress against the ELG will be used as a baseline for Year 1.
- Pupils will be formally assessed at the end of key stage 1.
- Pupils will sit national examinations (SATs) at the end of key stage 2.
- In year 5/6 pupils will complete practice assessments in preparation for their SATs assessments.

8.2 Target Setting:

- All academies will set targets using FFT5, 20 and 50.
- Individualised academy targets will be set using the FFT measure appropriate to the academy context through the ECSI process.
- Individual student targets will be set using the appropriate FFT level. These targets will not be communicated to students and parents/carers but will be used as an internal metric to aid measuring pupils' relative progress.
- An aspirational but achievable target of minimum expectation will be agreed annually within each key stage.

8.3 Assessment Practice:

- All academies will assess reading, writing and maths at three points in the year.
- Assessments will be standardised across all academies in core subjects.
- Non-core subjects will be assessed using local academy practice and standardised through the TNGs.
- The timing of the assessments will be determined by each academy but will fall into the planned Trust cycle.
- Assessment information will be reported to the Trust using the agreed template as indicated in the Assessment Cycle.

- Phonics in Year 1 will be assessed through three assessment points and again in Year 2 for those who did not meet the standard by the end of Year 1.
- All additional assessment practice will be determined locally in by individual academies. See [Appendix 4](#).

9 | Assessment: KS3

9.1 Baseline: When a student joins an ATT academy they will complete a suite of baseline assessments, which will be used alongside KS2 assessment data, to help inform target setting and curriculum implementation to ensure it builds seamlessly on prior learning to meet the aspirational intent set out in the *Curriculum Policy*. Baseline data will include:

- KS2 assessment data from primary schools
- When no KS2 SAT information is available primary teacher assessment data will be validated using:
 - Standardised GL Assessment (CAT4)
 - GL Progress Test in English, maths, and science.
- In Year 7 a standardised reading assessment will form part of the overall baseline assessment.
- Whilst other assessments are used the KS2 Standardised Assessment Test baseline will remain the minimum expectation
- Other subject baseline assessments may be determined at academy level.

9.2 Target Setting:

- All academies will set targets at FFT 5, 20 and 50 using Year 6 SAT data or most appropriate available alternative.
- Specific individual academy performance targets will be set using the FFT measure appropriate to the academy's context through the ECSI process.
- Individual student targets will be set using KS4 end points at the appropriate FFT level. In 2021-22, Year 7, cohort this will be set using GL CAT4 assessment. These targets will not be communicated to students and parents/carers in KS3 but will be used as an internal metric to aid measuring students' relative progress.

9.3 Assessment Practice:

- Trust wide common assessments will be completed, in all EBacc subjects, at the end of KS3.
- All additional KS3 assessment practice will be determined locally by individual academies. See [Appendix 4](#).

Reading:

- As a minimum, KS3 students in each academy will complete an agreed standardised reading assessment, every year. This will take place during Autumn term 1. Academies may choose to assess more frequently to measure the impact of specific interventions.
- The outcome of these assessments will be shared with all staff, students, and their parents/carers.
- All additional reading assessment strategies will be determined locally by individual academies. See [Appendix 4](#).

9.4 Measuring Progress and Reporting:

- Trust wide KS3 data will be collected from the End of Key Stage 3 assessments in the Ebacc subjects. This will be a % score for each assessment. Data collection will take place in July each year.
- Trust wide Standardised Reading Assessment data will be collected in Autumn term 2, each year, for all students in Year 7-9
- All other procedures for measuring progress and reporting will be determined locally by individual academies. See [Appendix 4](#).

10 | Assessment: KS4

10.1 Target Setting:

- All academies will set targets informed by FFT5, 20 and 50 estimates.
- Specific individual academy targets will be set using the FFT estimate level appropriate to the academy context through the ECSI process.
- Individual, end of KS4, student targets will be set using the appropriate FFT estimate level and may be higher, where accelerated KS3 progress has been secured.
- Targets set, and agreed, at the start of the KS4 may be increased but cannot be reduced. End of KS4 targets, and any changes, will be communicated to students and parents/carers.

10.2 Assessment Practice:

- During KS4, there will be three Trust wide Mock examinations. These will take place in June of Year 10, November of Year 11, and February/March of Year 11. Mocks will be held in the same exam venues that will be used in the summer, with appropriate access arrangements. (The timing of these assessments may be subject to change in 2021/2022 dependent on Summer Examination Series dates)
- In most cases, the full suite of courses will be undertaken in each Mock series.
- Mocks will be developed and/or validated by the subject TNGs. The Mock will be a past paper, agreed in advance by the TNG, or a bespoke paper created and validated by the subject TNG.
- TNGs will co-ordinate a Trust wide standardisation and moderation of all Mock marking – see Section 13.
- All additional KS4 assessment practice will be determined locally by individual academies. See [Appendix 4](#).

10.3 Measuring Progress and Reporting:

- The Trust will collect assessment information three times per year in line with the published Assessment Cycle Calendar. These Progress Reviews (PRs) will be in December, March, May (Year 11) and July (Year 10)
- Mock grades and Predicted End Grades (PEGs) will be the only assessment information submitted to Trust at a PR.
- PEGs and Mocks grades will be submitted using whole grades.

Progress Review	Year 10	Year 11
PR1: December	PEG	Mock and PEG
PR2: March	PEG	Mock and PEG
PR3: May		PEG
PR4: July	Mock and PEG	

- All other procedures related to measuring progress and reporting will be determined locally by individual academies. See [Appendix 4](#).

1.1 Measuring Progress and Reporting:

- Academies will submit assessment information, to the Trust, three times per year in line with the published Assessment Cycle Calendar. These Progress Reviews (PRs) will be in December, March, May (Year 13) and July (Year 12)
- Mock grades and Predicted End Grades (PEGs) will be the only assessment information submitted to Trust at a PR.
- PEGs and PPEGs will be submitted using whole grades.

Progress Review	Year 12	Year 13
PR1: December	PEG	Mock and PEG
PR2: March	PEG	Mock and PEG
PR3: May		PEG
PR4: July	PPEG and PEG	

- All other measuring progress and reporting procedures will be determined locally by individual academies. See [Appendix 5](#).

11 Assessment: KS5 – NA

12 Further Education – NA

13 Considerations for SEMH Specialised Provision - NA

14 | Moderation and Standardisation

ATT understands the importance of the moderation and standardisation process, not only to ensure learner progress and outcomes but also as an important training opportunity for teachers.

- 14.1 Trust-wide moderation and standardisation of assessments will be undertaken by subject experts through Subject TNGs. This moderation and standardisation will validate work carried out in each academy.
- 14.2 TNGs will meet six times per year to plan, review and improve the curriculum for their subject. These meetings are scheduled on the ATT Global Calendar. TNGs will be guided by the Curriculum and Outcomes Strategic Development Group (SDG), whose remit is reviewed and agreed through the Principal's Development Group (PDG). TNGs will work collaboratively to agree the ATT Curriculum Entitlement (ACE) for their subject and to write, resource and implement high quality schemes of learning and assessments.
- 14.3 Assessment will be co-created in order that they can be moderated, and progress measured with validity and reliability.
- 14.4 All additional standardisation and moderation practice will be determined locally in by individual academies. See [Appendix 5](#).

15 | Staff Training & Support

- 15.1 As a Trust, we build regular opportunities for staff in our academies to develop their subject, pedagogy, and pedagogical content knowledge through individual and group training.
- 15.2 TNGs are subject specific and meet up to six times a year to develop curriculum plans, schemes of learning and lesson resources.
- 15.3 SDGs address wider curriculum issues and meet up to six times a year.

- 15.4 We encourage staff to attend webinars, training days and development activities through our ATT Institute and those offered by external organisations. Training needs for individual staff are routinely linked to their development targets and Professional development Conversations (PDCs) take place regularly throughout the year.
- 15.5 We deliver bespoke training for new entrants to the professions and for those recently qualified or returning to the profession.

16 | Review

- 16.1 The application of this policy in our academies is reviewed by the PDG and actioned through the Curriculum and Outcomes SDG.

Appendix 1- Glossary of Curriculum Language

Further updates to be included.

PEG	Predicted End Grade. Predicted end of KS grade a student would attain if they continued to work at their current level with only class-based intervention/support.
Progress Review	Progress Review. Point where student assessment data is collected
ELG	Early Learning Goals
Quality of Education	A rounded view on the quality of education an academy provides: the appropriateness of the curriculum intent (taking into consideration narrowing/flexibility), the extent to which it delivers on this intent (Impact), and how well it is delivered at subject/classroom level (implementation).
Intent	What the curriculum is building towards and how it is planned to get there considering the local context whilst ensuring students acquire the knowledge and skills to take advantage of opportunities, responsibilities, and experiences in later life. This is set at Trust, academy, and subject/phase level with each being intrinsically linked to the others.
Implementation	How the curriculum is taught at subject/classroom level.
Impact	What students have learned.
Component	Individual items of knowledge that students will learn.
Composite	Components combine to form composites, combined they become more complex composites.
Fluency	The ability to retrieve knowledge quickly and accurately.
Cultural Capital	'It is the essential knowledge that students need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted S5 Handbook 2019) In our Trust this is not a tick box for each topic or lesson but is rooted in the curricular culture of our academies.
Core Content	This refers to the substance of the curriculum that students must know and remember to ensure a secure foundation in their schemata development.
Wider Content (Hinterland)	This is the content that sits outside of the core. It might be about the bigger picture. For example, the full novel. Without acknowledging and using such wider content, the core (a small passage from a novel) may not have true meaning. Wider content is often what makes knowledge rich and memorable for students.

Substantive Knowledge	The knowledge produced by an academic subject, which is made up of established facts that are uncontested.
Cumulative knowledge	This is where knowledge is not wholly reliant on students having previously studied a 'certain' topic, which means there are many pathways to mastering the content.
Hierarchical Knowledge	This means that you cannot teach one topic until students have 'mastered' the prior knowledge - e.g., times tables before fractions.
Disciplinary Knowledge	Disciplinary knowledge refers to what pupils learn about how that knowledge was established and constructed within the discipline, its degree of certainty and how it continues to be revised by scholars, artists or through professional practice. In some subjects, this is where there is space for judgement making, argument, open-ended challenges, and subject thinking.
Curriculum sequencing	This is ultimately about <i>how</i> and <i>why</i> a certain section of the curriculum serves to prepare students for future content, such that it has a <i>proximal function</i> to make the next stage possible and <i>ultimate function</i> to do an enduring job. The aim is to build a student's knowledge and skills towards agreed end points whilst equipping them with the confidence to be able to create knowledge themselves.
Proximal Function	Each bit of a curriculum has a job to do. The proximal function is how the knowledge from this lesson supports the work planned in the next few lessons/weeks.
Ultimate Function	Knowledge acquired across a curriculum is durable and has an ultimate function, a future purpose. This knowledge supports students, over time, to develop deeper conceptual understanding. It allows individuals to not only eventually enter disciplinary conversations and debates with confidence but allows students to potentially become knowledge creators themselves in the future.

Appendix 2- Inclusion

Our curriculum has been designed to provide an engaging and progressive learning experience for all. Our staff are highly skilled in moving the learning on for each child by adapting the learning challenges. This means the learning challenges across the curriculum are adapted to meet pupils' differing abilities and can be achieved in a variety of ways, such as:

- Different learning objectives to extend or reduce the challenge, with a 'no ceiling' limit to progress achieved per lesson.
- Providing adult support
- Explaining the challenge in a different way: visually, practically, orally, and aurally.
- Providing different resources to complete the challenge.
- Providing targeted support for any child that has a gap in their learning.

As a fully inclusive academy, all of our caring, dedicated and well-trained staff are fully committed to enabling your child to reach their full potential in all areas. We believe that this positive belief and the high expectations for all pupils will encourage them to thrive.

All children on our SEND register have a Personalised Learning Plan (PLP) written in conjunction with the child, their parents, class teacher and SENCO. The PLP aims to bring together information about the child's strengths and qualities, as well as what the child feels they need support with and any resources that will help them. Thoughts of the child, parent and teacher are included, as well as pastoral and academic SMART targets agreed and written together.

Class teachers and teaching assistants add evidence as to how the child has met the targets to help plan the next PLP.

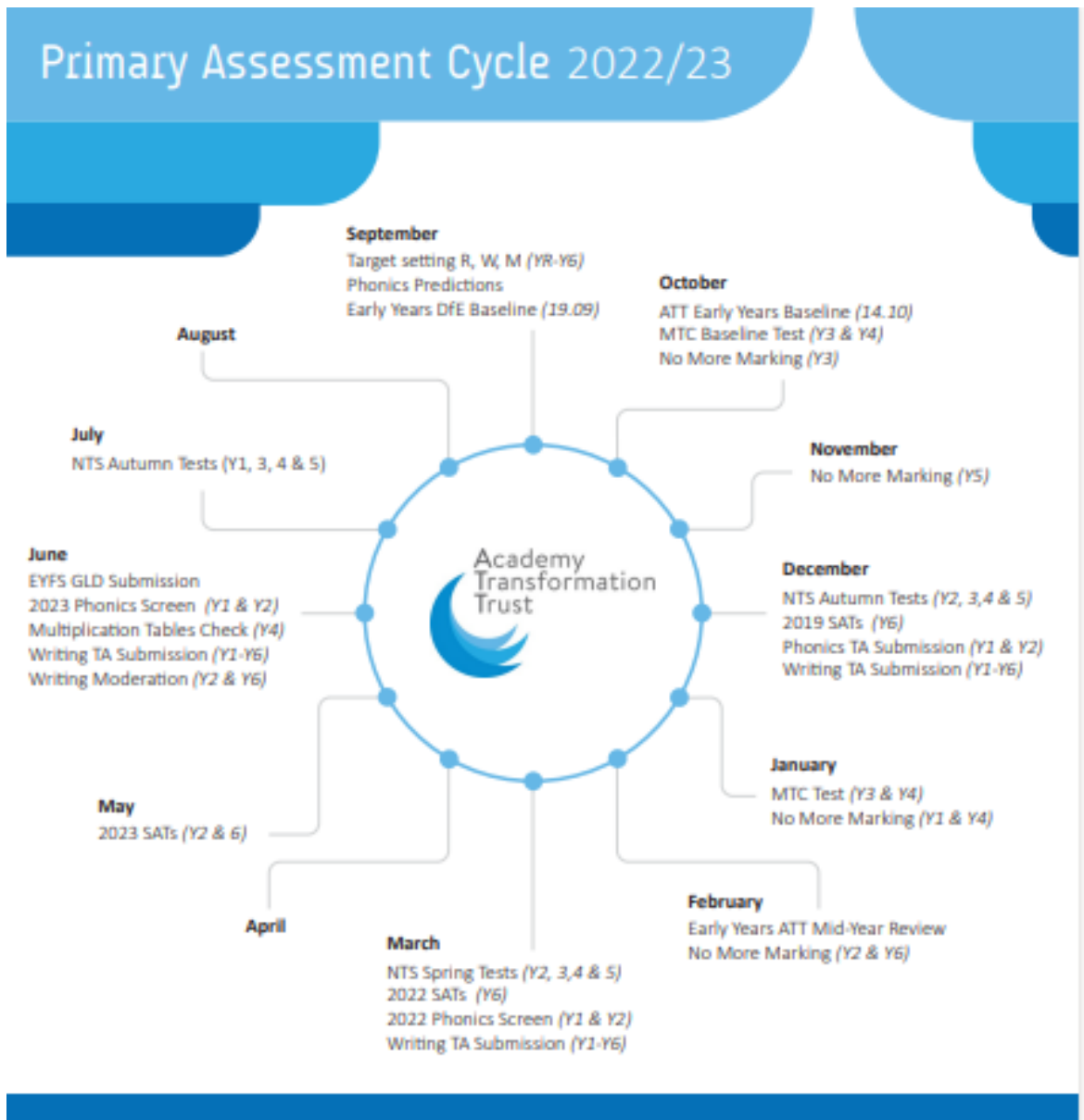
Your child's class teacher will plan a range of strategies to help your child learn, including 1:1 teaching, small group work, interventions, pre-learning.

The SENCO and data lead oversee all additional provision made for our pupils. We regularly review provision by monitoring and discussing progress with the child's teacher as well as the support and targets identified on the PLP. If the expected progress is not being made, we will look at other evidence based targeted interventions and update the PLP.

We work closely with Educational Psychologists, school nursing team, occupational therapists, Speech and Language team, CAMHS, Point 1 and the ASD team amongst other specialist organisations who we ask to assess and observe children if they are still not making progress.

[More information about working with children who are SEND is available on our website, please look for the 'Special Educational Needs' tab and 'SEND Information Report'.](#)

Appendix 3- Assessment Cycles



Appendix 4 – A Range of Assessments used at ICP:

Little Wandle

Salford

Multiplication

Arithmetic

Spelling

Class based

Formative Spreadsheet

Club 99

Digibugs

Appendix 5-Standardisation & Moderation

Half Termly English and Maths standardisation in each class

Pupil Book Study for subject, led by subject leader

We take part in our Geographical Local Authority Moderation Process.