



Assessment Framework

LAT032 Version 4 Updated January 2023

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1. Part 1 - Learn-AT Assessment Framework

- 1.1. This framework was agreed and reviewed by the Learn-AT Assessment Working Group as a result of extensive research, engagement with current and respected commentators and primary assessment specialists, reflection and consultation. The group's work has been informed by:
- Attendance at Beyond Levels Assessment Conferences – hearing from eminent speakers and commentators on principled assessment such as Tim Oates, Sean Harford (HMI); Alison Peacock; James Pembroke; Michael Tidd; Mick Walters and more;
 - Collaborative study of key texts such as Embedded Formative Assessment by Dylan Wiliam; Assessing Pupil Progress by Daisy Christodoulou; Assessment for Learning Without Limits by Alison Peacock; Leaders of their own Learning by Ron Berger;
 - Influential, authoritative reports on assessment such as the NAHT Commission on Assessment Report 2014; What Makes Great Assessment? (2017); EEF Toolkit.

2. Aims

- 2.1. The aim of this document is to provide an assessment framework for Learn-AT schools which:
- embeds formative assessment in high quality teaching, impacting positively on pupils' learning outcomes and supporting teachers and leaders to secure at least one year's progress for every year of teaching, for every pupil, in every year of primary school;
 - provides a reliable mechanism for school leaders and teachers to evaluate progress and moderate standards and expectations in core and foundation subjects, in individual academies and across the Trust;
 - supports the collection of simple, clear summative data and pertinent analysis relating to pupil attainment in Maths and English which supports continued progress in pupil learning, as well as academy and Trust self-evaluation and school improvement.
- 2.2. **Three purposes for assessment (Coe, 2020):**
- To impact on learning
 - To support school-level decision making
 - To inform classroom teaching

3. Assumptions

- 3.1. The expectations set by the National Curriculum (2014) are high. If a pupil is a 'secure learner' in one year-group, and remains a secure learner a year later, it is assumed that he/she has made one year of progress for one year of teaching. This represents good progress. Excellent progress would be represented by achieving a deeper level of understanding, making lateral connections across contextual and subject boundaries, using knowledge mastered for extended reasoning and problem solving etc. Good or better progress *would not involve moving on to the*

programme of study for the year group above.

- 3.2. If a pupil has fallen behind and requires additional support to work securely within the programme of study for their year group, or is working below their year group expectations, it is assumed that their progress needs to accelerate; they need to 'catch-up'. Action is required to accelerate progress – e.g. further additional support or effective intervention informed by research evidence. These pupils need to make rapid progress.

High quality teaching in all classrooms.

- 3.3. High quality teaching of a rich, rigorous and coherent curriculum is the foundation of the assessment framework. Strategic formative assessment embedded in pedagogy – e.g. clear learning intentions; co-constructed success criteria; effective questioning; retrieval practice activities; low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets; *effective FEEDBACK*.

Strategic formative and summative assessment at academy level

- 3.4. **Pupil Progress Meetings** – a minimum of three per year (one per term) as appropriate to schools' individual schedules. These meetings are fundamental to the Learn-AT assessment model. Each term, leaders at all levels engage class teachers in a carefully structured professional discussion about pupil achievement in core and foundations subjects. This also serves a range of school improvement purposes:
- 3.4.1. **CPDL for teachers:** assessment literacy; progress – showing not measuring; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might look like; differentiation for mastery; curriculum; accountability; effective intervention;
 - 3.4.2. **Moderation:** opportunity for school leaders to moderate teacher assessment judgements; consideration alongside standardised tests scores.
 - 3.4.3. **Monitoring:** opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum breadth.
 - 3.4.4. **Intervention planning:** evaluation of pupils' needs and how to ensure they are met.

4. The curriculum as the progression model

- 4.1. We assess pupils' progress on the basis of the extent to which they have understood, learned, remembered and can apply the disciplinary, declarative and procedural knowledge taught in the context of a coherent, clearly defined and sequenced curriculum for each subject.
- 4.2. Teachers teach their pupils such a curriculum for each subject, planned from the appropriate National Curriculum Programme of Study. They use a range of strategies, outlined below, to evaluate the extent to which pupils have understood, learned, remembered and can apply what they have been taught.

Pupil progress, evaluated in this way, is discussed and moderated in regular pupil progress meetings with colleagues and leaders.

Assessment in Foundation Subjects at school level

- 4.3. In foundation subjects Learn-AT schools work on the principle that the curriculum is the progression model. The Learn-AT Curriculum and Pedagogy Framework supports the provision of precise and detailed programmes of study for each of the foundation subjects and RE. Teachers use low stakes assessment tasks, tests and quizzes, and end of unit essays in subjects like history, geography and RE to assess the extent to which pupils have learned and remembered age-appropriate curriculum content and developed domain specific skills. These assessments form the basis of teachers' summative judgements made at the end of the year, and indicate children's attainment. Schools may use the key outlined below to record these annual judgements in Learn-AT Assessment App and to report to parents.

5. Formative assessment embedded in teaching and learning

- 5.1. Teachers use formative assessment strategies to check for pupils' understanding. Learn-AT expects all its academies to be working to establish research-informed, quality first teaching, for all pupils, including formative assessment strategies such as:
- clear learning objectives
 - co-constructed success criteria
 - effective questioning
 - retrieval practice activities
 - effective feedback
 - the use of a repertoire of low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets etc to support teachers' evaluation of pupil understanding and learning, inform their planning for next steps, addressing misconceptions and pupils' individual learning needs.
 - A mastery approach to pedagogy

6. Pupil Progress Meetings

- 6.1. School leaders at all levels and class teachers engage in Pupil Progress Meetings (PPMs) *at the end of each half term*. These meetings are structured conversations which consider the range of evidence relating to pupil achievement (attainment and progress) during the previous several weeks. They provide a regular opportunity to:
- moderate expectations and standards in each class and year group through triangulation of evidence which includes pupils' work, outcomes of their assessment activities, tests and quizzes and so on;
 - evaluate pupils' progress from their key stage starting points and, where concerns emerge, consider what needs to be done at class, school or trust level to ensure pupils' do not continue to fall behind;

- evaluate the quality of education, standards and achievement in the foundation subjects
- moderate teachers' assessments of pupil learning, understanding and achievement in the core and foundation subjects
- provide responsive professional development for teachers relating to quality first teaching, assessment literacy and practice, effective learning interventions; effective differentiation for mastery (provision of additional support, rapid intervention, pre-teaching, scaffolding, time etc) and the provision of opportunities for deeper learning.

6.2. PPMs consider all pupils at some point during the year, but individual meetings may consider a sample of pupils rather than the whole class, including a representative sample of groups within the cohort e.g. more-able, disadvantaged, SEND, looked-after, boys and girls.

7. Summative assessment at school level in English and Maths

Universal expectations in core subjects

- 7.1. The Trust sets two ambitious, universal objectives for pupil achievement in Maths, Reading and Writing by the end of each key stage:
- All pupils (except for those with a specific cognitive impairment) and regardless of their background, achieve at least the standard expected for their age
 - ***All pupils, including those with SEND, make very good progress from their starting points***

8. Summative Assessment

Reading, Writing and Mathematics

- 8.1. Taking account of all the evidence accumulated since the last summative assessment point, including the results of standardised tests or any other tests or other assessment activities, teachers arrive at a summative assessment of pupil achievement in reading, writing and mathematics. They evaluate current attainment by considering how well children have learned what teachers have taught since the last summative assessment point and enter their judgements into Learn-AT Assessment App (see Learn-AT Link <https://learnat.sharepoint.com/sites/learnatlink/SitePages/Learn-AT-Assessment-App.aspx> for instructions) according to the following key:
- Pupils who are working securely within the programme of study for their age are considered 'secure learners' and are coded 'green'.
 - Those who are achieving a deeper level of understanding of objectives from the programme of study for their year group, are coded 'purple'.
 - Those who are working within the programme of study for their age, but require regular and significant additional support, are coded 'yellow'.
- 8.2. For those pupils working within a core subject programme of study (PoS) below that for their age, teachers estimate the PoS which is the best fit for the pupil's outcomes and record this as Y0, Y1, Y2, Y3, Y4, Y5 or Y6.

- 8.3. This summative data is usually updated in Learn-AT Assessment App three times per year. Any changes are discussed at PPMs. It is expected that teachers will not change their judgement about every child at each update, only making changes where it is agreed that significant change in attainment is evident. Where there is a school improvement imperative, it may be necessary to review assessment judgements half termly.

Standardised Tests

- 8.4. Standardised Tests (Rising Stars – PUMA and PIRA and GaPS) are conducted three times a year – in the two weeks preceding a summative assessment point. The results of these tests inform:
- an evaluation of the progress pupils make throughout the year and year-on-year;
 - moderation and bench-marking of standards and expectations across year groups within schools and between trust schools.
 - triangulation of the evidence available to inform teachers' summative assessment judgements.
 - Formative assessment of whole class and cohort gaps in learning and misconceptions to inform teachers' planning for future teaching and learning and school leaders' planning for professional learning and school improvement.
- 8.5. Scores from standardised tests (not age standardised) are recorded in the 'Scores' section of Learn-AT Assessment App.

Statutory Assessment

- 8.6. National tests and statutory assessments in core subjects are conducted in the year groups and at the points dictated by the DfE.

Learn-AT Assessment App

- 8.7. Three times a year, teachers enter their summative judgements into the Learn-AT Assessment App, in addition to the scores their pupils achieve in the standardised tests at the intervals described. From this simple, 'once-only' data input, the Learn-AT Data Dashboard generates a suite of reports which support analysis of pupil attainment against national outcomes. Reports facilitate evaluation at all levels including whole trust, school, cohort, year group, class, individual pupil and contextual groups. Further evaluation of pupils' progress is supported by analysis of pupils' standardised test outcomes.

Monitoring and Review

- 8.8. This policy is reviewed regularly by the Learn-AT Assessment Working Group.
- 8.9. **Date of last review:** January 2023

Part 2 – Guidance for Teachers and School Leaders

Learn-AT Assessment Framework Calendar

	Statutory Assessment	Summative Assessment – Teacher Judgements	Summative Assessment – Standardised Tests	Writing (No More Marking)
Sep				To be administered according to No More Marking calendar for Years 1-6
Oct				
Nov			Standardised tests (PUMA/PIRA/GAPS) for Years 2-5 (not Year 1) and past SATs papers for Year 6 to be administered in the two weeks following half term	
Dec		Summative TA to be entered on the Learn-AT Assessment App on or before nearest working day to 15 th		
Jan				
Feb			Standardised tests (PUMA/PIRA/GAPS) for Years 1-5 and past SATs papers for Year 6 to be administered in the two weeks following half term	
Mar		Summative TA to be entered on the Learn-AT Assessment App on or before nearest working day to 15 th		
Apr				
May	SATs for Year 2 and Year 6		Standardised tests (PUMA/PIRA/GAPS) for Years 1-5 to be administered in the two weeks before half term. If SATs create difficulty in administering during this window, it may be extended to include the 3 weeks immediately following half term	
Jun	Phonics Screening Test Year 1 and Year 2 Multiplication Tables Check Year 4	Summative TA to be entered on the Learn-AT Assessment App on or before nearest working day to 15 th		
Jul				

Tests and Teacher Judgements

Year 6

Year 6 should attempt the reading, maths and SPaG SATs papers of previous years instead of PUMA, PIRA and GAPS. During the autumn and spring, the tests should be administered at the same time as the tests in the other year groups. During the summer term, schools should decide whether the administration of previous SATs papers just prior to the actual SATs would be beneficial to the pupils.

Administer the specific past SATs papers according to the following table:

	Academic Year				
	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026	2026 - 2027
Autumn Term	2018	2019	2022	2023	2024
Spring Term	2019	2022	2023	2024	2025
Summer Term	2022	2023	2024	2025	2026

Refer to the relevant teacher manual for administration guidance and mark schemes.

Calculating and recording test scores

Year 1 – Year 5

Calculate the standardised score from the raw score using the tables in the relevant manual. There is no need to work out the age standardised score or Hodder score and there is no requirement to fill in the question level analysis boxes on the front of the answer papers.

The standardised scores should be entered into the Learn-AT Assessment App Test Scores tab by the end of each assessment window.

Year 6

Calculate the scaled score from the raw score using the STA KS2 scaled score conversion tables (you can find these on the Gov.uk website [Understanding scaled scores at key stage 2 - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/understanding-scaled-scores-at-key-stage-2)).

The scaled scores should be entered the Learn-AT Assessment App Test Scores tab after autumn term and spring term assessment windows – see below for data entry guidance in the summer term.

Analysis of the standardised scores

The tables below provide teachers with a possible indication of the standard a pupil might be working at. However, this measure should never be solely relied upon: it should form

part of a summative teacher judgement. For example, a pupil scoring below 92 in a Key Stage 1 PUMA test might consistently demonstrate the expected standard in the classroom and, therefore, be awarded G (green) in the Learn-AT Assessment App.

It is also very important to remember that a single, isolated standardised score should never be used to make a definitive judgement about a pupil. An average of at least 3 of an individual's recent test scores will give a better representation of their attainment. Even then, caution must be exercised.

New performance indicators:

	PiRA		PUMA		GAPS	
	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2	Key Stage 1	Key Stage 2
Working towards	< 89	< 91	< 92	< 93	< 94	< 94
Working at	89 – 111	91 – 111	92 – 110	93* – 113	94 – 114	94 – 114
Working at GD	> 111	> 111	> 110	> 113	> 114	> 114

*only revision to the PIs published in March 2021

Note on standardised vs scaled scores

End of key stage SATs tests give a scaled score. This is a different measure to a standardised score. Whilst both systems can be used to inform judgements of attainment standards, scaled scores and standardised scores are not interchangeable.

Teacher assessment updates

Teacher assessment updates (which will normally be Y – yellow, G – green or P – purple) should be entered into the Learn-AT Assessment App Teacher Assessment tab before the deadlines detailed on the calendar above.

Aligning teacher judgements with SATs Scores

The Year 2 teacher assessments entered into the Learn-AT Assessment App at the end of the summer term **must match** the final assessments reported to the DfE.

The Year 6 teacher assessments entered into the Learn-AT Assessment App at the end of the summer term **must align** with the scaled scores of the pupils:

99 or less	Y – yellow
100 – 109	G – green
110 or more	P – purple

The Year 6 scaled scores from the SATs should be entered in Learn-AT Assessment App Test Scores tab when they arrive in schools in July. Please note that if schools choose to administer previous SATs papers in the summer term, in the run up to SATs, these scores **should not** be entered into the Learn-AT Assessment App.

Pupil Progress Meeting Agenda

This is not intended to be an inflexible model for pupil progress meetings. It is a suggested model incorporating some key principles which schools can interpret and apply to suit their context.

Pre-meeting preparation:

The most recent summative teacher assessment judgements in the Learn-AT Assessment App for the core subjects are used to inform a professional discussion. School Leader and Class Teacher agree a sample of pupils to discuss at the meeting, including disadvantaged, SEND, high, middle and low prior attainers, representatives of any other significant vulnerable group and a balance of boys and girls. In addition, the class teacher might bring further details of any pupil he/she has concerns about to discuss at the meeting. A foundation subject focus may be agreed before the meeting.

In Attendance: Class Teacher and Middle or Senior School Leader. Other school leaders e.g. Subject Leaders and/or SENCo may also attend for support if appropriate.

Data to inform the meeting:

- Assessment data reports in the Learn-AT Data Dashboard
- Pupils' work, including English, Maths, reading book and foundation subjects;
- Records of outcomes of assessments activities – tasks, tests, quizzes, questions, essays etc.
- Class teacher's Assessment File
- Pupil Progress Meeting Record Sheet

Discussion:

Leader and class teacher engage in a professional discussion about pupils causing concern, considering the teacher's summative evaluation of the child's current attainment in maths, reading, writing (including grammar) spelling, communication and across the curriculum. This is an opportunity to triangulate the available evidence, moderate judgements and reflect on:

- the extent to which pupils' learning needs are being effectively met;
- breadth of curriculum;
- acquisition of secure conceptual understanding;
- opportunities for deeper learning - through reasoning, problem solving, critical reading, application of learning across a range of curricular contexts;
- pitch of expectations; challenge for all pupils;
- opportunities for retrieval practice;
- progress from starting points;
- what support may be needed from the wider team to support achievement.

Concerns about individual pupils should be shared and discussed and agreement

reached about actions needed, either at class level or school level, to accelerate progress if necessary, e.g. changes in practice, teaching and learning strategies, interventions, additional support, resources, time etc.

Record a brief summary of the discussion, agreed actions, expected outcomes and impact measures.

Class Assessment File Contents

N.B. This list is neither prescriptive nor exhaustive

- Class List
- Reports from the Learn-AT Data Dashboard
- Teacher's own ongoing records of outcomes from any regular assessment activities or tasks
- Teacher's analysis and ongoing records of gaps in pupils' learning, by group, in reading, writing and maths.
- Copy of the section of the school's SEND provision map relating to the class/cohort
- One-page marking frames/templates; teachers' marking notes.
- Records of scores/marks for foundation subject tests/quizzes etc.
- Angela Kirk's 'Headship Support' Pupil Progress Meeting class data analysis template: <https://headshipsupport.co.uk/downloads-2/>

PPM Record – Pupils at risk of falling behind

Pupil Progress Meeting						
Date			Year Group			
Teacher			Class			
School Leader			No. of Pupils Discussed			
Pupil 1	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 2	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Pupil 3	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 4	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 5	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of						

discussion						
Actions Agreed						
Impact Measures						
Pupil 6	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						
Pupil 7	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						

Impact Measures						
Pupil 8	Summative attainment judgement		Standardised Test Score Reading		Standardised Test Score Maths	
	(Learn-AT Assessment App Key)					
Brief Summary of discussion						
Actions Agreed						
Impact Measures						

Post PPM Action Plan

Key Progress Issue	Target Pupils/Group	Action/Intervention	Who will lead the intervention?	Baseline Assessment	When and for how long?	Impact/Evaluation

SEND Assessment

Principles agreed July 2021

- SEND pupils should not be sitting PUMA/PIRA/GaPS tests below their chronological year group for the purposes of providing assessment data - the data gathered has no validity and does not inform evaluation of their achievement or progress in a meaningful way.
- We should apply the principles of Y6 access arrangements in all year groups – i.e. most children including those with SEND would sit the test for their year group. Some would be eligible for access arrangements, e.g. additional time, a scribe, reader, amanuensis etc. Access arrangements should be implemented as usual classroom practice throughout the year in all year groups, as is the expectation in Y6.
- Where children have complex needs (EHCP/High Needs) which would lead to disapplication from statutory tests in Y6, for valid *assessment purposes* teachers should use specialist SEND assessments from a selection recommended by the Learn-AT SENDCo team. In most cases these could be administered by the teacher. In a very small minority of cases a test requiring specialist administration by a qualified SENCo may be necessary.
- Teachers should also consider using a wider range of data to evaluate SEND pupils' progress e.g. attendance, behaviour, dispositions and attitudes, IEP targets etc.
- However, where teachers or SENCos consider that attempting a test paper from another year group might be a worthwhile learning experience for an individual pupil with SEND, e.g. to support retrieval practice, self-esteem and confidence, engagement with parents, teachers can use their professional judgement and discretion. The important thing is to be aware that this activity might impact on the pupils' learning and impact on classroom teaching, but it will not provide valid standardised assessment data to support cohort or school-level decision-making.
- The score should not be recorded in the Learn-AT Assessment App, reported as a valid standardised assessment data outcome, or used to inform SEND standardised assessment procedures, EHCP applications or applications for High Needs Top-Up funding.

Reading List

The work of the Learn-AT Assessment Group was informed by the following literature:

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