



Durham Trinity School and Sports College.

Whole School Assessment Policy.

The purpose of assessment within the school is to maximise progress and enable all pupils to become better learners. Assessment is an integral part of the Teaching and Learning cycle. Planning, Teaching, Assessment and Record Keeping form pieces of a jigsaw which, when fit together, provide an environment where High Quality Teaching and Learning takes place.

Assessment involves an understanding of both the formative process (when we ask what, when, why and where pupils learn) and the summative process (when we recognise what pupils have learnt). On occasions, where appropriate, pupils may also access National Standardised Summative Testing or Assessments.

The whole school assessment policy adheres to the principles outlined below, which recognise the needs of different groups of people who will be using the system, namely the pupils, teachers, parents and governors.

Policy Aims.

Assessment, Recording and Reporting across the school aims to:

- Encourage and motivate all pupils by recognising and celebrating their individual successes across the whole curriculum.
- Base pupils teaching and learning on clear objectives which are communicated by the teacher, HLTA or TA to the pupil, as appropriate.
- Allow pupils to contribute to the assessment process and in doing so encourage them to become reflective learners (where appropriate).
- Be positive in its approach but encourage progress through the identification of steps for further development including intervention and support from other professionals.
- Enhance pupil motivation and participation.

- Provide information, to relevant stakeholders, which is clear, reliable, free from bias and used to plan for and inform Teaching and Learning.
- Provide opportunities for pupils to access externally recognised and accredited assessments, where appropriate.
- Inform parents and carers about their child's achievements, progress and attainment.

Formative Assessment.

Formative assessment is 'day – to – day' assessment which is based on pupils' ability to achieve individual outcomes and learning objectives set, providing feedback and, where possible, encouraging pupils to be reflective upon their own learning. It supports teachers in providing further support or extension activities as necessary and helps to inform and structure progress.

Examples of formative assessments may include:

- Observations
- Photographs
- Pupil Work Files or Books
- Verbal or Written Marking and Feedback from Individual Lessons
- Quizzes
- Discussion and Questioning
- Pupil Self-Assessment
- Peer Marking
- Visible Learning e.g. through the use of whiteboards
- Evidence for Learning records

Summative Assessment.

Summative assessment is used as a baseline from which progress can be measured, strengths and weaknesses can be highlighted, planning can be informed and teaching and learning can be monitored.

Examples of summative assessments may include:

- Internally Devised Test Materials at the end of a unit, topic or module
- Phonics Assessment and Tracking documents

- Personalised Learning Intentions where progress is measured using MAPP (Measuring and Assessing Personal Progress)
- Personalised EHCP (Education, Health and Care Plan) Outcomes and Steps to Success
- External Accreditation e.g. Entry Level Qualifications, ASDAN, AQA Single Unit Awards etc;
- National Standardised Testing Materials e.g. Key Stage 2 SATS or Phonics Screening etc;
- End of Key Stage Teacher Assessments conducted at Year 2 (optional) and Year 6 (statutory)

Collecting Data.

Pupils at Durham Trinity School and Sports College access one of three curriculum pathways or Post 16/ EYFS provision. The way in which data is collected differs dependent on the pathway or provision accessed. For some pupils, a combination of pathways is most appropriate and this would be reflected within their curriculum opportunities and assessment data.

Below is a table that illustrates the data collection that takes place for each of the pathways or provision areas.

EYFS

Learners follow a curriculum based upon the EYFS curriculum. The three core areas of this curriculum are Communication, Language and Literacy, Physical Development and Personal and Social Development. The EYFS curriculum is assessed using 4-6 Personalised Learning Intentions based upon a pupil's EHCP

Outcomes, The Engagement Model (if applicable) and elements of the EYFS Framework. EHCP Outcomes are designed in a collaborative manner with class staff, parents and external professionals such as SALT or OT. Learning intentions are tracked using the MAPP assessment scale on a termly basis and measure ipsative progress. The Reception Baseline Assessment also assesses pupils on entry, where applicable.

<p>The Pre-Formal Curriculum</p> <p>Learners follow a highly individualised preparation for life curriculum incorporating the 5 steps of engagement, therapeutic programmes and individualised outcomes. 4 – 6 Learning Intentions are set per learner. Individual Learning Intentions are personalised and measure ipsative progress. EHCP outcomes are devised in a collaborative manner with class staff, external professionals (such as SALT or OT) and parents/carers and individual learning intentions are devised as smaller steps to support the achievement of outcomes set. Learning Intentions are tracked using the MAPP assessment scale on a termly basis. Evidence is also collated to evaluate and reflect upon engagement in line with the Engagement Model. An Engagement Profile is also created for most pupils. Learners access accreditation pathways, such as ASDAN Towards Independence, where appropriate.</p>	<p>Specialist Autism Provision Curriculum</p> <p>Learners follow a specialist and individualised preparation for life curriculum which incorporates sensory processing needs, emotional regulation support, communication and language development and the development of play/cognition skills. 4 – 6 Learning Intentions are set per Learner. Individual Learning Intentions are personalised, based upon their EHCP outcomes and on occasions SCERTS targets, and measure ipsative progress. EHCP Outcomes are devised in a collaborative manner with class staff, external professionals and parents/carers. Learning Intentions are tracked using the MAPP assessment scale on a termly basis. Where appropriate, evidence is also collated to evaluate and reflect upon engagement in line with the Engagement Model. An Engagement Profile is also created for those for whom it is applicable. Learners access accreditation pathways, such as ASDAN Personal Progress or NOCN Independent Living Skills, where appropriate.</p>	<p>The Semi-Formal Curriculum</p> <p>Learners follow a preparation for life curriculum which incorporates Functional Literacy and Numeracy skills and is meaningful, practical and incorporates elements of the Equals Curriculum. 4 – 6 Learning Intentions are set per Learner. Individual Learning Intentions are personalised, based upon their EHCP outcomes, and measure ipsative progress. EHCP Outcomes are devised in a collaborative manner with class staff, external professionals and parents/carers. Learning Intentions are tracked using the MAPP assessment scale on a termly basis. Where appropriate, evidence is also collated to evaluate and reflect upon engagement in line with the Engagement Model. An Engagement Profile is also created for those for whom it is applicable. Some Pupils accessing this pathway are also set a Functional English, a Functional Maths and a Functional Computing target, which is measured and reviewed using the MAPP assessment scale and is personalised to the individual. Learners access accreditation pathways, such as ASDAN Personal Progress, Entry Levels or AQA Single Unit Awards, where appropriate.</p>
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Post 16

Learners follow a preparation for life curriculum which continues to develop their independence, Functional Literacy and Numeracy skills and emotional regulation skills in real-life contexts. 4 – 6 Learning Intentions are set per Learner. Individual Learning Intentions are personalised, based upon their EHCP outcomes, and measure ipsative progress. EHCP Outcomes are devised in a collaborative manner with class staff, external professionals and parents/carers. Learning Intentions are tracked using the MAPP assessment scale on a termly basis. Where appropriate, evidence is also collated to evaluate and reflect upon engagement in line with the Engagement Model. An Engagement Profile is also created for those for whom it is applicable. Learners access accreditation pathways such as AQA Single Unit Awards or NOCN Independent Living Skills.

The assessment criteria and/or individualised learning intentions are reworded and shared with pupils, where appropriate, so that they are clear as to what they are aiming to achieve within their work.

Evidence.

Assessment evidence is collected in a range of forms. Examples include work portfolios for accreditation purposes, workbooks, learning journals, work files, witness statements, standardised testing or the recording of assessed work in a teacher mark book.

Evidence for Learning (an online learning journal app) enables photographic or video-based assessment evidence to be gathered in a central area. Evidence collated can be mapped against the pupils' Individual Personalised Learning Intentions, EHCP Outcomes, Steps to Success, Accreditation Objectives and a range curricular and cross-curricular tags e.g. SMSC, OPAL, Literacy, Phonics, Numeracy, EHCP Areas, Levels of Support etc;

Standardisation.

The Assistant Head with responsibility for Pupil Progress is responsible for standardisation across the school community with Pathway Leaders further developing and consolidating standardisation in their individual teaching teams too. Dedicated time is provided twice per year for Learning Intention/Evidence for Learning moderation to take place. An audit is conducted twice annually by the Assistant Head with responsibility for Pupil Progress too.

As part of the Assessment and Review process, RAP (Reviewing Assessment and Progress) meetings will take place once per year between individual teachers, a Pathway Leader and a Senior Leader (usually the Assistant Head with responsibility for Pupil Progress). These will provide an opportunity to carry out a deep dive on 3 pupils and provide

a teacher with areas of success, with regards to assessment and pupil progress, and areas which could be further developed.

When opportunities arise, members of staff also engage in Local Authority or Networked moderation and standardisation activities.

Training for Staff.

An induction session is provided to all new staff. The induction includes systems, processes and policies that must be read, including this policy. One to one or small group sessions are available with either Pathway Leaders or the Assistant Head with responsibility for Pupil Progress should staff require a short training session, to support their use of assessment procedures and software, or further clarification of any of the information detailed in this policy.

In a range of staff meetings and continuing professional development sessions there will be an emphasis on assessment to ensure all staff have a good understanding of assessment practice. Staff may also identify training needs regarding assessment during the appraisal process or induction process. A performance management objective is set for teachers on a yearly basis which is based upon Pupil Outcomes and/or Teaching and Learning. The Assistant Head with responsibility for Pupil Progress will ensure that best practice is shared and will endeavour to keep up with the latest research.

Reporting to Parents/ Carers.

Personalised Learning Intentions will be shared with parents through the Parents Evening and Annual Review process. Feedback will be sought from parents and carers and a discussion around areas they wish to see further developed within the child's learning will also take place.

Evidence of learning is regularly via Evidence for Learning with parents/carers who have activated their accounts. This gives parents/carers an insight into the learning taking place both in the classroom and in the wider community. In order to provide a holistic view of progress and successes for individual pupils, parents and carers are invited to share photos or videos of opportunities or experiences from home.

At the end of each academic year, a report will be produced which will summarise a child's learning and progress across the academic year. Twice yearly, Parent's Evenings provide an opportunity for parents/ carers to scrutinise their child's work and talk to teachers about their child's progress and development.

Should a parent or carer have any additional concerns about their child's progress, teachers and Pathway Leaders are available to meet and discuss any particular issues at any time of the school year.

Implementation and Monitoring.

The policy sets out general guidelines under a number of headings. The Assistant Head with responsibility for Pupil Progress, the Pathway Leaders and their teams will interpret these according to the individual needs of the pupils and are responsible for the monitoring of assessment practices within their teams in order to ensure that these practices are effective, common and in line with the Whole School Assessment Policy. Pathway Leaders, the Assistant Head with responsibility for Pupil Progress and the Senior Leadership Team are responsible for ensuring that assessments are maintained consistently and that teaching staff are provided with support in developing and maintaining them if required. They have further responsibility to ensure that information is used to evaluate provision and practice to proactively improve attainment opportunities for all pupils. Teaching Staff have a responsibility to familiarise themselves with the most up-to-date policy and procedures to ensure best possible practice is achieved across the school community.

This policy will be reviewed on an annual basis by the Assistant Head with responsibility for Pupil Progress. The Governing Body will monitor the principles and processes of the Assessment Policy through meetings of the Curriculum Standards Committee, through termly reports provided by the Assistant Head with responsibility for Pupil Progress and through regular and timely monitoring visits to the school.

Date: 03.09.25

Signed by (AHT with responsibility for Pupil Progress):



Date agreed by Governors: 05.11.25