



**Inspiring Futures  
through Learning**

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**Assessment Core Values Policy**

September 2023 to September 2025



Policy name:	Assessment Core Values Policy
Version:	V1
Date relevant from:	September 2023
Date to be reviewed:	September 2025 This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.
Role of reviewer:	IFtL Head of Quality Assurance & Safeguarding
Statutory (Y/N):	N
Published on website*:	3C

Policy level**:	1
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	29 <sup>th</sup> August 2023

Key:

\* Publication on website:

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

\*\* Policy level:

1. Trust wide:
  - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
    - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
  - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains relevant information, procedures and / or processes contextualised to that school / department.
    - o *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
    - o *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*
3. School / department policies
  - These are defined independently by schools / departments as appropriate
    - o *Approved by school / department governance bodies.*



## IFtL Assessment Core Values Policy

### Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We strive to ensure we have the highest ambitions for all our learners which includes access to a broad, balanced and rich curricula so that they achieve the best possible outcomes, which includes but goes beyond the academic, and so they are successful and fully prepared for the next stage of education and ultimately life. Assessment and data are fundamental tools to measure and check this occurs for all learners.

### Success indicators

All schools within the trust will implement the following indicators:

- Data is making a difference and it informs whole-school strategy.
- Focus is on the 'so what' and acting on the data resulting in positive impacts including raising learner outcomes for all groups of children.
- Inclusivity ensures we analyse vulnerable groups including SEND outcomes, measuring small step progress for children with SEND.
- There are collaborative working relationships with parents/carers promoting positive behaviour with effective two-way partnership.

### Our IFtL Drivers



Assessment is particularly pertinent to two of the IFtL drivers:

- Creating ambitious, lifelong learners in strong schools
- Delivering high standards of curriculum for all within a positive learning culture

### What are we doing and why?

- In our IFtL family of schools, we believe that all children can achieve, and assessment strategies are used to shape the curriculum offer for our

children. We want our children to develop detailed knowledge and skills across the curriculum and, as a result, achieve well.

- Within IFtL, we have nursery through to secondary school age. Assessment needs to be adapted based on the skills and knowledge learned. To start, our assessment comes through observation in the environment. Later, assessment comes through teaching and what they have remembered.

### **Types of Assessment**

It is important we use both formative and summative assessments to ensure we have a thorough and complete profile and understanding. Assessment will be used to gain a detailed understanding at an individual learner level, on groups of learners, as a whole school and as a finally across the Trust.

### **Formative Assessment**

Formative assessment strategies are used as a tool to enhance learning. It is swift, immediate action taken in the moment to address a misconception or develop a concept further.

#### **What examples are we expecting schools to use?**

As a minimum, we expect schools within IFtL to use the following formative assessment strategies:

- Think, pair, share
- Cold Calling
- Show Me Boards
- Say It Again Better
- Short Feedback Loops
- Redrafting
- Spot Your Mistakes
- Targeted small teaching groups within lessons

### **Summative Assessment**

Summative assessment happens away from the point of teaching. It is used to determine whether a child has remembered the knowledge and can recall from prior learning. Within our IFtL schools, this summative assessment can take the form of:

- End of unit assessments
- End point assessments
- Mock papers
- Cornerstones papers (end of term papers)

For all Cornerstones papers, we ensure that the children take the test that is matched to their academic ability and that the gap analysis informs teaching and learning for individual learners, groups of learners and classes as a whole. Leaders of subjects will also use the data and the gap analysis to inform whole school strategy.

#### **What do we do with the information as a trust?**

As a trust, we use an online assessment system to record both formative and summative assessment. All schools follow an Assessment Planner (appendix A) that has been created in conjunction with assessment leads from all trust schools. At four



points during the year, we expect our schools to upload summative data to the online system following the language of 'on track':

<b>Data Submission</b>	<b>Purpose of the Data Submission</b>	<b>How do we expect schools to decide on this data?</b>
<b>End of Year Targets</b>	To predict the end of year outcomes for learners in statutory reporting year groups.	A child's last statutory end point is reviewed and a target identified from their predicted flight path created.
<b>Autumn Data Drop</b>	To review the progress and attainment of all children.	Analyse the ongoing formative assessment and termly summative assessment to moderate whether a child is still 'on track' for their end of year target.
<b>Spring Data Drop</b>	To review the progress and attainment of all children.	Analyse the ongoing formative assessment and termly summative assessment to moderate whether a child is still 'on track' for their end of year target.
<b>Summer Data Drop</b>	To review the progress and attainment of all children.	Analyse the ongoing formative assessment and termly summative assessment to moderate whether a child is still 'on track' for their end of year target.

As a trust, we analyse the data that is submitted during these four points, and it is scrutinised by our board of trustees against National Outcomes. We use the information to provide challenge and support to our schools, holding Trust Assurance Board (TAB) meetings where appropriate.

#### **What are we expecting the schools to do with the data?**

We expect our family of schools to carry out the following methods to support teacher judgements:

- Gap analysis
- Moderation

Each school will then hold Pupil Progress Meetings after data submission to identify any children who are at risk of 'falling from their predicted flight path' and the intended plan for impact. Year group contexts, areas of strength and additional areas to develop are also identified in these robust challenge and support meetings.

#### **What do we do with the information as a school?**



Data is only as effective as what we do with it. As a result of effective Pupil Progress Meetings, we expect to see impact plans in action which could include the following:

- Adaptive teaching
- Interventions
- School-led tutoring
- Curriculum redrafts.

### **Online Tracking System**

In all IFtL schools, we use an online tracking system to capture both formative and summative assessment. These assessments are for both core subjects and the wider curriculum. We use trust-wide codes to track our learners:

<b>Code</b>	<b>Description</b>
WB	Working Below (Previous year group)
WT	Working Towards (The expected standard)
EXS	Working At (The expected standard)
GDS	Working at Greater Depth (Within the expected standard)

### **Government Expectations**

All of our IFtL schools offer learners a broad and balanced curriculum that follows the national curriculum. Our EYFS provisions comply with the DfE's statutory framework for the early years' foundation stage. We complete all government expectations regarding reporting.

### **Assessment in Schools Guidance (April 22)**

Within IFtL, we follow and adhere to the DfE Reporting to parents at the end of key stages 1 and 2.

<https://www.gov.uk/guidance/reporting-to-parents-at-the-end-of-key-stages-1-and-2>

We follow and adhere to the DfE Reporting on the Pre-key stage standards or Engagement Model, whichever is appropriate.

<https://www.gov.uk/government/publications/pre-key-stage-2-standards>

<https://www.gov.uk/government/publications/pre-key-stage-1-standards>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/903458/Engagement\\_Model\\_Guidance\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/903458/Engagement_Model_Guidance_2020.pdf)

All schools will ensure they fulfil the requirements. All headteachers take responsibility for implementing measures to meet the national minimum expectation.

We will ensure will fulfil the national minimum expectation and that it is aligned with Ofsted's indicators for effective Quality of Education impact:

- learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from



national tests and examinations that meet government expectations, or in the qualifications obtained

- learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension

## SEND Assessment

Learners with SEND will be assessed using the same approaches for all other learners with the exception of those with significant need.

It is likely within any educational setting that there will be learners that have significant special educational needs. In line with IFtL's vision and values, it is everyone's responsibility to ensure that every SEND learner is valued and receives the best across all areas of school and wider life. Schools must have the same ambition for SEND learners as their peers across all areas of school and wider life. This includes access to the broad and balanced curriculum. This is no different for children with significant special educational needs.

When meeting the most significant need, schools will need to adopt individual approaches that are personalised to the needs of the learner, focusing on removing barriers to learning, that retain access to a broad and balanced curriculum. In exceedingly rare cases, some learners with SEND may require curriculum adaptations. This should be for the shortest time possible, and the end goal should always be for the child to return to the full curriculum as swiftly as possible. Assessment for all children, including those with significant needs, must be able to measure and demonstrate progress.



IFtL has partnered with Fairfields School in Northampton which is a special school who has created 'Assessment for All'. If a child is working academically at a lower year group to the one that they are in, we will start to use the Assessment for All system.

We are committed to ensuring we measure aspects of a child's learning that we value. 'Our Assessment for All' reflects our curriculum, which is the core from which all aspects of learning and development stem. Our assessment is designed to ensure we are measuring the progress of each learner, reflecting their own learning journey. The information captured using this assessment is also used when planning irresistible learning opportunities, shaping the progress learners with SEND make.



At IFtL, we believe that inclusion is at the heart of what we do so we follow Assessment for All. It follows small steps of progress that can be captured and measured to celebrate success.

### **Empowering our Staff**

At IFtL we value the development and involvement of our family of schools. As such, we have an Expert Learning Group of assessment leads that meet every half term to work on strategic projects for assessments, create trust-wide planners and share good practice. Professional development videos have also been created and are shared on our IFtL learning platform. This platform is an ever-evolving hub of content that can be accessed by all members of the IFtL schools.

Although moderation happens in our schools, we hold a yearly trust-wide session using Local Authority moderators to support judgements.

### **Governance**

It is the responsibility of the trustees to challenge and support all schools across the Trust. Data scrutiny for IFtL overall and individual schools occurs within the Educational Excellence Committee. This is subsequently fed into the Board of Trustees.

Scrutiny for each school occurs within the local governing body – they are responsible to challenge, check and question the school outcomes. They are responsible for considering all groups of learners and ensuring that the school is having impact and value for money for Pupil Premium and SEND spending.

### **School requirements**

Each school will incorporate the IFtL Assessment core values within their school policy and include how these core values will be promoted and met within their school. All schools will ensure they include details of their process and procedures for assessment will ensure they publish all relevant information to meet website compliancy. They will ensure their policy complies with all government guidance and requirements.

### **Safeguarding Statement**

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: [vblackmore@iftl.co.uk](mailto:vblackmore@iftl.co.uk)

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

<https://www.iftl.co.uk/policies/>

