




YCAT

**YORKSHIRE
COLLABORATIVE
ACADEMY TRUST**

ASSESSMENT POLICY

This Policy was adopted by:

**Yorkshire Collaborative Academy Trust
on 10/10/2022**

Chair of Trustees: Mrs Jenny Baynes	
Signature:	
Frequency of review:	3 years
To be reviewed by:	SILG

REVIEW RECORD

Date of review	Reason for review	Date of next review
Oct 22	Creation of new policy	Oct 2025

Date of review	Reason for review	Date of next review
Oct 2025		

Name:		Signature:	
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on behalf of YCAT Full Board

Our assessment policy is based on a research review of the most effective assessment approaches and identifies the best ways to use assessment for the implementation of a high-quality curriculum that ensures pupils know more, remember more and develop fluency.

Key principles that inform our assessment policy are:

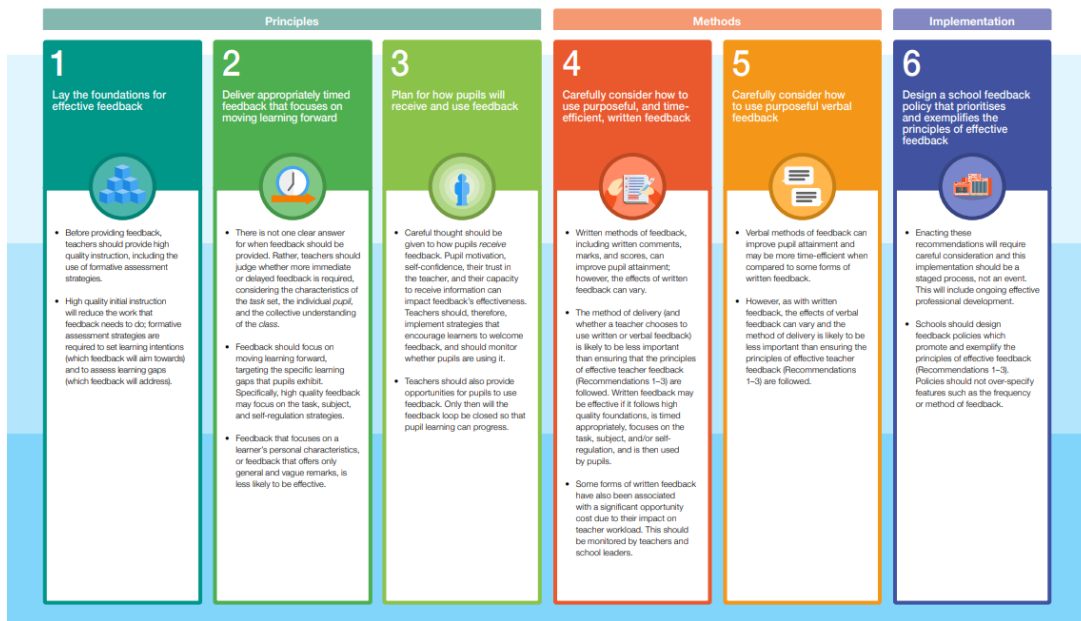
purpose
validity
reliability
value

The school's belief is that assessment permeates all aspects of a quality first curriculum and pupils' progress is an alteration to long term memory and is more than test results and progress scores.

We will only have an impact on pupils' learning if we have practical approaches and systems that continuously focus on securing and deepening all groups of pupils' learning.

How does assessment operate in our school?

- Formative assessment through continuous feedback is at the heart of our assessment and is the golden thread across the school's curriculum that ensures all children receive a high-quality education. This is continuous feedback between pupil and teacher that quickly identifies if a child is not keeping up with their curricular goals and end points. This enables teachers to quickly provide either adaptations, additional support or extra practice, particularly for the lowest 20% and SEND pupils. Formative assessment (AFL) feedback is used by the teacher to make sure the planned curriculum is in the right order and focuses on small steps that builds knowledge systematically and cumulatively through the school. Talk for learning and talk about how we learn and remember is an integral part of our formative assessment. We follow the EEF **"Six recommendations for using teacher feedback to improve pupils learning, June 2021 to support our feedback.**



- Our first step is always identifying gaps in pupils' knowledge and skills before they begin new units of work. This is through knowledge check assessments to recognise specific gaps in knowledge. This is through low stakes quizzes and is not through standardised tests. At the start of each school year, we carry out checks of essential knowledge from the previous year's work before starting the new school year's cumulative curriculum.
- Pupils progress is an alteration to long term memory, and we check pupils have remembered all subject end points by spaced assessment quizzes 2, 6 and 12 weeks after a unit of work has been completed. These low stakes assessments ensure teachers and pupils know that the intended taught curriculum has been remembered in core and foundation subjects. The quizzes are in pupils' books and teachers pass on information about children not secure in remembering their end points to the pupils' next teacher. Simple summary records are used to avoid excessive workload.
- Our assessment also includes workbook scrutiny by teachers and subject leaders that checks pupils improve their fluency and ability to "draw on" previous learning and connect knowledge across the curriculum.
- Our assessment also includes teachers and subject leaders holding discussions with groups of pupils to check if pupils are explicit about their learning and are remembering their intended curriculum end points.

- Monitoring by leaders and subject leaders assures the reliability of assessment throughout the school and ensures pupils know and remember their specific taught curriculum and develop greater fluency as they move through the school. This includes workbook scrutiny, lesson drop ins and pupil discussion groups.
- We further validate the standards of attainment in maths and English at the end of each term for each age group from a range of national assessments, standardised tests, summative assessments and quizzes.
- In addition to LA moderation of writing we further ensure and assure the reliability and validity of our assessment of writing by working with other schools in our local area and in YCAT.
- At the end of each year, we review the effectiveness of assessment considering what is working well? and what could be improved? There is a specific review of assessment for SEND pupils to identify ways to further improve the assessment of small steps within a lesson and across a unit of work.

