LIHT Assessment Policy

Key Principles

- The purpose and use of data is clear, is relevant to the intended audience and is in line with trust values and aims.

- The precision and limitations of data, and what can be inferred from it, are well understood. We can never know exactly what all students have learnt and are capable of at all times, even with the best designed assessments.

- The amount of data collected and the frequency with which it is collected is proportionate. We consider whether the data collection and analysis is realistic within normal working hours, given staffing and resources available, and judge whether the time spent is worth the outcome.

- School and trust leaders review processes for both collecting data and for making use of the data once gathered, ensuring that systems are helpful for pupil progress and are reasonable for teacher workload.

- The purpose of assessment is to raise questions and inform planning for learning.

- Assessment is underpinned by ongoing dialogue, building trust in teacher judgements.

Approach

The trust uses a shared system of Point In Time Assessments (PITAs) to ensure that the above principles are met. This consists of teacher assessments based on six simple descriptors that are then used to track progress and attainment, compare cohorts and highlight potential learning needs.

- PITAs are informed by multiple sources including:
  - ongoing classroom practice, including observation and questioning;
  - testing;
  - books and evidence;
  - externally standardised assessments (e.g. Star, NFER etc).

- The weighting of externally standardised assessments will vary depending on the subject, time of year and the type of assessment among other factors, but should always form only one element of a teacher judgement.

- PITAs are undertaken a minimum of three times per year.

- Dialogue and moderation are essential to ensure sound judgements and consistency across classes, years and schools. PITAs are effective in a high trust school system. If used inappropriately they can discourage teachers from an open, honest and rigorous dialogue.

- PITA assessments must be recorded on a database linked to a pupils name and UPN.

The language of PITAs is consistent across all schools. See below:
<table>
<thead>
<tr>
<th>PITA</th>
<th>Descriptor</th>
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<tr>
<td>1</td>
<td>SEND: Not accessing subject specific learning. Working under a highly personalised curriculum with a personalised approach to assessment.</td>
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| 2    | They have significant barriers to learning. They are not accessing their year group curriculum so will likely require high levels of support alongside personalised learning experiences. They are almost always on SEN register or have an acute EAL need.  
They are well below national expectations. |
| 3    | They have some barriers or significant gaps in learning but are able to access their year group curriculum. They often need additional support and scaffolding to be successful and they struggle to embed concepts independently.  
They are not on track to reach national expectations. |
| 4    | They are successful at learning many new concepts but these may take longer to embed. They have started to apply these independently but small gaps in learning may hinder success and lead to errors. With support, they can improve work following feedback.  
They are on track to meet some, but not all, of the end of year expectations. |
| 5    | They are almost always successful in understanding the key learning and shows a clear understanding of their year group curriculum. They embed new skills and usually apply them accurately and independently. Although there may be errors across learning, they are able to improve these following self evaluation or feedback.  
They are on track to meet end of year expectations. |
| 6    | They are a successful learner and are able to apply their skills in a range of contexts. They can articulate their learning clearly, making links as well as being able to generalise and evaluate their own ideas or ideas of others.  
They are on track to exceed national expectations. |