

ASSESSMENT POLICY

Learning Academies Trust

Version: 1.2

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CHANGES

Policy date	Summary of change	Author	Version	Review date
15/09/2024	Policy has been created.	Cameron Lancaster Director of Education	1.0	15/09/2025
21/01/2025	Policy amendment- Section 9. Inclusion. Change includes clear narrative around pupils sitting summative assessments when working significantly below the age-related expectation or whereby assessments could be detrimental to a pupils wellbeing. Changes follow recommendations from C & S committee.	Cameron Lancaster Director of Education	1.1	15/09/2025
03/09/2026	Policy amendment – Section 4.2 addition of Star Reader assessments. Half termly assessments to Y6. Section 4.4 – addition of LAT milestones. Section 5.1 – addition of Phonics assessment aut 2 Section 5.2 – change to annual reporting for 7 areas of learning. Section 5.3 – change of standardisation bandings to match Smartgrade. Section 10 – Introduction of Smartgrade videos Section 11.3 – addition of Headteacher coordinating PPMs Additional note: Changes from NFER to Smartgrade Assessment Series throughout policy.	Cameron Lancaster Deputy CEO Rachael Riley Trust Assessment Lead	1.2	22/09/2027

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1. AIMS

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment throughout the Learning Academies Trust
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers and other key stakeholders
- Set out when and by whom pupil assessment information is captured
- Clearly set out how and when assessment practice in The Learning Academies Trust will be monitored, evaluated and reported on

2. LEGISLATION AND GUIDANCE

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in the [Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)
- [2026 key stage 2 assessment and reporting arrangements - GOV.UK](#)
- [Phonics screening check: assessment and reporting arrangements \(ARA\) - GOV.UK](#)

This policy also complies with our trust's funding agreement and articles of association.

3. PRINCIPLES OF ASSESSMENT

This policy supports the Learning Academy Trust's value of working **collaboratively**, but not identically for all subjects, by establishing a core set of assessments to be reported to the CEO and Trust Board three times per year.

This policy is for the recording and reporting of summative assessments. Formative Assessment practices are carried out entirely in line with the individual policy of each school. In utilising a common approach to recording assessments, the Trust is mindful of its commitment to not add unnecessarily to teacher workload.

Summative assessment is to describe pupil attainment and comparatively evaluate the performance of individual pupils and pupil groups both within individual schools and across the Learning Academies Trust. Such evaluations will be used to allocate school and trust resources and, where beneficial, support to weaker cohorts and schools.

Assessments will be robust and thorough and allow the identification of pivotal pupils within schools to ensure no pupil is coasting in their learning journey. As a Trust, we will be **aspirational** for all our children. It will also identify any pupils who are not accessing their year group's curriculum and enables trust leaders to hold school leaders to account for closing the gaps in learning for our most vulnerable children.

4. ASSESSMENT APPROACHES

At the Learning Academies Trust we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment:

- day-to-day in-school formative assessment- subject specific

- in-school summative assessment
- nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons

Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

Parents/carers to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

In the Learning Academies Trust, schools have autonomy over the formative assessment approaches they chose to adopt. Trust leaders set the expectation that assessment must be used, in all subjects, to inform future learning and capture the knowledge that children have acquired through the taught curriculum.

- Formative assessment techniques used in schools include, but are not limited to:
- Marking and Feedback- including live marking
- Questioning- Cold calling, finger voting, mini-whiteboards
- Frequent short recap quizzes
- Self and Peer Assessment
- Observations of learning
- Pupils written outcomes

Teachers use formative assessment to identify gaps in knowledge and misconceptions children may have developed. Using these assessments, teachers plan the next stage in learning for children, breaking down barriers to learning for every child to learn the intended curriculum. Formative assessment is equally used to extend the learning of children through providing more challenge and raising the expectation levels of the individual learner.

4.2 In-school summative assessment

In the Learning Academies Trust, schools must follow the summative assessment approaches set out by trust leaders, as well as from the Department for Education, for specific subjects. Schools can opt for summative assessments in other subjects, but school leaders must be mindful of teacher workload and wellbeing when requesting summative assessment information. Assessment, at all times, should be purposeful and impactful on the future learning of pupils.

Effective in-school summative assessment enables:

School/trust leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.

Teachers to evaluate learning at the end of a unit or period of time, the impact of their own teaching and to inform future planning.

Pupils to understand how well they have learned and understood a topic or unit of work taught over a period of time. It should be used to provide feedback on how they can improve.

Parents/carers to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

The above assessment measures are used to measure the performance of each school with this data used to compare schools in the Learning Academies Trust against the national benchmark/average within each assessment.

In-school summative assessment used that are set by the Board of the Learning Academies Trust include:

- Termly Smartgrade Assessment Series for years 1-5

- Termly Learning Academies Trust Banded Assessments- via Insight Tracking
- Half-termly Practice Standard Assessment Tests (SAT's) for Year 6 pupils

The Learning Academies Trust Board have chosen to use a standardised commercial test (Smartgrade Assessment Series) to provide an indication of how each child is attaining within the core subjects in the Learning Academies Trust. The subjects that tests are completed in are as follows:

- Reading
- Mathematics
- Grammar, Punctuation and Spelling

Children in the Learning Academies Trust will complete these assessments termly with teachers recording pupils' achievements using question level data on Smartgrade. This data is then centrally exported into Insight Tracking for further analysis.

Through the curriculum we teach for various subjects, pupils might complete a summative assessment at the end of a unit of work. Examples of this include, but are not limited to:

- Read Write Inc Assessments (Phonics)
- Star Reader summative assessment where applicable
- White Rose Assessments (Mathematics)
- Pre and Post Unit Assessments (United Learning Curriculum- History, Geography, Science, Art, Design Technology and Religion and Worldviews)

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

School/trust leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to understand national expectations and assess their own performance in the broader national context

Pupils and parents/carers to understand how pupils are performing in comparison with pupils nationally

Nationally summative assessment used in schools that are set by the Department of Education include:

- Reception Baseline Assessment (RBA)
- Early Years Foundation Stage (EYFS) profile at the end of reception
- Phonics Screen Check (PSC) in Year 1
- Multiplication Tables Check (MTC) in Year 4
- National Curriculum Standard Assessment Tests (SAT's) and Teacher Assessment in Year 6

4.3 Assessing pupils in the Early Years

When assessing children in the Early Years, teachers assess children in line with guidance set out in the Early Years Foundation Stage Profile.

At the end of reception, teachers are expected to use their professional judgement to make EYFS Profile assessments, using their knowledge and understanding of what a child knows, understands, and can do.

Formative assessment is ongoing throughout the Early Years. Day-to-day informal checking of what children have learnt will inform teaching and learning on an ongoing basis throughout the final year of the EYFS. This will include identifying areas where children may be at risk of falling behind, so that teachers can provide effective support where needed.

In the Learning Academies Trust we ask teachers to make a summative assessment for:

- Reception Baseline Assessment (RBA)
- Termly BLANK Level Assessments (Nursery and Reception)
- Early Years Foundation Stage (EYFS) profile at the end of reception

Where a school offers provision for 2-year-old children, Practitioners must provide parents/carers with a short-written summary of their child's development in the prime areas:

- Communication and language
- Physical development
- Personal social and emotional development.

Individual schools decide what else should be included in the written summary to reflect the developmental level and needs of the individual child.

The summary should highlight:

- The area(s) in which a child is progressing well
- The area(s) in which some additional support might be needed.

4.4 Assessing pupils with Special Educational Needs and Disabilities (SEND)

As with all pupils in the Learning Academies Trust, pupils with special educational needs are equitably assessed in both formative and summative assessments. A range of assessment methods are used to accurately identify the gaps in learning these most vulnerable pupils have. Pupils with SEND are assessed using the formative and summative assessments outlined in this policy. In addition to these assessments, the attainment and achievements of pupils with SEND are measured against the SMART targets on their personalised learning plans:

- Individual Education Plans (IEP)
- Education, Health and Care Plans (EHCP)
- Behaviour Support Plans (BSP)

When completing summative assessments, some pupils with Special Educational Needs may not be able to access the test material for their chronological year group. In these circumstances, teachers can request that these pupils complete an 'out of year' assessment. Requests are checked and verified by school leaders as well as the school SENDCO. Where a pupil with SEND has completed an out of year assessment, this is recorded on our Management Information System (Insight).

Summative assessments for pupils working well below the expected standard can be informed by the use of the LAT writing and mathematics milestones in order to provide accurate judgements on pupil attainment.

Where a pupil with SEND is expected to complete a nationally standardised summative assessment, it is the decision of the Headteacher as to whether this child is able to access the test material. Whereby a pupil is working significantly below the standard, Headteachers can omit this pupil from completing a test. When making this decision, Headteachers must always ensure that this is in the best interests of the individual pupil. Headteachers must also communicate this decision with parents/carers in a timely manner.

5. COLLECTING AND USING DATA

5.1 Collecting data- Years 1 to 6

Schools will enter assessments on to the school's assessment MIS system (Insight and Smartgrade). Schools must enter assessments for the following subjects:

	Autumn	Spring	Summer
Phonics	Years 1 and 2- PSC aut 2	Years 1 and 2- PSC spr 1 & 2	Years 1 and 2- PSC sum 2
Reading	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade

	Year 6- SATs (Practice paper) aut 1 & 2	Year 6- SATs (Practice paper) Spr 1& 2	Year 6- SATs (Teacher assessment/SAT SS)
Writing	Years 1 to 6- LAT Bands	Years 1 to 6- LAT Bands	Years 1 to 6- LAT Bands
Mathematics	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Practice paper) aut 1 & 2	Year 1- Teacher assessment (LAT Bands) Years 2 to 5- Smartgrade Year 6- SATs (Practice paper) spr 1 & 2	Years 1 to 5- Smartgrade Year 6- SATs (Teacher assessment/SAT SS)
Grammar, Punctuation and Spelling	Years 3 to 6- Smartgrade Year 6- SATs (Practice paper) aut 1 & 2	Years 3 to 6- Smartgrade Year 6- SATs (Practice paper) Spr 1 &2	Years 3 to 6- Smartgrade Year 6- SATs (Teacher assessment/SAT SS)

Assessments in Years 1 to 5 are collected three times per year (Autumn, Spring and Summer) during specified assessment windows. In Year 6 assessments are completed half termly. Assessments are completed at the end of a school term with an assessment fortnight set for all schools to complete their assessments. Once assessments are complete, teachers upload this information on to Smartgrade which is then transferred to Insight.

5.2 Collecting data- Early Years

Schools will enter assessments on to the school's assessment MIS system (Insight) for pupils in the Early Years Foundation Stage. In addition, schools will complete the Reception Baseline Assessment (RBA) and upload this on to the portal annually.

Schools must enter assessments at the end of Autumn, Spring and Summer for the following areas of learning on to Insight:

- Early Years Foundation Stage Profile (EYFSP- 17 areas)- SUMMER ONLY- Reception
- Blank Level Assessments

At the end of Nursery and Reception schools will report on:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Pupils in both Reception and Nursery will be assessed on the above.

5.3 Recording data- Year 1 to 6

It is the responsibility of teachers to record pupil outcomes on to Smartgrade and Insight termly. Year 6 record data half termly. The MIS system has specifically created areas for data to be recorded to ensure consistency across all our schools. Recording data in the specified areas ensures that accurate monitoring and evaluation of data can happen at both school and Trust level.

Schools will record data for school level and statutory level assessments.

Standardised Scores

Schools input a standardised score for pupils attainment on the Smartgrade Assessment Series test papers they complete. As a Trust, we set the level thresholds for our standardised scores as follows:

The agreed level thresholds (Smartgrade papers) to report the percentage of children working at each level is as follow:

Below (BLW)- 70 - 99

Expected (EXS)- 100 - 109

Greater Depth (GDS)- 110 – 120

LAT Bands

As a Trust, our teachers assess pupils termly in **writing** using the agreed 'LAT Bands' assessment mark scheme. This mark scheme is a consistent way of recording pupil outcomes. The LAT Bands have three levels within each age band. These are:

- Entering (ENT)
- Developing (DEV)
- Expected (EXP)

At the end of an academic year, those pupils excelling in a curriculum area can be recorded as Greater Depth for their chronological year group. This can only happen at the end of the school year.

The age-related expectation changes throughout the year. See table below:

		Data entry term		
		Autumn	Spring	Summer
Age related expectation per term (Green)	Autumn	Entering	Developing	Expected
	Spring	Entering	Developing	Expected
	Summer	Entering	Developing	Expected

Red is working below the expected standard for this time of year.

Green is working at the expected standard for this time of year.

Blue is working above the expected standard for this time of year.

5.3 Recording data- Early Years

Recording data in the early years works differently to other year groups. Across our Trust, pupils in the early years have a recording for their 'Blank Level' understanding. Recording data in this way ensures consistency of assessment recording across our schools.

Blank Levels

Blank Levels are a way of recording pupils language development for both expressive and receptive language. Its main aim is to develop pupils verbal reasoning and abstract language capability. The Blank model separates questions and directions in to four levels.

Level 1 – Naming

Children at Blank Level 1 are talking about things in front of them or that have only just been taken away. Their responses are short or nonverbal e.g. pointing.

Level 2 – Describing

Children at Blank Level 2 are talking about things directly in front of them. They can talk about part of an object. They will be talk about what an object does or what it looks like.

Level 3 – Retelling

Children at Blank Level 3 are learning to tell stories, make predictions and define words. They must think and know the facts before giving an answer.

Level 4 – Justifying

Children at Blank Level 4 can make inferences and deduction. They can talk about cause and effect. They use their past experience and information beyond what they can see and hear.

In the Learning Academies Trust, teachers in the early years assess a pupils Blank Level using the language:

- Emerging (E)

- Developing (D)
- Secure (S)

A pupil is either emerging, developing or secure within a Blank Level.

The age-related expectation (ARE) for the Blank Level a pupil should be working at changes throughout the year. It also varies on the stage (age) the pupil is at within the early years. See tables below:

	1E	1D	1S	2E	2D	2S	3E	3D	3S	4E	4D	4+/Yr1
N0- Autumn	ARE											
N0- Spring		ARE										
N0- Summer			ARE									
N1- Autumn				ARE								
N1- Spring					ARE							
N1- Summer						ARE						
N2- Autumn							ARE					
N2- Spring								ARE				
N2- Summer									ARE			
Rec- Autumn										ARE		
Rec- Spring											ARE	
Rec- Summer												ARE

Red is working below the expected standard for this time of year and age.

Green is working at the expected standard for this time of year and age.

Blue is working above the expected standard for this time of year and age.

All recording of Blank Level assessment are input on to Insight tracking using the Blank Levels mark scheme.

5.5 Using data

Assessment outcomes are used to inform teachers future planning and teaching of the pupils they teach.

At school level, assessment outcomes are used to target areas of development in the school, whether this be subject or cohort related. Outcomes should inform/support the objectives/actions found within the school improvement plan for each Learning Academies Trust school.

At Trust level, assessment outcomes are scrutinised and inform Trust leaders in how to deploy Trust resources to support individual schools.

At all levels, leaders recognise that assessment outcomes are one source of evidence on how a school, cohort or group of pupils are achieving. A wider range of evidence is also considered and used, alongside the assessment outcomes, for the deployment of resources.

6. MODERATION

Moderation is an essential part of securing accurate teacher judgements for assessment. Moderation in the Learning Academies Trust enables teachers to clarify assessments they have made in professional dialogue with colleagues. It comes in two forms in a school year. These are as follows:

School level

As part of teachers INSET time, schools are expected to plan in ample opportunities for teachers to work with one another to secure accurate judgements of assessments through moderation. Moderation should take place across a range of subjects, especially when schools are using teacher assessment judgements to ascertain how a pupil is achieving. Schools may choose to moderate within year groups, if a school is a two-form entry school. Alternatively, schools may choose to moderate pupils work across year groups or even phases when teacher assessment deems a pupil to be working significantly below the age-related expectation.

As a minimum, it is expected that schools provide whole school opportunities to moderate pupils work on a termly basis, prior to the inputting of teacher assessment judgements on to Insight.

Trust level

Throughout the school year, Trust leaders build in time to moderate pupils work across schools. Teachers meet with one another to complete moderation tasks, mostly in assessing writing. Teachers will meet in the year groups they teach in when moderating pupils work with records of this moderation being kept by the individual school. Moderation takes place at Trust level termly, once per term.

Moderation may also occur when leaders in the school improvement team work with school leaders to assess pupil outcomes. The school improvement team work in collaboration with school leaders, such as the Mathematics and English leads, to coach and support them in moderating pupil outcomes.

7. MONITORING AND EVALUATION

Schools have set deadlines to input data on to the school management information system. Once this data is input, the Trust's Deputy CEO and Assessment Lead monitors the inputting of data and reports back to individual schools where errors may occur. Once errors or gaps in data have been rectified, the data is collated in preparation for reporting to the Trust Board.

The Trust Board request the following pupil attainment data termly:

- Reading attainment (Years 1 to 6)
- Writing attainment (Years 1 to 6)
- Maths attainment (Years 1 to 6)
- Spelling, Grammar and Punctuation (Year 3-6)
- Phonics attainment (Year 1)
- Blank Level attainment (Early Years)

The Trust Board request outcomes for all pupils as well as group data, such as Disadvantaged Pupils and Pupils with SEND. An evaluation of school data is submitted to the board three times per year. The Deputy CEO presents their analysis of the data to the Trusts Inclusion Committee each term.

At Trust level, progress at each school is monitored by the school improvement team. The team meet half termly to review performance and outcomes and scrutinise pupil data at each school from the initial analysis that has been undertaken by the Deputy CEO.

Collated data is shared with all Headteachers, as well as assessment leads in each school. It is the expectation that Headteachers work with their school leaders in analysing the data further to establish ways in which standards and outcomes can improve in their setting.

It is the responsibility of the Headteacher in each school to share the termly data outcomes with their Local Governing Bodies. This should happen at the Local Governing Body meeting that follows the issuing of the data report to Headteachers.

The Learning Academies Trust sets pupil progress review dates termly. During this time school leaders meet with teachers to discuss pupil outcomes and establish next steps to close gaps in learning and improve outcomes.

The Deputy CEO in the Learning Academies Trust meets Headteachers termly. During these meetings, pupil outcomes will be discussed and Headteachers questioned about the actions being taken following the data analysis.

8. REPORTING TO PARENTS/CARERS

Schools manage their individual reporting to parents/carers. Assessment data is reported to parents/carers in the following ways:

- Parents Evenings
- Annual reports

Schools maintain the right to report to parents how best works for their setting and community.

In the Learning Academies Trust, annual reports to parents/carers must include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development

- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, except where the pupil is in nursery.

At the end of Key Stage 2 (Year 6) school will share with parents/carers:

- Outcomes of statutory National Curriculum teacher assessments in English writing and science
- The results of any National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'
- Where appropriate, a statement explaining why any National Curriculum test has not been taken

Where a pupil has taken part in a statutory assessment such as the Year 1 Phonics Screen Check or the Year 4 Multiplication Tables Check, the pupils test result outcomes will also be shared with parents as part of the annual reporting process.

Where attendance should be reported, it should include:

- The total number of possible attendances for that pupil, and
- The total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances

9. INCLUSION

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in, as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Where a pupil in any year group is expected to complete a nationally standardised summative assessment or Trust agreed summative assessment (Smartgrade), it is the decision of the Headteacher as to whether this child can access the test material. Whereby a pupil is working significantly below the standard, Headteachers can omit this pupil from completing a test or instruct teachers to enable these pupils to sit a summative assessment out of their chronological year group. When making this decision, Headteachers must always ensure that this is in the best interests of the individual pupil. Headteachers, or their delegate, must also communicate this decision with parents/carers in a timely manner.

10. TRAINING

The Learning Academies Trust provides ongoing assessment training to teachers and leaders in the Trust. New as well as experienced teachers and leaders are encouraged to engage in assessment related training to ensure that they are knowledgeable in the systems and processes used in the Trust.

Training on offer includes, but is not limited to:

- Using assessment to inform school improvement
- Using Insight Tracking for maximum effectiveness

Schools may also request more bespoke training.

Professional network meetings take place termly with assessment leads from each school. These meetings are coordinated by the Trust Assessment Lead.

In addition to the Trust led training, through the school's subscription to Insight Tracking, schools can book bespoke training with one of the Insight technical team.

Through the fortnightly Headteacher meetings, updates to assessment procedures are shared with Headteachers followed by Assessment Leaders. It is the expectation that these updates are then shared at school level by these leaders.

Teachers across the Learning Academies Trust can also access, via Smartgrade, 'How to videos' that have been created around inputting pupil data accurately and how to run reports on assessments made.

As an outward looking Trust, leaders in the Learning Academies Trust work in partnership with other Multi Academy Trusts to refine and establish best practice in collating, monitoring and evaluating pupil outcomes.

11. ROLES AND RESPONSIBILITIES

11.1 The Board of Trustees

The Board of Trustees is responsible for:

- Being familiar with statutory assessment systems, as well as how the trust's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding trust leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the Learning Academies Trust.

11.2 The Deputy CEO and Assessment Lead

- Ensuring that schools within the trust adhere to this policy
- Monitoring standards and assessment data across the trust
- Identifying schools that need support and prioritising key actions to address underachievement
- Reporting to the board of trustees on progress and attainment data throughout the trust
- Supporting school leaders throughout the trust to make sure their school is conducting assessment, marking and feedback competently and confidently, including training and moderation opportunities
- Coordinating the ordering and delivery of test material

11.3 The Headteacher/Head of School

The Headteacher/Head of School is responsible for:

- Ensuring that this policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Coordinating and leading on termly Pupil Progress Meetings
- Prioritising key actions to address underachievement
- Reporting to the Local Governing Body on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities
- Meeting the requirements set out on the annual assessment calendar

11.4 Assessment lead

The assessment lead is responsible for:

- Supporting the Headteacher/Head of School with assessment responsibilities
- Continuing professional development (CPD) for middle leaders/subject specialists on how assessment points should be planned and delivered and, for teachers, how to get pupils to the assessment points
- Tracking completed assessments and making sure they are moderated; data is collected and teachers respond to the results appropriately
- Ensuring teachers follow the requirements set out on the annual assessment calendar

11.5 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes/assessment judgements for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

12. MONITORING

This policy will be reviewed annually by the Trust Board. At every review, the policy will be shared with the board of trustees.

All teaching staff are expected to read and follow this policy. The Executive Leadership Team, School Improvement Team, Headteachers, Assessment leads and Teachers are responsible for ensuring that the policy is followed.

The Deputy CEO will monitor the effectiveness of assessment practices across the Trust.