

## Learn-AT Assessment Framework – COVID-19 Addendum – Summer Term 2021

*'Teachers and schools will have to seek out the actual impact of interruptions caused by the pandemic on individual pupils in their care. It will be carefully calibrated assessments, undertaken in classrooms, which will offer a more accurate and complete picture of any necessary 'catch up' or otherwise.'* (Alex Quigley, 2021)

With most pupils learning remotely for a significant period of time this year it is likely that there will be gaps in knowledge and planned content not covered. The challenges of teaching remotely will also mean that there have been more opportunities for pupils to forget because there have been fewer regular planned times for retrieval practice to embed learning in long term memory. We know what content has been planned and delivered during this period and over the academic year. However, we are likely to be less confident in understanding how secure learning has been, what has been remembered or forgotten.

For the period leading up to July 2021 we need to have an agreed approach to assessment which will support teachers in determining where pupils are in their learning and what needs to be prioritised (and how). The Trust also needs to have reliable performance information which provides a picture of how well children are doing and which can be used to help identify priorities for the coming academic year.

There are three key areas of assessment to address:

- Early diagnostic assessments which help teachers and leaders evaluate the impact of disruption so that curriculum planning can be implemented to address need.
- Ongoing formative assessment every day in classrooms to inform teaching and planning throughout the summer term and to support a smooth and successful transition to next year.
- High level summative assessments to be carried out before the end of term so that leaders across the trust have as accurate a picture of pupils' learning and performance as is possible by July 2021.

In the absence of statutory assessments, the most appropriate way forward is to agree a set of assessment tools which all schools will use. These will need to be administered within a given timeframe and reported consistently so that the information is as reliable as possible. Teachers and leaders need a clear understanding of the purpose of each type of assessment and the rationale for decisions taken about assessment.

### End of Key Stage SATs

**Learn-AT schools will not be administering end of Key Stage SATs tests for accountability and /or reporting purposes. There will be no 'SATS Week'.** This is because we want teachers to concentrate on teaching the curriculum without the distraction of teaching test technique and test preparation. The emphasis this term will be on formative and diagnostic assessment to inform high quality teaching and effective transition to the next year of education. Teachers can use past papers and test questions for diagnostic and formative assessment purposes throughout the term.

### Standardised tests

Standardised tests will be administered in each year group in June for the purposes of informing our understanding of this cohort's assessment journey over time at both school and trust level.

### Assessment Schedule March – July 2021

	March	April	May	June		July (dates tbc)
				Between 14 – 25 June		
<b>Assessment activity</b>	<p>Emphasis on teaching/establishing routines. Diagnostic assessments using a range of tools such as these ones available throughout the year:</p> <ul style="list-style-type: none"> <li>• PiXL diagnostic tests</li> <li>• Y2/Y6 Teacher Assessment Frameworks (TAFs) for writing only</li> <li>• Learn-AT Curriculum Progression Frameworks for reading, writing, grammar, punctuation and spelling</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• Standardised tests to support teacher assessment where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Continued formative assessment to inform high quality teaching</li> <li>• Targeted academic intervention (e.g. using PiXL)</li> <li>• Wider curriculum strategies including supporting parental engagement (based on EEF planning tool) and use of blended learning (MS Teams)</li> <li>• Y2 NMM/writing</li> </ul>	<ul style="list-style-type: none"> <li>• Continued formative assessment to inform high quality teaching</li> <li>• Targeted academic intervention (e.g. using PiXL)</li> <li>• Wider curriculum strategies including supporting parental engagement (based on EEF planning tool) and use of blended learning (MS Teams)</li> <li>• Y6 NMM/writing</li> </ul>	<p><b>Tests</b></p> <ul style="list-style-type: none"> <li>• Y1 -6 PUMA/PIRA/GaPS</li> <li>• Year 1 phonics check (2016 paper)</li> <li>• Year 2 phonics check (2016 paper)</li> <li>• Y1/Y4 No More Marking/writing</li> <li>• Year 4 MTC</li> </ul> <p>Evaluation to inform school improvement planning for next academic year Identify trust wide priorities.</p>	<p><b>Teacher Assessments (including EYFSP)</b></p> <p>For internal purposes only, to inform PPMs, reporting to parents and transition discussions between teachers: We will continue to use O-Track to record a summative teacher assessment of P/G/Y using the rationale outlined in the Learn-AT Assessment Framework - expanded below</p> <p>*</p>	<p>Reporting to Trust Board to include:</p> <ul style="list-style-type: none"> <li>• Y1-6 PUMA/PIRA</li> <li>• EYFS assessments</li> <li>• Year 1&amp;2 phonics screen</li> <li>• Year 4 MTC</li> <li>• Writing - No More Marking – if available</li> </ul> <p>All assessments entered to O-Track/Trust assessment dashboard in the usual way</p> <p>Schools to have identified priorities and planned curriculum for autumn term.</p>
		Pupil Progress Meetings			Pupil Progress Meetings focusing on transition	
<b>Purpose</b>	To build a picture of current performance, identify gaps in learning and map the curriculum for the summer term. To identify pupils/groups who require targeted support and intervention over the spring/summer term.	To inform teachers' daily planning and support middle leaders in building a picture of current pupil performance.	To inform teachers' daily planning and support middle leaders in building a picture of current pupil performance.	To ensure consistency, reliability and comparability for schools across the Trust. To provide a high level summative school and Trust level snapshot of		To provide a snapshot of relatively reliable information to school leaders, Trust leaders and trustees about pupil performance.

				assessment information about cohorts this year which will contribute to an understanding of their assessment journey before, during and after the pandemic.		
<b>Trust level reporting</b>	How well have pupils returned to school? <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Impact of remote learning</li> <li>• Early summary of diagnostic assessment from each school</li> </ul>		Trust Leader reports to School Improvement committee			End of year achievement report based on: <ul style="list-style-type: none"> <li>• standardised tests</li> <li>• phonics screen</li> <li>• MTC</li> <li>• No More Marking</li> </ul>
<b>Reporting to Parents</b>	Teachers will use their teacher assessments based on the guidance below to inform written annual reports and discussions with parents at points to be determined by schools throughout this period. <b>Test outcomes will not be reported formally to parents.</b>					

\*The Learn-AT Assessment Framework provides this guidance to support teachers' summative assessment judgements about pupil achievement within the programmes of study:

- **Pupils who are working securely in lessons planned from the statements in the programme of study for their age are considered 'secure learners' and are coded 'green' (G).**
- **Those who are achieving a deeper level of understanding of objectives in lessons planned from the statements in the programme of study for their year group, are coded 'purple' (P).** *(These pupils are likely to achieve 'Greater Depth Standard' at the end of KS1 and/or KS2)*
- **Those who are accessing lessons planned from the statements in the programme of study for their age, but require regular and significant additional support, are coded 'yellow' (Y).**

#### Red

- When a teacher judges a pupil to be working, with support, in a programme of study intended for a year group below their chronological age, the teacher enters the relevant approximate year group number and Y (yellow) into O-Track. So for example, a Y4 child might be working broadly in the Y1 programme of study. The teacher would enter 1Y (yellow). O-Track then automatically shows that pupil as red in some reports.

We all know that this year pupils have either not been taught or have not been able to learn all the objectives in their year group programme of study. The gaps that have emerged unavoidably are different for each child, for each class and in each school. This means that it would be

unhelpful to use this data to report at trust level because the criteria against which teachers reach their judgements will vary enormously. However it is still important for teachers and leaders to understand which children are coping well with lessons within the programme of study for their year group, even if these lessons are taught at an unusual time of year or in a different order, and acknowledging that some of those lessons won't have been taught at all. *The teachers receiving new children in the autumn term need to know which children will catch up easily with good teaching, and which children their colleagues from the previous year had concerns about.* For these reasons, this summer term teacher assessment judgements for entry into O-Track and to inform Pupil Progress Meetings mean the following:

- **Pupils who are working securely in lessons planned from the statements in the programme of study for their age are considered 'secure learners' and are coded 'green'. We know there are gaps – we will pass on our diagnostic assessments so that you know what they are – but we think that with quality first teaching (QFT), these children have the capacity to catch up.**
- **Those who are achieving a deeper level of understanding of objectives in lessons planned from the statements in the programme of study for their year group, are coded 'purple'. These children don't seem to have suffered at all from missing school; they were well supported at home, coped well with remote education and are still flying. Any gaps in their learning will be communicated to the receiving teacher.**
- **Those who are accessing lessons planned from the statements in the programme of study for their age, but require regular and significant additional support, are coded 'yellow'. These children have suffered significant gaps in their learning; we are worried about them and think they will need significant additional support to catch up next year. Their learning needs will be discussed with the receiving teacher at PPMs for transition at the end of the summer and beginning of the autumn terms.**

### Red

- When a teacher judges a pupil to be working, with support, in a programme of study intended for a year group below their chronological age, the teacher enters the relevant year group number and Y (yellow) into O-Track. O-Track then automatically shows that pupil as red in reports. So for example, a Y4 child might be working broadly in the Y1 programme of study. The teacher would enter 1Y (yellow). O-Track then automatically shows that pupil as red in some reports.

### Assessment and reporting: September 2021 – July 2022 (yet to be finalised)

In September we anticipate that all pupils will be in school. There may still be occasion when individuals or groups are accessing remote education depending on how the pandemic continues to progress.

Continuous, effective diagnostic and formative assessment will be crucial in helping teachers and leaders to determine pupils' starting points and any gaps in learning that need to be addressed urgently to ensure all pupils can access the planned curriculum. We will keep assessment under review throughout the year.

### Assessment Cycle 2021-22

	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	Jun	July
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<b>5. Statutory Assessment</b>	EYFS Baseline									SATs Y1/Y2 Phonics Y4 MTC	EYFSP	
<b>4. Summative Assessment/ Standardised Tests</b>		Y3/Y5 NMM	PUMA PIRA GaPS Scores > Tracker			PUMA PIRA GaPS Scores > Tracker		Y2 NMM	PUMA PIRA GaPS Scores > Tracker Y6 NMM	Y1/Y4 NMM		
<b>3. Summative Teacher Assessment</b>				Summative TA > Tracker (on or before nearest working day to 15 <sup>th</sup> )			Summative TA > Tracker (on or before nearest working day to 15 <sup>th</sup> )				Final summative end of year TA (at EXS+ and GDS) > Tracker (on or before nearest working day to 15 <sup>th</sup> , apart from Year 6)	Year 6 data > Tracker asap after SATs results release
<b>2. Strategic formative and summative assessment at academy level</b>	<b>Pupil Progress Meetings</b>		<b>Pupil progress meetings</b>			<b>Pupil progress meetings</b>		<b>Pupil progress meetings</b>		<b>Pupil progress meetings</b>		
<p><b>Pupil Progress Meetings</b>          These meetings are central to the Learn-AT assessment model. Leaders at all levels engage class teachers in a carefully structured discussion about pupil achievement in core and foundations subjects, which also serves a range of school improvement purposes:  <b>CPDL</b> for teachers: assessment literacy; progress – <i>showing not measuring</i>; dialogue around pupils' starting points; triangulation of evidence; know your impact; evaluation of the quality of teaching; understanding what mastery and deeper learning might look like; differentiation for mastery; curriculum; accountability; effective intervention;  <b>Moderation:</b> opportunity for school leaders to moderate teacher assessment judgements; consideration alongside standardised tests scores.  <b>Monitoring:</b> opportunity for triangulation of assessment evidence including work scrutiny, range of assessment activities; differentiation – in terms of support provided, time allowed, deeper learning opportunities; expectations; pitch; curriculum breadth.  <b>Intervention planning:</b> evaluation of pupils' needs and how to ensure they are met.          These meetings may focus on a target group of pupils but should include pupils identified as at risk of falling behind, challenge for all pupils, including the more able, SEND and disadvantaged. The progress of all pupils should be discussed at least once per term.          Moderation of teacher assessments in the foundation subjects.  <b>Key Questions:</b>          Who are your secure learners in reading, writing, spelling, grammar, mathematics and one other subject? Show me how you know? Does their achievement now relate to their starting points?          Who is working at greater depth? Show me how you know. How does this achievement relate to pupils' starting points?          Who are you worried about? Show me why? How does their progress relate to their starting points? What have you tried already? What shall you/we do next and what is the rationale/evidence that it might be effective? How will we know if it's effective?          What assessment tasks and tests are you using to evaluate the depth of learning?</p>												
<b>1. Quality First Teaching</b>	<b>Quality first teaching of a rich, rigorous and coherent curriculum – the foundation of the assessment framework. Strategic formative and diagnostic assessment embedded in pedagogy – e.g. clear learning intentions; co-constructed success criteria; effective questioning; retrieval practice activities; low stakes continuous assessment activities e.g. tasks, tests, quizzes, exit tickets; effective FEEDBACK.</b>											

## Useful assessment guidance

EEF

The Education Endowment Foundation resources provide helpful guidance about the appropriate use of assessment. The tiered approach is an appropriate structure to planning for the varying needs of pupils during this period.

[EEF Assessment Toolkit](#)

[The role of diagnostic assessment](#)

[Prof Coe's EEF assessment blogs](#)

## **DfE**

[Assessment Guidance 2021](#)

## **Maths**

[DfE/NCETM Ready to Progress](#)

[NCETM exemplification of ready to progress criteria](#)

[NCETM Primary Maths Curriculum Prioritisation Materials](#)

## **English**

[Learn-AT English progression documents](#) – reading, writing, grammar, punctuation and spelling

[DfE Teacher Assessment Frameworks Y2 – formative assessment for writing only](#)

[DfE Teacher Assessment Frameworks Y6](#)

## **PiXL**

**All schools in Learn-AT have access to PiXL diagnostic assessment resources to support intervention.**