



Grove
Learning Trust

Creating Remarkable Futures

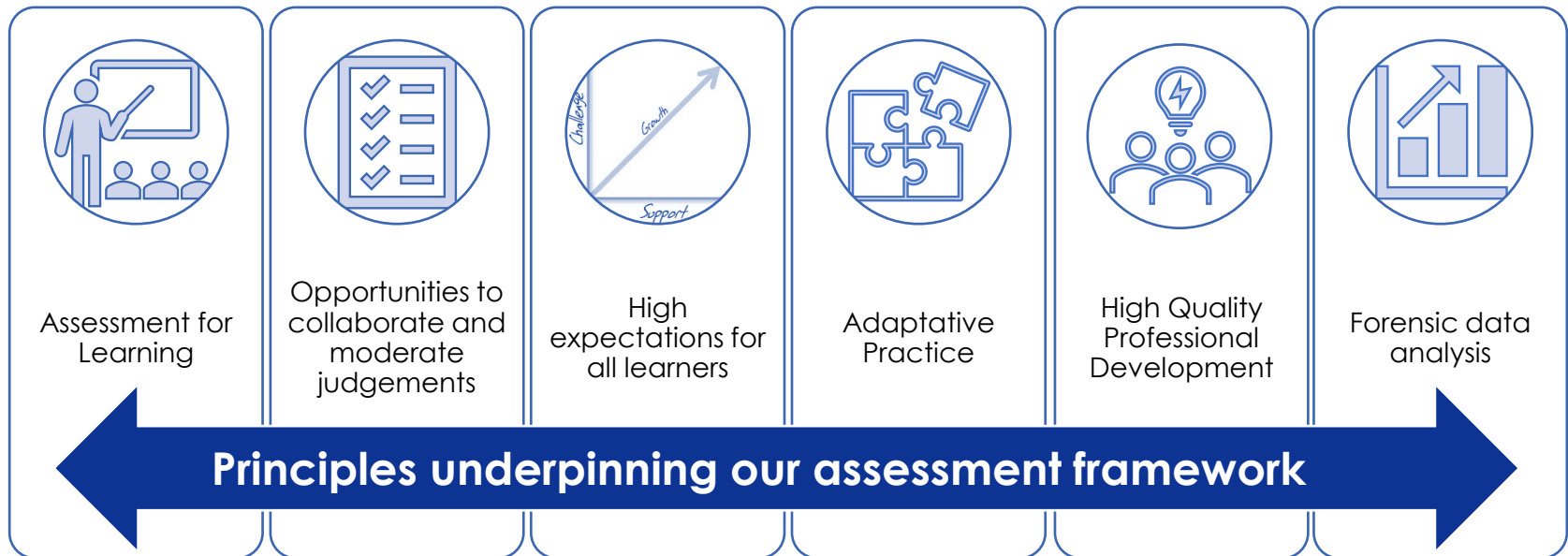
Assessment Framework





Introduction

The Grove Learning Trust assessment framework consists of a series of one-page overviews. In Grove Learning Trust, school leaders are empowered to make local decisions, within this assessment framework, to meet the needs of their unique community. Leaders are united in their shared responsibility for the outcomes of all children across our trust. Our Infant and Junior schools also work in close collaboration to ensure assessment is pivotal in transition.





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How do we know children in Grove Learning Trust are doing well in the core subjects?

Maths Assessment Overview

Children are able to discuss maths within lessons and across the curriculum confidently.

Teaching AfL and subject knowledge ensures all children make sustained progress.

Children are able to articulate mathematical reasoning effectively and confidently.

Children have a depth of mathematical learning.

Children apply their mathematical knowledge and skills beyond maths lessons.

Children confidently solve problems.

Phonics Assessment Overview

Children can decode, segment and blend confidently and are ready to move from 'learning to read' to 'reading to learn'.

Children feel a sense of achievement with reading because books are well matched to their needs.

Interventions are effective to meet the needs of individuals to enable children to become fluent readers.

Children have the skills to decode unfamiliar and unknown words independently.

Reading Assessment Overview

Children read a range of books and recommend to others.

Children talk across the curriculum about a range of texts.

Children use appropriate vocabulary in different contexts.

Children have a secure knowledge of a diverse range of authors.

Children are able to read for meaning and 'read to learn'.

Children use their reading skills to engage in a broad range of other curriculum subjects.

Writing Assessment Overview

Children are engaged and creative in lessons. They feel safe to take risks in their writing.

Writing develops from good ideas and experiences which develop rich vocabulary.

Children have secure writing skills that allow them to access the curriculum and progress from their starting points.

Communication skills are well developed and children express themselves well.

Children take pride in their work. They make confident choices in language and presentation.

Children learn the skills of editing and refining work to then publish their work for a purpose and audience.

Science Assessment Overview

Children have an awareness of Science in the world we live in and how they can be a part of it.

Children have a love of Science.

Children have an early and ever-growing understanding of how Science effects the world around them.

Children question to develop their understanding of the world around them.

Children are resilient to and embrace challenge including peer coaching.

Children have, and can use accurately, a rich range of Scientific vocabulary.

How do we assess and track attainment at Grove Learning Trust?

Formative Assessment

As a **trust**, we recognise the significance of assessment for learning across the curriculum. A range of different practices can be seen across our schools to meet the needs of different cohorts and contexts. The best way to understand the use of formative assessment strategies across Grove Learning Trust is to arrange a visit to some of our schools.

Summative Assessment

Across Grove Learning Trust we **trust** and empower our school leaders to use a range of assessments to gather information about how well children are doing, these include: NFER, White Rose, Sandwell reading and maths age, Rising Stars, YARC, comparative judgement and phonics scheme specific assessments. Our schools within the core and additional support categorisation choose which assessments they feel best suit their individual curriculum and contexts. Any schools that are categorised as needing intensive support, can be directed to use centrally decided assessment systems.

Our school leaders, in **collaboration** with the central education team, choose whether to use the optional year 2 assessment materials. School leaders **connect** to review online assessment platforms and to decide which is best for capturing pupil attainment information. This includes: OTrack, Insight and Target Tracker.

Assessment data for key milestones and groups is shared with the central education team at the end of terms 2, 4 and 6. This data is collated, analysed and reported by the Deputy CEO to trustees, the executive team and headteachers. Headteachers report individual school data to their academy committee of governors. Once the validated data is released in Oct/Nov, the Deputy CEO produces a final data report and works with Headteachers on their use of data to inform self-evaluation and improvement plans.

How do we ensure consistency of assessment in Grove Learning Trust?



Intent – we aim to

Support all children to achieve their full potential.

Achieve consistently high expectations across all schools. Trusting leaders to make local decisions for their context and cohorts.

Identify clear structures and frameworks for moderation discussions.

Train all teaching staff to be confident in making & moderating assessment judgements.

Identify misconceptions and gaps in learning, allowing schools to be responsive to the individual learning needs.



Implementation – How do we achieve our aims?

Structured Writing Moderation Meetings

- Twice yearly staff meetings are allocated for moderation discussions.
- Focused concise moderation conversations are scaffolded by key questions.
- Moderation sessions are prepared in advance within a clear framework.
- Carefully chosen samples are prepared and shared.
- Moderation judgements and discussions are recorded on a central proforma.
- Writing being moderated is photocopied into packs and collated.
- Where possible, a member of the senior leadership team is present within each moderation group. Where this is not possible, SLT members circulate between groups to quality assure the moderation discussions.

Exemplification Materials

- Writing leads are responsible for quality assuring exemplification materials.
- Writing samples are collated into exemplification materials to show what an 'on track' and 'greater depth' writer may look like in each year group, at each assessment point.

Moderating Delivery of External Assessments

- Annual checks on the storage arrangements and the delivery of phonics screening administration and key stage 2 SATs are completed by the central education team, for a sample of schools.

EYFS Moderation

- Networking opportunities in Terms 2 and 5 are held so that colleagues can hold each another to account for formative assessment decisions.
- Discussions are held regularly to identify what the profile of a child who is achieving as good level of development looks like, together with how they engage in the environment.
- Teachers use exemplification materials provided by the DFE to support assessment decisions.

Year 2 Moderation

- In Infant and Junior schools, term 6 moderation sessions are attended by year 2 and year 3 teachers.
- Moderation discussions are focused on reading, writing and maths.
- A member of the senior leadership team, or the central education team, quality assures the moderation sessions.

Year 6 Moderation

- All schools use the same external moderator (currently Wiltshire Council).
- Schools that are not chosen for external moderation undertake an equivalent moderation process with other trust schools in term 6.

Subject Leaders

- Subject leaders moderate together through trust wide networks, using the curriculum framework to inform decisions.



Impact – How will we know we achieved our aims?

Moderation judgements will be verified through external moderation processes.

Quality assurance work demonstrates that judgements are consistent across our schools.

Children transition confidently between key milestones, ready for the next stage of their educational journey.

How do we track achievement in the wider curriculum in Grove Learning Trust?



Our assessments demonstrate that...

DT	Children are confident at solving problems in creative ways.	Children are able to work creatively to meet the design brief.	Children utilise the skills of their team to learn from each other.	Children talk confidently about the iterative process.	Staff positively impact on the quality of lessons including the development of skills and vocab.	Children talk confidently about how DT fits within a range of careers and industry.
Computing	Children are able to articulate and demonstrate how to stay safe in a fast-moving digital world.	Children actively make links between subjects and computing platforms.	Children demonstrate an age-appropriate maturity when communicating.	Children apply their expanding toolkit to choose suitable technology.	All children are enthusiastic and proud of their achievements in computing.	Children are equipped with the ability to recognise and resolve problems.
History	Children have developed a chronological awareness.	Children can recall key knowledge from the history periods studied.	Children are able to talk about learning using taught vocabulary.	Children are able to analyse, discuss and investigate the past.	Children can explain how the past has shaped the world for them today.	Children will be excited and engaged in history learning.
Geography	Children have an increased understanding of their locality.	Children can identify key physical geography features.	Children can identify the impact humans have on the physical world.	Children have an increased understanding of how we can live more sustainably.	Children use a bank of geographical vocab to communicate their understanding.	Children will be able to use maps and demonstrate fieldwork skills.
Art	Children can express an idea using art in a variety of media and form, verbalising their thought process.	Children can talk about a range of artists, architects and designers who have inspired them.	Children can discuss art and express their opinion subjectively using language associated with the subject.	Children demonstrate the ability to understand a concept being communicated through art.	Children talk positively about the opportunities to show innovation and imagination within their art work.	Children are able to produce a piece of art that shows the impact of topical influences.
Music	Children are able to talk confidently about their opportunities to experience and perform live music.	Music is heard in and around our schools with staff and children discussing the music.	Staff are confident in using consistent vocabulary that links to the inter-related dimensions of music.	Children and staff are able to discuss a range of musical genres and the historical or cultural influences within them.	All children have engaged in the music curriculum and their achievements celebrated.	

PSHE

Children are able to show their positive and respectful contribution to society through the choices they make.

Children are able to discuss how their lifestyle choices influence their health and wellbeing.

Children demonstrate positive self-awareness and are able to support their own and others' emotions and behaviour.

Pupil voice tells us that they feel heard, represented and their contributions are celebrated.

Staff demonstrate confidence in adapting the curriculum to meet the changing needs of the community.

Children tell us that there are a range of opportunities for them to seek advice and support.

PE

Children talk positively and confidently about their PE experiences.

Children demonstrate resilience in a wide range of situations.

Every child has had the opportunity to take part in a competition.

Children understand and apply the vocabulary taught in different contexts.

Staff demonstrate an improving confidence and subject knowledge.

Children are able to reflect on their strengths and identify their next steps.

MFL

High levels of participation show that children are willing to have a go.

Children can articulate the differences between their life and the life of others.

Children have the confidence to hold a conversation in the chosen language.

Children are able to articulate why learning a foreign language is important.

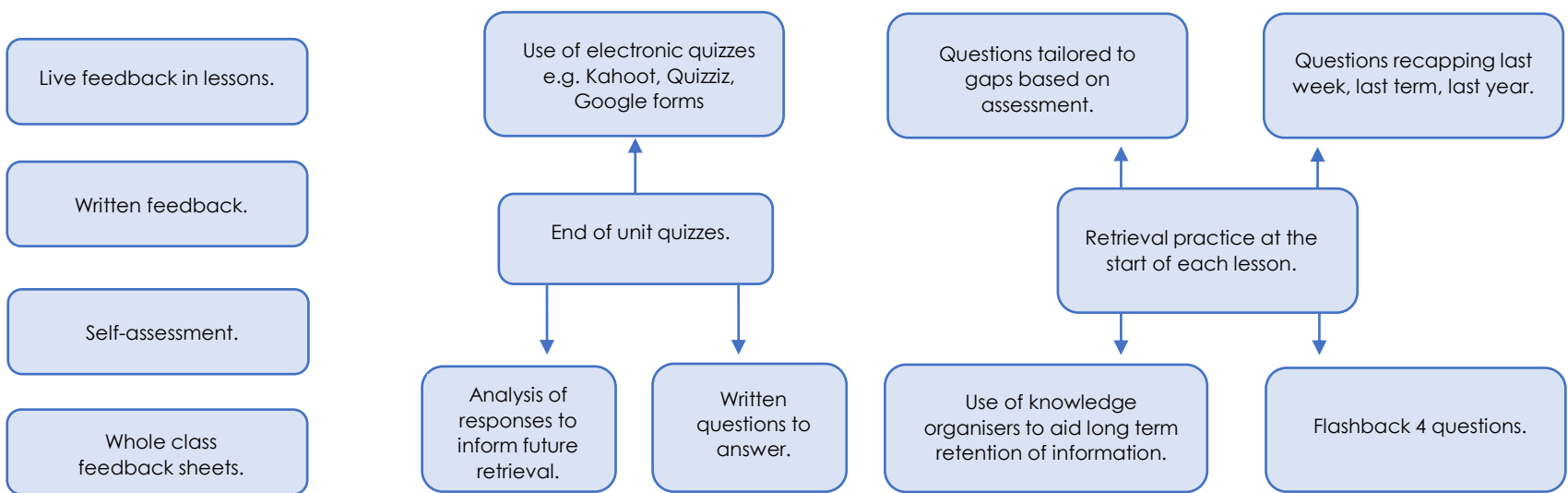
The chosen language is heard in a range of everyday contexts across the school day.

Children communicate in writing, using the chosen language, by the end of key stage 2.



Approaches used to track progress in foundation subjects across Grove Learning Trust

A variety of different formative assessment approaches are used for foundation subjects across our schools. These include:



**If you have any questions about our
assessment framework, please contact:**



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