



Leigh Academy
Tree Tops

Leigh Academy Tree Tops

Assessment Policy

Primary Years Programme

Document title:	Assessment Policy
Version number:	1.4
Policy Status	Approved
Date of Issue	July 2025
Date to be revised	July 2027

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
25/11/20	1.0	Reviewed & reformatted
03/04/21	1.1	Solo Taxonomy added for assessment within the PYP
01/09/24	1.2	Reviewed
27/06/25	1.3	Amendment to Standard Assessment Tests
09/07/25	1.4	Policy reviewed and amended to reflect alterations to academy systems and procedures

Assessment Policy

As a multicampus network of academies following the IB PYP framework, we are committed to using assessment as an integral tool for supporting student learning and growth. While our academies share a common approach to assessment, we recognise that each academy operates within its own unique context, which may influence how assessments are applied. Our assessment policy ensures that all students are provided with fair, transparent, and consistent opportunities to demonstrate their learning. Central to our approach is the belief that feedback is a critical part of the learning process. We place great emphasis on providing timely, constructive feedback that helps students reflect on their progress, identify areas for improvement, and build a growth mindset. By regularly reviewing and adapting our practices, we maintain a shared commitment to supporting all students in achieving their academic and personal potential.

Leigh Academy Tree Tops is an IB accredited school, offering the Primary Years Programme (PYP). Our approach to assessment reflects the philosophy and objectives of the programme. This Policy outlines the purpose, nature and management of assessment at Leigh Academy Tree Tops. Assessment complements and assists learning and teaching and plays an integral part when planning for learning. It ensures a whole school approach to the provision of an excellent education for all pupils and enables teachers to deliver education that best suits the needs of the pupils.

Assessment Aims

Aims and objectives of assessment at Leigh Academy Tree Tops are:

- To inform learning and teaching;
- Identify what pupils know, understand and can do at different stages in their learning;
- To help pupils understand what they need to do next to improve their knowledge and understanding;
- To allow teachers to plan work that accurately reflects the needs of each pupil;
- To provide regular information for parents that enables them to support their child's learning;
- To provide the Principal, governors and the Trust with information that allows them to make judgements about the effectiveness of the academy.

Assessment Areas

At Leigh Academy Tree Tops, pupils are expected to take action in their work, editing and making improvements based on regular feedback and marking. Pupils are assessed using a range of strategies and this is built up of four main areas:

- Monitoring Learning
- Documenting Learning

- Measuring Learning
- Reporting on Learning

Monitoring Learning

Assessment for learning is used to monitor pupil progress and attainment over time (short and long term). Teachers use assessment to inform learning opportunities, adjusting current and future learning and teaching. We use the following tools to monitor learning:

- Low stakes testing
- Marking / editing
- Regular feedback
- Questioning
- Peer and self-assessment
- Curriculum Coverage Maps
- SOLO taxonomy
- Pupils books – book scrutiny

Marking / editing

At Leigh Academy Tree Tops, we provide opportunities for pupils to take action in their own learning during learning time, enabling pupils to not only assess but to edit and develop their work. Marking can take place during or at the end of the lesson and marking will often be carried out by the pupil rather than an adult using a given criterion. Pupils are encouraged to reflect on their own work where appropriate, checking for mistakes, making relevant changes and assessing the accuracy of their work. We believe this process enables pupils to develop agency and take action by reflecting on and improving their work.

Feedback

Additionally, to formal marking, conversations centered about learning supports the development of individual pupils. Teachers and LSA's will give feedback to pupils, engaging in a conversation about learning throughout the school day. This is used to address any misunderstandings, misconceptions or provide a higher level of pupil challenge. Learning conversations enable pupils to reflect on their learning, providing a personalised level of development for our pupils.

Measuring Learning

Assessment for learning is ongoing throughout the academic year. We ensure that assessments are meaningful (they have a purpose) and manageable for staff and pupils. Information gathered is shared with pupils as a developmental tool for their own personalised learning journey. Assessments are analysed in class, with the senior leadership team (SLT) and at Trust level to identify patterns and trends in pupil progress and attainment over time and to allow for strategic allocation of resources. We use the following tools to measure learning:

- Moderation (within the Academy, Trust and Local Authority)
- National Statutory Assessments
- Teacher Assessments (inform Pupil Progress Meetings and Module Reviews)
- Solo Taxonomy

- Internal testing
- White Rose Maths
- Scaffolded and independent writing tasks

National Statutory Assessment

Early Years Foundation Stage

The Early Years teaching staff record their initial assessments of the pupils in the form of a baseline, observational assessment. These take into account all available information from parents and previous settings. We continue to observe the pupils and will regularly record our observations. We analyse and review what we see or know about each individual pupil's development and learning, and then we will make informed decisions about their progress.

Each pupil has their own Learning Journey, which documents their learning. This includes: observations, photos and examples of their work. We assess each pupil in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at other points in the year. Profiles are moderated within the academy with colleagues and with other academies within Leigh Academies Trust (LAT).

Year One Phonics Screening Check

All pupils in Year 1 will participate in a phonics screening check. This assessment will be administered by the Year 1 teachers. The phonics screening check is a short and simple assessment of phonic decoding. It consists of a list of 40 words, half real words and half non-words, which Year 1 pupils read to a teacher. Administering the assessment usually takes between four and nine minutes per pupil. Results are included within the Year 1 end of year report. If a pupil's score falls below the pass threshold standard, they will be given extra phonics help and can retake the Phonics screening check in Year 2. The threshold is subject to change on an annual basis and the school is informed of this after the test. If, in the opinion of year 1 teachers and the Principal, a pupil cannot access the test, they can be dis-applied and parents will be consulted if this course of action is undertaken, however the final decision rests with the Principal.

SATs (Standard Assessment Tests)

Pupils in Year 6 sit SATs during May each year. These tests cover the required content prescribed by the National Curriculum. At the end of Key Stage 2 (Year 6), pupils sit SATs in reading, maths and GPaS. Teachers are also required to submit their teacher assessments for writing and science. Teacher assessments in writing are moderated through a formal moderation process, which can take place externally or internally.

Pupils are expected to reach the national standard in Year 6. This is a particular score that reflects where the Department for Education believes pupils should be by this stage of their education. The national standard score for KS2 SATs is 100.

During the summer term, year 6 parents are given a report stating their child's raw score (the actual number of marks they achieved in their SATs), their scaled score (a conversion score that allows results to be compared nationally, year on year) and whether or not they have achieved the national standard. Teacher assessments will also be used to build up a picture of each pupil's learning and achievements.

SOLO Taxonomy

At Leigh Academy Tree Tops SOLO taxonomy is used within our assessment process, which describes increasing complexity in pupils' thinking and understanding. Pupils move from factual, to knowledge-based thinking, to conceptual and abstract thinking and understanding. SOLO taxonomy starts with pupils collecting ideas, facts or knowledge, before progressing to more sophisticated and demanding levels of thinking where they are required to process the information to make connections, conceptualise and transfer their understanding.

Pre-structural levels:

- The pupil has no prior knowledge or understanding.

Surface levels:

- Uni-structural/one idea: The pupil shows a concrete understanding of one component or aspect of the topic, unit or concept.

Multi-structural/many ideas:





- The pupil can understand several components, but the understanding of each remains discrete. Ideas and knowledge around an issue are not yet related. Deeper levels

Relational/connecting ideas:

- The pupil is now able to appreciate the significance of the parts in relation to the whole. The pupil can indicate connections between ideas, knowledge and facts they have collected about a particular unit, line of inquiry or concept.

Extended abstract/extending ideas:

- Understanding is transferable and can be generalised to different areas and situations. The pupil conceptualises at a level extending beyond what was explicitly taught in the unit / line of inquiry. Connections are made between facts and theory, action and purpose.

Designing learning outcomes across a unit of inquiry	Uni-structural (I have one idea)	Multi-structural (I have many ideas)	Relational (I can connect my ideas)	Extended abstract (I can take my ideas further)
				
	Surface understanding Learning outcomes at these levels are designed to allow students to gather ideas and information. They are knowledge-based and driven by the essential knowledge identified by the curriculum to support conceptual understanding.		Deeper understanding Learning outcomes at these levels require the students to think deeper. They use the ideas and knowledge gained in the previous levels to make connections, conceptualize and transfer their understanding.	

The SOLO taxonomy progressions are used to track the progress of pupils' thinking throughout the duration of the unit. This allows teachers to approach inquiry with an

assessment mind set, with all learning experiences being opportunities to monitor and document student understanding. SOLO aids in the continual gathering and analysis of information about pupil development.

Documenting Learning

Evidence for learning can be presented in many different forms, including pupil's work in books, on displays, stored on a computer or other digital devices, etc. At Tree Tops Primary Academy, we believe that a compilation of pupil's work tells a story about their learning and progress over time. These are some examples of how pupil's learning is documented:

- Writing Walls
- Pupil's books
- Displays
- School Social Media posts
- Digital Learning

Digital Learning

Digital learning enables pupils to demonstrate their knowledge and understanding across the curriculum, including learning that may not necessarily be recorded using 'pencil and paper'. Digital learning enables pupils to demonstrate and celebrate their development in relation to the National Curriculum and elements of the Primary Years Programme (PYP). Digital learning should include opportunities for learning across the curriculum, relating to the relevant National Curriculum skills and the appropriate Learner Profile attributes.

Reporting on Learning

At Leigh Academy Tree Tops, we involve all stakeholders in the reporting of pupil progress and attainment. We record our assessments on BromCom at the end of each term and in line with Leigh Academies Trust Data Timeline. We use the following four statements when reporting on pupil attainment; '*Working Below*', '*Working Towards*', '*Working At*' and '*Greater Depth*'. Learning is reported to the following stakeholders:

- Senior Leadership Team – Pupil Progress Meetings (Termly)
- Leigh Academies Trust – Module Reviews (Termly)
- Parents – Parent, Teacher and Pupil Meetings (Twice a year)
- Parents – Reports (End of academic year)

Pupil Progress Meetings

Pupil Progress Meetings are held termly with SLT, the SENCo and individual class teachers to review the progress of pupils in all classes across the school. Individuals and groups of pupils not reaching or moving beyond the expected standard are discussed in great detail, including any barriers to learning. Pupil targets are reviewed with any necessary support put in place to meet the needs of individual pupils.