



Tavistock Primary & Nursery School

Assessment Policy



Title: Assessment
Date: September 2023
Review Date: September 2024

Rationale:

The purpose of this policy is to support school improvement in raising standards of achievement for all our pupils.

This policy will set out:

- The principles of assessment and feedback.
- The purpose of assessment.
- Forms of assessment detailing:
 - Where, when and how data will be collected.
 - How the outcomes of assessment will be used.
 - How the outcomes of assessment will be communicated effectively to pupils, parents, other teachers, the Governing Body, the Local Authority and the DfE.
- The governance, management and evaluation of assessment.
- How teachers will be trained to ensure they are confident to conduct assessment confidently and competently.

Principles of Assessment:

(These principles are adapted from the Assessment Reform Group's ten research-based principles for effective assessment – Broadfoot et al., 2002.)

- Effective planning of teaching and learning is a vital part of assessment for learning.
- Assessment for learning should focus on how children learn and should **focus on improving the learner, not the work.**
- Assessment for learning is central to classroom practice.
- Assessment for learning is a key professional skill for teachers.
- Assessment for learning should be sensitive and constructive because any assessment has an emotional impact.
- Assessment should take into account the importance of learning motivation.
- Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
- Learners need constructive guidance about how to improve.
- Assessment for learning develops learners' capacity for self-assessment so that they can become reflective and self-managing.
- Assessment for learning should recognise the full range of achievements of all learners.

Principles of Feedback:

- The only purpose of feedback is to further children's learning;
- Evidence of feedback is incidental to the process; we do not provide additional evidence for external verification;



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- Feedback should empower children to take responsibility for improving their own work; it should not take away from this responsibility by adults doing the hard thinking work for the pupil.
- Written comments should only be used as a last resort for the very few children who otherwise are unable to locate their own errors, even after guided modelling by the teacher.
- Children should receive feedback either within the lesson itself or it in the next appropriate lesson. The 'next step' is usually the next lesson.
- Feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make good progress.
- New learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh learning. Teachers should be wary of assuming that children have securely learnt material based on evidence drawn close to the point of teaching it. Therefore, teachers will need to get feedback at some distance from the original teaching input when assessing if learning is now secure.
- Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable to adjust their teaching both within and across a sequence of lessons.

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of four common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson/task
3. Next lesson feedforward – further teaching enabling the children to identify and improve for themselves areas for development identified by the teacher upon review of work after a previous lesson had finished
4. Summative feedback – tasks planned to give teachers definitive feedback about whether a child has securely mastered the material under study

Purpose of Assessment:

At Tavistock Primary and Nursery School we believe that the purpose of assessment is:

- To give all children the opportunity to show what they know and understand as well as what they can do to improve.
- To enable teachers to know how well children have learned and understood as well as highlight for them the guidance they need to give children on how to improve.
- To support effective planning of teaching and learning.
- To inform parents of their child's progress and attainment.
- To support the school in improving achievement for all children.



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Assessment at Tavistock Primary and Nursery School takes three different forms:

1. *Formative Assessment*

What is it?

It is an integral part of teaching and learning and requires the use of a repertoire of teaching strategies. Its main purpose is to provide children with feedback on how well they have met the intention of the learning and constructive guidance on how they can improve.

Strategy	Purpose
Teacher planning: Identifies learning intentions, details how the intentions will be taught and includes strategies to support progress of all pupils within the lesson. It also identifies assessment opportunities within the lesson.	<ul style="list-style-type: none">• Sets out how the teacher intends to teach to the age related National Curriculum intentions of the class.• Ensures clarity of learning intention and sets out how this will be taught so that the children can make progress at the level appropriate to their age and ability.• Links assessment of children's learning to the next steps needed to improve.
Sharing learning intentions with children: All children know and understand the purpose of every lesson and its place in their current learning sequence (if applicable). Teachers decide at what point in the lesson the learning intention will be shared. FS and KS1 – verbally shared Y3 –6 displayed on the Whiteboard throughout the lesson. Recorded by the child at the start of the lesson (some exceptions for SEND children)	<ul style="list-style-type: none">• Ensures children are focused on what they are learning and why.• Supports the setting of high expectations for achievement.• Encourages high levels of children's engagement in their learning.• Supports clarity in the teaching of new concepts.
Success criteria – (may sometimes be co-constructed with children). Process or product led. All children know and understand how they can meet the learning intention and be successful in their learning.	<ul style="list-style-type: none">• Gives children a way to make their own 'checks along the way'.• Ensures children know what success looks like.
Non-negotiables: Every year group has a displayed list of non-negotiables for presentation, handwriting and spelling. These progress from Nursery to Y6 and reflect expectations across all recorded work.	<ul style="list-style-type: none">• Children are clear on the expectations for presenting their work across all subjects.• Teachers hold children to account if these expectations are not met.
Effective Questioning: Using a variety of strategies, these may be hinge questions planned by the teacher in advance to assess children's understanding or arising from the progress of the children within the lesson. Open-ended questioning in particular can be very effective.	<ul style="list-style-type: none">• Enables teachers to identify how well children understand the new learning being introduced and how to adapt the lesson to address misconceptions.• Gives children opportunities to articulate their understanding of new learning.



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<p>Hands down culture: (in partnership with talk partners)</p> <p>When questioning children during the lesson the main strategy used by teachers is a hands down approach with randomly selected children to respond. However, this is not the only strategy used for question and response sessions and there are times when hands up will be acceptable.</p>	<ul style="list-style-type: none">• Avoids the same children being chosen all the time, ensuring teacher has a broader view of pupils' understanding.• Avoids apathy – because anyone could be picked every child must be ready, thus increasing pupil engagement.• It encourages a more inclusive learning environment. Children feel all contributions are valued.
<p>Talk/Learning Partners:</p> <p>Children are randomly paired weekly/fortnightly to work with a partner, to discuss learning. The teacher tunes into conversations to assess children's understanding of new concepts. There will be some exceptions to the random pairing for individual children, at the teacher's discretion.</p>	<ul style="list-style-type: none">• Provides an opportunity for the teacher to assess several children's understanding at once, identify misconceptions and address them immediately.• Provides thinking time for all children.• Enables children to respond in a non-threatening environment.• Ensures children do more talking than the adults and are given opportunities to articulate their thoughts throughout the lesson.• Uses higher order skills.• Ensures a rich diet of learning partners.
<p>Pupil self-evaluation:</p> <p>Children are trained and encouraged to evaluate their own achievements against the learning intention, as well as reflecting on the successes or otherwise of the learning process.</p>	<ul style="list-style-type: none">• Gives teachers an overview of how confident children feel in their understanding of the topic or concept being taught.• Supports teachers' evaluation of their own teaching of topics or concepts and enables them to plan future lessons or adapt the current lesson accordingly.• Develops children's capacity for self-assessment so that they can become reflective and self-managing.
<p>Observations of children as they learn:</p> <p>Throughout learning experiences teachers observe children as they learn: independently, as part of a pair or in a group. They tune in to children's verbal responses and scan written responses throughout the lesson to assess children's attainment, understanding and development.</p>	<ul style="list-style-type: none">• Enables teachers to identify when children are struggling, when they have consolidated learning and when they are ready to progress and adjust their teaching to meet these needs.• In FS in particular, it allows teachers to plan future learning based on children's interests as demonstrated in their play.
<p>Plenaries:</p> <p>Teachers and children revise the learning from the lesson, repeat key concepts and share understanding of what has been learned and what needs to be learned next.</p>	<ul style="list-style-type: none">• Provides an opportunity for the teacher to consolidate the lesson's key learning points with the children.• Allows the teacher to address common misconceptions identified during the lesson.



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Teachers make use of mini-plenaries within lessons as necessary to address misconceptions, check understanding and to give children reminders about learning/ expectations.	<ul style="list-style-type: none">• An opportunity for the teacher to clarify the place of the lesson in the sequence and what the children will learn next.
<p>Teacher feedback to children:</p> <p>Feedback is linked to the learning intention and moves the learning forward.</p> <p><i>Teachers assess work in books using a whole class feedback system which identifies:</i></p> <ul style="list-style-type: none">• <i>areas to praise and share</i>• <i>skills errors and misconceptions to be addressed</i>• <i>individual children that need greater support</i>• <i>Presentation that needs addressing</i> <p><i>This assessment informs the next lesson and/or sequence of learning, ensuring that the feedback is used to improve the child not the work.</i></p>	<ul style="list-style-type: none">• Allows children to measure their knowledge and understanding against learning intentions and wider outcomes.• Shows children where they need to target their efforts to improve.• <i>Allows teachers to provide specific whole class feedback at the start of the next lesson</i>• <i>Ensures best work is used regularly as a model for all children</i>• <i>Allows teacher to identify and address common errors in basic skills (e.g. spellings, number facts)</i>• <i>Allows teachers to address common misconceptions that have been identified.</i>
<p>Guided group work:</p> <p>Teachers identify the children needing support or extension with a topic or concept and work with them as a group, while the other children are working independently.</p>	<ul style="list-style-type: none">• Opportunities for the teacher to provide appropriate support or extension he/she has identified for groups of children to address any misconceptions, fill gaps in learning or extend children's understanding.
<p>Pupil conferencing:</p> <p>Teachers work one to one with a child to discuss a specific/or several pieces of work.</p>	<ul style="list-style-type: none">• Identify together the areas of the work that were successful and the reasons why, as well as identify areas where children need to improve and how this will be done.
<p>Writing Key Outcomes:</p> <p>Teachers identify outcomes most relevant to individual/groups of children. This is based on assessment from previous sequences of learning and pupil outcomes.</p>	<ul style="list-style-type: none">• Ensures writing sequences are targeted specifically to the next steps needed for children in the development of their writing in that genre.• Assists in increased opportunities for challenge and support at all levels.
<p>Pupil Target Plans:</p> <p>All children with SEN on the school's RON have Pupil Target Plans which supports the pupil's specific area of difficulty.</p>	<ul style="list-style-type: none">• Specific targets for SEND children are identified to fill gaps in their learning.• SEND children's learning needs are met with the strategies outlined in this policy.• Evidence of SEND pupils learning needs is gathered to support in any application for outside agency assistance or further funding.
<p>Homework:</p> <p>Reading is an area of focus and children are encouraged to follow their own interests at home.</p>	<ul style="list-style-type: none">• Involves parents with their child's learning.• Aids vocabulary development.• Gives children a chance to consolidate their learning in an independent environment.



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<p>Spellings of high frequency words and common exception words are given to children to practise at home. Children in Reception, Year 1 and Year 2 practise phonics and tricky words. Children in KS2 are encouraged to practise times tables at home.</p> <p>Teachers may set individual tasks for children where necessary and appropriate to support their learning.</p> <p>Children in Reception, KS1 and those children reading phonically decodable books in KS2 keep a reading diary where they record their daily reading. Teachers and parents also use the diary to comment on children's reading.</p>	<ul style="list-style-type: none">• Helps to build self esteem.
<p>Working walls:</p> <p>Teachers use working walls to display their own modelled work, as well as children's examples of on-going teaching and learning intentions in core subjects. Working walls also display ongoing information that will support learning in maths and English.</p>	<ul style="list-style-type: none">• Children use the working wall when working to remind them of prior teaching and learning strategies and examples which will support their progress.
<p>Writing Evidence Gathering Grids (EGGs):</p> <p>Local Authority EGG sheets are available for teachers (Y1-6) to support formative assessment of a piece of writing from identified children in their class if needed. These sheets identify all writing curriculum intentions for the relevant year group.</p>	<ul style="list-style-type: none">• To assess progress against the writing intentions taught, identify gaps in children's writing and support future planning of whole class, guided and conferencing work to address these gaps.• To support end of KS2 teacher assessment submissions to the DfE.
<p>Mathematics - NCETM materials:</p> <p>Maths curriculum resources provide teachers with questions and other teaching materials to support assessment.</p>	<ul style="list-style-type: none">• To assess children's progress and attainment against the taught intentions, identifying misconceptions and gaps to inform reactive interventions and other future planning.



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2. In-School Summative Assessment

What is it?

This is 'snapshot' testing which establishes what a child can do at a given time.

Strategy	Purpose
Low stakes quiz & class tests: Created by individual teachers or year groups and used in day-to-day lessons (e.g. mental maths, times tables, phonics recognition, spellings, elicitation tasks and final outcome pieces at end of talk for writing sequence).	<ul style="list-style-type: none">To provide an opportunity to practise the skills taught.To practise working in a test environment.For the teacher to establish the knowledge, skills and concepts children have learnt at the end of a teaching sequence.
End of sequence outcomes: Children complete a piece of work independently, at the end of a teaching sequence, to demonstrate their application of what they have learned.	<ul style="list-style-type: none">To assess children's ability to apply the knowledge and skills they have learned during the teaching sequence.
Mathematics : As part of end of term summative judgements, teachers use NCETM Ready to Progress criteria, NCETM Teaching for Mastery guidance and 'Children as evidence' Local Authority document to confirm their assessments of pupil attainment in mathematics. These assessments are tracked and discussed in termly CPM meetings.	<ul style="list-style-type: none">To support and confirm teachers' assessment of pupil attainment in mathematics.
Partner teachers' moderation meetings: Parallel year group teachers meet regularly and informally with pupils' work produced at the end of a unit of work/teaching sequence to moderate pupil outcomes.	<ul style="list-style-type: none">To establish a consistent understanding of what progress and attainment against the National Curriculum objectives looks like in each year group.
Team moderation meetings: Teachers bring examples of children's work to team meetings for moderation with their colleagues and team leader.	<ul style="list-style-type: none">To establish a consistent understanding of what progress and attainment against the National Curriculum objectives looks like in each year group, key stage and across key stages.
Class Progress Meetings and termly teacher assessments: Teachers meet with their team leader and a senior leader to discuss and agree their summative judgements on children's progress and attainment at the end of the term based on evidence provided by teachers of ongoing formative assessment and in-school summative assessment. These assessments are entered	<ul style="list-style-type: none">Opportunity for class teachers to review all the formative and summative data they have collected over the term and make a judgement on the progress each pupil in his/her class has made, including any new entrants.Identify any strengths or trends that cause concern in whole class progress or the progress of groups of children. (Pupil



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into the school's tracking system in February and at the end of the Summer term.	<p>premium, Children in Care, SEND, Higher Ability)</p> <ul style="list-style-type: none">• Opportunity to discuss with team leaders and senior leaders the gaps identified in individual children's learning and agree strategies to close them.• Opportunity for senior leaders to identify any whole school or key stage trends in pupil progress and/or attainment that need action and plan accordingly.
End of Year Teacher Assessments: These are a culmination of all the teacher assessments made at the end of each term. They involve reviewing all the evidence available through teachers' formative assessments and in-school summative assessments and teachers and team leaders will together make a professional judgement on a child's progress and attainment at the end of that academic year.	<ul style="list-style-type: none">• To inform the child's next teacher of the next steps in their learning.• To inform parents of their child's attainment and progress and next steps in their learning.• Identify any strengths or trends that cause concern in whole class progress or the progress of groups of children, so the teacher can address these the next year.• Opportunity to discuss with team leaders and senior leaders the gaps identified in individual children's learning and agree strategies to close them for the following academic year.
Class interventions: Teachers make regular decisions about the need for responsive interventions. These occur throughout the year and are in response to daily/weekly formative assessment. Sometimes, following the professional discussions at termly and end of year reviews, teachers plan longer running interventions that run for up to 6 weeks (although they may be shorter) which detail the strategies to improve progress and attainment in their class for individuals or groups needing to accelerate their progress or close any gaps in their learning. These longer term interventions are reviewed regularly to assess their effectiveness and make changes as necessary.	<ul style="list-style-type: none">• Interventions are designed to impact immediately on children's learning; ensuring children do not fall behind.• Regular reviews ensure no interventions interfere with children's access to quality first teaching and only continue if they are supporting accelerated progress or closing gaps effectively.
Reviews for pupils with SEND: Regular reviews of SEND pupils' learning targets (Pupil Target Plans) are completed by the class teacher and parents, supported by the SENDCo as appropriate. New targets are agreed and recorded.	<ul style="list-style-type: none">• Ensure the progress and attainment of the most vulnerable pupils in the school is regularly reviewed by class teachers and parents with the support of experts.
Assessments from outside agencies:	<ul style="list-style-type: none">• To access expert advice for children with



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Reports from other education or health professionals following an assessment of a child.	more complex needs; to support their progress in school.
Children's attainment data entered on the school's tracking system: After reviewing all available data, teachers judgements on children's attainment at the end of each year is entered onto the school's tracking system and analysed, initially by class teachers, then by teams and finally by the Senior Leadership Team. In Foundation Stage, teachers use 'Notice & Focus' grids to record the progress and attainment of children.	<ul style="list-style-type: none">• To ensure all teachers, team leaders and senior leaders have a clear overview of standards across the school.• To support effective planning for future teaching and learning.• To support strategic school improvement planning.
Reading, writing and Maths moderation: At regular points throughout the year, the Reading, Writing and Maths Leaders complete moderation exercises of assessment based upon the key outcomes of the curriculum.	<ul style="list-style-type: none">• To assess progress against the intentions taught, identify gaps in children's knowledge and understanding and support future planning of whole class, guided and intervention work to address these gaps.



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3. Nationally Standardised Summative Assessment

What is it?

These are standardised tests set by the DfE which all children in state funded schools complete at set times in their school career. The results of these tests are used by the government to monitor achievement of all pupils in state funded schools.

Strategy	Purpose
Reception Baseline: A national statutory assessment – an activity-based assessment of pupils' starting points in: language, communication & literacy and mathematics.	<ul style="list-style-type: none">To provide a school-level progress measure to show progress pupils make from Reception until the end of Key Stage 2. (To be published in 2028 for the first time)
Early Years Foundation Stage Profile: An end of FS assessment of children's achievement against the Early Learning Goals. Teachers provide evidence, gathered throughout the year, that show which ELGs have been met and which children have achieved a Good Level of Development (GLD).	<ul style="list-style-type: none">To provide a summative end of key stage attainment result for every pupil. The school's performance can then be measured against other schools in the country.
Year One Phonics Screening Check and Year Two repeat screening for those not meeting standard in Year One: A national statutory test of children's recognition and ability to apply phonic knowledge taught throughout reception and year one.	<ul style="list-style-type: none">To establish the phonic knowledge of children at the school at the end of year one, providing a judgement on the percentage of children meeting the nationally expected standard.
Year Four Multiplication Tables Check: A national statutory test for all children in Year 4 to determine children's ability to recall their times tables fluently, which is essential for future success in mathematics.	<ul style="list-style-type: none">To identify which children have not yet mastered their times tables so that additional support can be provided.
Statutory National Curriculum tests at the end KS2: Children are assessed against national statutory tests in Reading, Spelling, Punctuation and Grammar (SPAG) and Mathematics in KS2	<ul style="list-style-type: none">To provide a summative end of key stage attainment result for every pupil in Y6. The school's performance can then be measured against other schools in the country.
Statutory Teacher Assessment of children's attainment in writing: In Y6 a portfolio of children's independent writing is assessed against the KS2 teacher assessment frameworks for writing and teacher judgements are agreed. These results are	<ul style="list-style-type: none">To provide a summative end of key stage attainment result in writing for every pupil in Y6. The school's performance can then be measured against other schools in the country.



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reported to the DfE.	
Annual Reviews for pupils with an EHCP: These reviews provide an overview of a child's progress and attainment on an annual basis. Annual reviews of SEND pupils' learning targets are completed by the class teacher, SENDCO, outside agencies involved and parents. The review is submitted to the Local Authority 0-25 SEN team for funding review.	<ul style="list-style-type: none">• Ensure the progress and attainment of the most vulnerable pupils in the school is regularly reviewed and the funding is appropriate to their needs.

Governance, Management and Evaluation of Assessment

Roles and Responsibilities:

- **Children are responsible for:**
 - Ensuring they are ready to learn at the start of every school day.
 - Knowing the school's skills for success and understanding how these skills support their learning.
 - Playing an active part in all their learning experiences.
 - Acting on teacher feedback and taking responsibility for the next steps needed to improve.
- **Teachers are accountable and responsible for:**
 - Carrying out the formative and summative assessments detailed in the tables above.
 - Sharing outcomes of the assessments with pupils (as detailed above).
 - Sharing outcomes of the assessments with parents through formal and informal meetings, home-school diaries, parent consultation meetings and annual reports.
- **The Assessment Lead is accountable and responsible for:**
 - Ensuring the assessment policy is maintained and followed and all staff are familiar with current assessment policy and practice.
 - Updating the policy annually in response to any changes in policy or practices over the preceding year, as identified at the end of year review.
 - Ensuring the timetabling of assessment throughout the year is clear to all staff and adhered to by following the *Achievement Monitoring Schedule* (appendix 1).
 - Presenting the reviewed policy to the governing body in the Autumn term for ratification.
 - Scrutinising the achievement standards at the end of each academic year and using these as the criteria by which the effectiveness of policy and practices is judged.
- **The Headteacher and the Senior Leadership Team are accountable and responsible for:**
 - Monitoring standards in core and foundation subjects.
 - Analysing pupil progress and attainment, including individual pupils and specific pupil groups.
 - Identifying pupil groups that are vulnerable to underachievement in relation to age related expectations and prior attainment.
 - Identifying actions needed to address underachievement of individuals and groups.
 - Measuring the impact of actions taken to address underachievement.



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- Reporting pupils' achievement to Governors regularly, including current standards and trends over time.
- Monitoring the effectiveness of assessment practices in the school and ensuring consistency and accuracy of assessment judgements through:
 - o Lesson observations by SLT members as well as colleague to colleague.
 - o Book scrutiny by Subject Leaders.
 - o Planning scrutiny by subject and team leaders.
 - o Learning walks by senior leaders.
 - o Termly team meetings to moderate children's work in core subjects facilitated by team leaders.
 - o Termly class progress meetings.
 - o Discussions with children.
 - o SLT 12 week reviews of progress and attainment of all pupils.
- **Subject Leaders are accountable and responsible for:**
 - Ensuring all staff are familiar with assessment practices for their subject and assessments are completed when expected, recorded and shared with parents.
 - Monitoring standards in their subject.
- **Governors are accountable and responsible for:**
 - Reviewing progress and attainment of pupils regularly throughout the year and offering support and challenge to the Senior Leadership team that demonstrates the highest expectations of pupil attainment.

How teachers will be trained to ensure they are confident to conduct assessment confidently and competently

There are many systems and processes in place to ensure teachers are confident to conduct formative and summative assessments on the children in their class. These are:

- **The induction process** with team leaders for all new members of staff including a focus on assessment and the sharing of the assessment policy.
- **Lesson observations** are completed by Senior Leaders during the first term of a new teacher's appointment. Lesson observations are completed regularly by Subject Leaders, Key Stage Leaders and other members of the Senior Leadership Team, as identified through strategic school improvement planning at termly and annual reviews of progress and attainment data. Lesson observations can include scrutiny of pupils' books, interviews with pupils, observation of teaching and learning, as well as interviews with teachers. As such, they offer a thorough review of teachers' confidence and competence to conduct assessment. When concerns are identified CPD is provided.
- **Assessment is a regular agenda item** at key stage team meetings.
- **Moderation** of pupils' work is completed regularly throughout the year at team meetings, across key stages to ensure staff have confidence in their judgements on attainment. At the points of statutory assessment, the local authority moderates according to statutory requirements.



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- **Class Progress Meetings** take place termly between class teachers, their team leader, The SENDCo and the Headteacher or Deputy Headteacher. Effective professional dialogue ensures teachers' assessments, both formative and summative, are reviewed, challenged and discussed through a rigorous process.
- **The Assessment Lead and Mathematics and English Subject Leaders attend training updates** offered by the local authority as well as keeping abreast of current research and developments in assessment through reading educational publications.