

## Assessment Policy Key Stages 1 & 2

Document ref.	ACD-POL-002
Last Review Date	August 2021
Next Review Date	August 2022
Author	Adam Couch / Nita Pugh Nicholls
Reviewed by	Abigail White / Emma Holshausen
Approved by	Elaine Brennan
Version history	
January 2017	Version 1 created AC, NN
July 2018	Version 2 rewritten EH, AW
September 2019	Version 3 rewritten Version 2 reviewed by BMJ and SPH & Merged with Presentation and Evidence. Many changes made.
August 2021	Version 3 created by SS, BMJ, SP, GA, LMC.

### Introduction

Effective assessment provides information to improve teaching and learning. Children receive regular feedback to show progression and gaps in learning.

### Aims of Assessments

The aims of assessment in our school are:

- To enable children to demonstrate what they know, understand and can do in their work
- To help children understand what they need to do next to improve their work
- To allow teachers to plan work that accurately reflects the needs of each child
- To provide regular information for parents that enable them to support their child's learning
- To provide the head teacher with information that allows them to make judgments about the effectiveness of the school

### Planning for assessment

Based on the national curriculum, Target Tracker helps to identify each child's standard of attainment across all subjects. Teachers update the information on Target Tracker on an ongoing basis.

Lessons are planned with clear learning questions, based upon the teacher's detailed knowledge of each child. Planning considers the learning needs of all children, in terms of support and challenge. Individual children's progress is monitored and needs evaluated and this information is used when planning the next learning.

### Different types of assessment

At Nadeen School we use several different types of assessment to inform learning:

Ongoing formative assessment is carried out by teachers during lessons. This can include: observations of class behaviour, such as participation and engagement; discussions with individual children; questioning and reviewing children's work. Feedback to the pupils is immediate (or within a short time frame). The results of formative assessment have a direct impact on planning, teaching resources and strategies employed immediately following the assessment. In some cases additional assessments will be conducted to address special educational needs.

Summative assessment occurs at defined periods of the academic year such as end of topic testing. In CCS topics, end of block assessments are created on quizziz to assess the children's learning at the end of a teaching block. NewPIRA(progress in reading) and NewPUMA (progress in maths) are completed during the middle of each term. White Rose end of block tests are used to assess learning in maths at the end of each unit.

Target Tracker is used by teachers and the head teacher to input and analyse data. Tracking is comprehensively analysed at three points throughout the year. The analysis of data identifies the progress and attainment of individual children, and this is discussed at tracking meetings attended by the class teacher, the head teacher, the learning support staff and English and maths leaders. Regular moderation meetings within year groups and key stages ensure assessment is consistent.

The above assessments are used to assess that overall National Curriculum standards are being met for tracking purposes.

### **Next steps**

Data from the tracking programme is analysed, gaps are identified and next steps in learning are planned. When appropriate, children are given a list of these identified gaps in child-friendly language, making them aware of their next steps. These gaps are also shared with parents during oral and end of year reports.

### **Recording**

Children's learning is recorded in a variety of ways. Sometimes this is in an exercise book or digital document, but often learning is more collaborative or active. Photographs and videos are used to record some group or individual activities and these are attached as evidence to specific objectives and uploaded to student folders. Learning can be shown through oral and recorded activities, or longer term projects.

### **Reporting to parents**

Parents are informed of their child's progress in school through the following strategies;

Open Door Policy; we encourage parents to contact the class teacher, learning support teacher or Senior Leadership Team if they have concerns about any aspect of their child's work;

Oral reports twice a year; the child's progress and attainment are discussed with parents, along with any social or emotional issues. Clear next steps for children are discussed in this meeting.

End of year report; a written report is produced for each child showing progress and attainment throughout the academic year. Target areas for the next school year are also identified.

### **Target Time**

Target time is an opportunity for teachers to work with pupils on misconceptions and challenge the most able further. In this time children respond to marking and spend time practising key skills to master in a key skill.

## Maths

The most effective marking is instant feedback. Peer and self assessment can be used once modelled by the teacher. Teachers must review the learning objective during the lesson through AFL or plenary questions. This enables misconceptions to be addressed instantly or in the next lesson.

## English

The final outcome of the 3 week teaching sequence needs to be carefully responded to while the children are working on their first draft (Cold Write), so as to directly impact their final draft (Hot Write). This feedback should be oral wherever possible and should be as immediate as possible so as to influence the rest of the writing. In years 3,4,5 and 6, oral feedback can be recorded by the teacher on the child's Google Docs document. This can be viewed by the child and feed into their personalised targets. A final draft (that should be published) *should not* be marked by the teacher.

## Moderation

Teachers and subject leaders hold regular meetings to discuss moderation, ensuring that consistent judgments about standards in the school are made.

Year group teachers meet regularly with their peers to compare pieces of work. Where there is a discrepancy, the advice of the subject leader or Key Stage co-coordinator is sought.

Moderation, planning and assessment procedure are linked in the following way:

Ongoing	Teachers update the statements in Target Tracker for individual children when they are working towards a statement or as they achieve a statement. Teachers aim to review every child on a 3-weekly basis.
Weekly	Teachers plan lessons using the statements that children are working towards in each class. Classroom Monitor is used to help teachers form focus and teaching groups across and within each class.
3 times a year (half term point)	<p>Teachers review each child's band and steps based on the statements achieved on Target Tracker and change as appropriate. Teachers use: Target Tracker statements achieved; pupil work; tests; teacher observation to ensure that all teachers in a year group are being consistent in Target Tracker entry. During the moderation meeting teachers will show samples of pupils' work that has been entered at the same band/step and compare it. Teachers provide evidence and explanations to each other as to why they feel pupils should be placed in each band/step.</p> <p>The purpose of the moderation meeting is:</p> <ul style="list-style-type: none"><li>To ensure consistency and quality of Target Tracker entry across the school.</li><li>To give teachers the opportunity for professional dialogue and share best practices in assessment for learning.</li><li>To develop teachers' confidence and accuracy in assessing pupil work.</li></ul>

3 times a year (after analyses feedback)	As a year group, teachers meet to find solutions to areas of need highlighted by the analysis.
--	--

## Marking, Presentation and Evidence Policy

**'Feedback should cause thinking and should be more work for the recipient than the giver.' -Dylan Wiliam**

### Presentation

We believe that the presentation of children's work should always be of the highest quality.

Each piece of work follows the **DUMTUM** mnemonic:

- Date
- Underline
- Miss a line
- Title
- Underline
- Miss a line

### Expectations include:

- All work is completed with care and attention to detail, with diagrams in sharpened pencil and straight lines drawn with a ruler
- Single digits to take up single squares on squared paper
- Neat handwriting is always used (semi-cursive)
- Any extra sheets to be trimmed to measure and glued in flat
- Mistakes must be crossed out neatly
- Black handwriting pen is used when a child is awarded a pen license

### Description:

Each pupil's exercise book should be presented in a particular way including: subject specific content; neatness; type of book.

### Steps to follow:

1. The Head Teacher approves which books are used for a particular subject.
2. All books should be neatly labelled on the front of the book.
3. Pupils should be encouraged to keep the book neat and tidy at all times and craftsmanship should be taught for all non-draft pieces. Draft pieces may be done in rough, but books should still be kept as neat as the activity allows.
4. Pupils are not allowed to graffiti on their books.
5. **All books:** all titles and dates must be underlined with a ruler.
6. **Maths:** Pupils must be taught to use 1 digit in 1 box.

7. In KS2, **semi-cursive handwriting** must be used in all writing. In KS1 pupils should be encouraged to use semi-cursive, depending on their capabilities.
8. Work must be ruled off once finished in preparation for the next piece of work.
9. All pages must be used.
10. Pencils must be used until a pupil receives a “pen licence” presented and approved by the English leader or Phase leader. Pencils are ALWAYS used in maths, even if the pupil holds a “pen licence”.

### **Evidence policy for English and Maths**

#### **KS1 and KS2**

In mathematics and English, there is an expectation that two well-presented pieces of work are completed each week. Physical evidence of children's work should be stored in their class tray or copybook where applicable.

Electronic evidence of children's work should be submitted to the children's google classroom. Each topic should be created as an assignment so work can be submitted. At the end of each week the TA/CT will transfer evidence for 2 HA, 2 MA and 2 LA students chosen by the class teacher to their evidence folder. The class teacher will check the folders at the end of each block. Work should be filed under each subject, by block and by child's name. I.e. English - Autumn - Block 1 - John Smith (HA). Video feedback can also be given via screencastify. Marking of electronic evidence will be completed on their google classroom.

VF should be given during lessons. All pieces of work should be acknowledged with a tick and written feedback should be given on two pieces of work per week.

Year 1 may not have recorded pieces during term 1 but can include additional photographic evidence.

### **Evidence Policy for CCS and Science**

#### **KS1 and KS2**

In CCS and Science, there is an expectation that one well-presented piece of work is completed each week. Physical evidence of children's work should be stored in their class tray or copybook where applicable.

Electronic evidence of children's work should be submitted to the children's google classroom. Each topic should be created as an assignment so work can be submitted. At the end of each week, the TA/ CT will transfer evidence for 2 HA, 2 MA and 2 LA students chosen by the class teacher to their evidence folder. The class teacher will check the folders at the end of each block. Work should be filed under each subject, by block and by child's name. I.e. English - Autumn - Block 1 - John Smith (HA).

Photographs of projects and group work taken by the class teacher can be transferred to the appropriate folder for the 6 children picked for evidence.

VF can be given during lessons. Written feedback will be given on one piece of work per week. VF/ Video feedback can also be given for STEAM projects via screencastify/ in class. Written feedback can be used where applicable. Marking of electronic evidence will be completed on their google classroom/ assigned documents.

### **Evidence Policy for IT**

As above where applicable.

#### **Year 3, 4, 5 and 6.**

Khan academy

Scratch

Code.org

Kodable

### **Evidence policy for English and Maths**

#### **KS1 and KS2**

In mathematics and English, there is an expectation that two well-presented pieces of work are completed each week. Physical evidence of children's work should be stored in their class tray or copy book where applicable.

Electronic evidence of children's work should be submitted to the children's google classroom. Each topic should be created as an assignment so work can be submitted. At the end of each week the TA/CT will transfer evidence for 2 HA, 2 MA and 2 LA students chosen by the class teacher to their evidence folder. The class teacher will check the folders at the end of each block. Work should be filed under each subject, by block and by child's name. I.e. English - Autumn - Block 1 - John Smith (HA). Video feedback can also be given via screencastify. Marking of electronic evidence will be completed on their google classroom.

VF should be given during lessons. All pieces of work should be acknowledged with a tick and written feedback should be given on two pieces of work per week.

Year 1 may not have recorded pieces during term 1 but can include additional photographic evidence.

### **Evidence Policy for CCS and Science**

#### **KS1 and KS2**

In CCS and Science, there is an expectation that one well-presented piece of work is completed each week. Physical evidence of children's work should be stored in their class tray or copy book where applicable.

Electronic evidence of children's work should be submitted to the children's google classroom. Each topic should be created as an assignment so work can be submitted. At the end of each week, the TA/ CT will transfer evidence for 2 HA, 2 MA and 2 LA students chosen by the class teacher to their evidence folder. The class teacher will check the

folders at the end of each block. Work should be filed under each subject, by block and by child's name. I.e. English - Autumn - Block 1 - John Smith (HA).

Photographs of projects and group work taken by the class teacher can be transferred to the appropriate folder for the 6 children picked for evidence.

VF can be given during lessons. Written feedback will be given on one piece of work per week. VF/ Video feedback can also be given for STEAM projects via screencastify/ in class. Written feedback can be used where applicable. Marking of electronic evidence will be completed on their google classroom/ assigned documents.

### **Evidence Policy for IT**

As above where applicable.

#### **Year 3, 4, 5 and 6.**

Khan academy

Scratch

Code.org

Kodable

#### **Marking**

Marking should always be simple, timely and effective. Marking should help inform the next lesson.

#### **A Star And A Wish**

Comments are short, simple and linked to the learning question. The 'star' is a specific feedback that the child has done well in the work. The 'wish' is one thing that the child can improve. The positive points are highlighted and a star is placed on the highlight that refers to the LQ that has been achieved. A star and wish feedback must be given on two pieces of work in English and maths and one CCS piece per week.

#### **Google Classroom**

Feedback is written as a comment on a child's google doc or PDF. The teacher highlights the learning question to write the written comment. This can also be noted as \* (Star) and W (Wish).

#### **Marking Codes**

The marking codes below should be used consistently during feedback to children's work.

<b>Code</b>	<b>Criteria</b>
S	With support
LS	Work done with learning support
VF	Individual verbal feedback given
PA	Peer Assessment
Highlight	Work or parts of work done especially well (English and Maths)

*	Areas to improve (English and Maths)
SA	Self Assessment (Colour Pencil)
//	New paragraph
<u>dey</u>	Underline a maximum of 3 spellings
^	Missing word

### Peer assessment

- At the end of a piece of work that is to be Peer Assessed write the heading 'Peer Assessment'
- Include first name of student assessing the work
- Bullet point what has been done well
- Bullet point what needs to be improved on
- Years 3 & 4 to write in pencil or pen -Years 5 & 6 in pen

### Equality statement

The school is committed to providing the full range of opportunities for all pupils, regardless of gender, ability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a positive learning environment, which dispels ignorance, prejudice or stereotyping.