



Falconbrook Primary School

# Assessment Policy

EFFECTIVE SEPTEMBER 2021

## Falconbrook School Assessment Policy 2021-2022

### Formative Assessments:

The effective use of **Formative Assessment Strategies** that keep teachers informed of the learning that is taking place within all lessons is integral to the quality of teaching and learning.

#### Formative Assessment/Active Learning Strategies:

- **Talk Partners** (with teachers & TAs **listening in** to responses in order to formatively assess the learning during the lesson). Talk partners are created at random and changed weekly
- **'Show me' – using mini whiteboards or other methods.** Must be used in maths lessons and in shared/modelled writing sessions. Can be used in all lessons.
- Children sit in a **mixed ability** arrangement.
- **Open ended questioning**, that is followed up by further questioning to elicit fullest response possible and deepen learning.
- **Lolly stick names:** pulling name (written on lolly stick) from pot to select child to answer question.
- Development of **Growth Mindset** approach to learning.
- Arranging tables to successfully facilitate formative assessment practises e.g. in rows

#### Learning Intentions:

- Learning intentions should sharp and clear.

<b>Muddled Learning Intention (unclear)</b>	<b>Learning Intention (clarified)</b>	<b>Context</b>
I am learning to write a list of things my pet likes to eat	I am learning to write a list	What a pet may like to eat
To identify unknown angles in any triangles and quadrilateral	To calculate unknown angles	Calculating angles in triangles and / or quadrilaterals

- They should be written in 'child-speak'

<b>Adult Speak</b>	<b>Child Speak</b>	<b>Examples of modelling / questioning</b>
I can subtract <b>bridging the tens</b>	[I am learning] to subtract using shifting	Shift 'ten' from tens column to ones column to support subtraction
I can use a <b>frontal adverbial</b>	[I am learning] to start my sentence with an adverb	Which sentence hooks in the reader most effectively in a spooky story setting? Why? What effect could your 'favourite' sentence have on the reader? ❖ I walked into the dark room and immediately felt a cold chill creep up my spine. ❖ Cautiously I stepped into the room; a cold chill crept along my spine.

- Teachers should share the learning intentions for sessions with their TAs at their daily morning meeting (8:30am)
- Learning intentions are shared with children in all lessons (including guided reading sessions) and unpicked so that all children know what they are learning & why they

are learning this. They are not written in books. Short titles are sufficient (when the children are writing a title only it **must not** begin with L.I).

- Children should be reminded of the learning intention at points in the lesson.
- Lessons should include an opportunity for the children to reflect on the learning intention, and their success in meeting this.

### **Where do Learning Intentions come from?**

- National curriculum
- Assessment statements
- NCETM curriculum maps
- Curriculum framework

### **Success Criteria:**

Success criteria are **the steps** that the children need to take in order to meet the learning intention.

- Success criteria should be pre-planned by the teacher and shared with their TAs at their daily morning meeting (8:30am)
- Success criteria should be **generated and co-constructed with the children** (& based on the teachers pre-planned S/C).
- It is good practice for the TA to scribe the success criteria as the teacher generates these with the class.
- Children should be guided to follow the success criteria as they work, and to use it to self-assess where they have been successful, and what they need to correct and/or improve.
- Children will self-assess with reference to the S/C before seeking adult support.
- Teachers and TAs evaluate the child's learning with reference to the success criteria

## **KS1 & KS2 Marking & Feedback**

### **Maths:**

#### **During lesson:**

- Children are supported to co-construct success criteria during lesson.
- Success criteria are clearly displayed for all children to see throughout lesson (or unit)
- These may include visual aids (pictures / photos/ equipment/ etc.) to support all children to access the success criteria.
- Children are to be taught / supported to use S/C to guide their learning and to refer to S/C to mark their own work.
- When marking their own work children are to be supported / taught how to identify own successes and own errors.
- Errors and misconceptions to be addressed on-the-spot.

#### **Marking & feedback to happen during the lesson.**

#### After the lesson:

- Teacher to look through the work the children have completed and marked and check their self-assessment is correct. Teacher to initial work (in red) to acknowledge they have seen it.
- Any issues identified to be addressed the following morning / before the next lesson either by class teacher or TA as appropriate.
- Any issues identified to be addressed in the next lesson (plans to be adjusted) as relevant.

#### Writing:

- Children to be supported to co-construct the success criteria with their teacher.
- Success criteria are clearly displayed for all children to see throughout lesson (or unit)
- These may include visual aids (pictures / photos/ etc.) to support all children to access the success criteria.
- Opportunities to be provided to support the children to identify **EXCELLENCE** in writing; this step must be put in place to support children to produce writing beyond the closed success criteria.
- Once **EXCELLENCE** has been explored teacher to lead a shared writing session.
- Children then write independently, with reference to SC (structure) and **EXCELLENCE** (style).
- Marking (1) self-marking – checking own work.
- Marking (2) peer marking with focus on S/C + IMPACT of writing on reader and editing / making improvements.

#### **Marking & feedback to happen during the lesson.**

#### After the lesson:

- Teacher to look through the work the children have completed and marked and check their self-assessment is correct. Teacher to initial work (in red) to acknowledge they have seen it.
- Any issues identified to be addressed the following morning / before the next lesson either by class teacher or TA as appropriate.
- Any issues identified to be addressed in the next lesson (plans to be adjusted) as relevant.

#### **Children marking their own work:**

- Children can mark their work, with reference to the success criteria during the lesson.
- Children will need to be taught how to do this effectively and accurately.
- Children can then identify where they have been successful, and what they need to correct or improve.
- Children should mark their own work in **green pen**.
- Teachers should explain marking code to adults and children and have this on display in classroom. (This may also be in books).

## Marking/Feedback Code

<i>was</i> There <del>λ</del> a man	A missed word
//	A new paragraph
<i>error</i> spelling <del>eror</del>	A corrected spelling.
initials	I have seen your work.
	This is where we discussed you need to check and edit.
	Supported
	Guided Work
	Peer Support
	Writing conference with teacher

## Summative Assessments:

### Key Stage 1 and 2

To effectively track children's attainment and progress Falconbrook school uses Bands and Steps assessments. A set of statements are linked to each Band progressing from Band 1 through to Band 6.

Pupils are assessed, summatively, for Reading, Writing and Maths three times a year during an assessment week.

Our data tracking system, Target Tracker, is updated after each assessment week by class teachers. The data is then validated and moderated by the DHT/Phase leaders. Pupil Progress meetings are held after each assessment week to discuss the current attainment of the children in each class. Pupil Progress meetings are held with teaching staff, DHT, Phase leaders and SENCO, as needed, to monitor the progress of each child, setting and reviewing actions.

### Teacher Assessment

Teachers use Banded Statements which link to the national curriculum programme of study for each subject to make Teacher assessment judgements using several methods including:

- evidence from the pupils' books
- child's verbal feedback from lessons such as reading
- observations of children's learning

- Planned small group or one to one sessions with children to assess their understanding explicitly against the subject criteria.

Summative assessment tests are used to support teacher assessments for children in Key Stage 2.

### **Early Years**

EYFS assessment is an ongoing process through planned and incidental interactions and observations. The school uses the EYFS Framework and Development Matters to assess Reception and Nursery children throughout the academic year.

The school data tracking system, Target Tracker, is updated three times a year and children are assessed as beginning, working within or secure Nursery or Reception. The data is then validated and moderated by the DHT/Phase leader. Pupil Progress meetings are held after each assessment week to discuss the current attainment of the children in each class. Pupil Progress meetings are held with teaching staff, DHT, Phase leader and SENCO, as needed, to monitor the progress of each child, setting and reviewing actions.

Each child is assessed using the Reception Baseline Assessment (RBA) within the first 6 weeks in which a child begins Reception.

### **Moderation**

Within the context of assessment we are conscious of the value of professional judgement and agree to value teacher's judgements and debate them. Standardisation of judgements will arise through:

- informal discussion between class teachers and phase leader/DHT
- staff moderation meetings led by the DHT/subject leader
- moderation activities undertaken by DHT, phase leaders or subject leaders
- cluster moderation sessions and work with other schools/external auditors.
- Local Authority moderation meetings.

### **Recording and Reporting**

Assessments are recorded on Target Tracker. A Progress and Attainment report is written at the end of the year. Data is shared with SLT and governors.

### **Statutory assessments**

The following statutory assessments will be conducted in the summer term with the exception of the RBA which is completed within the first 6 weeks of a child starting Reception:

- Reception Baseline Assessment (RBA)
- Year 1 phonics screening check
- Key Stage 1 teacher assessments
- Year 4 Multiplication Tables Check (MTC)
- Key Stage 2 SATs/teacher assessments

All data from statutory assessments is reported to the local authority.

### **Reporting to Parents**

The school provides parents/carers a written report for every pupil in the summer term. There is also an opportunity for parents/carers to discuss this report, each school year.

The school report contains an assessment of working below, working at or working above the expected standard for their year.

Year 2 and Year 6 parents receive an additional written report of the end of Key Stage levels for Reading, Writing, Maths and Science.

Reception parents will receive an additional written report on their child's progress against the Early Learning Goals.

It is our policy to share assessments with parents at formal parent's evenings.