



AVANTI MEADOWS

PRIMARY SCHOOL

Assessment Policy

Agreed & Ratified: February 2021	Review date: February 2022
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Introduction

At Avanti Meadows Primary School, we aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed. We firmly believe that “No matter what your ability, effort is what ignites that ability and turns it into accomplishment”.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments are to enable:

- Teachers and other staff to identify what learning pupils have or have not achieved, give ongoing support to enable all pupils to make progress
- Targets set through next step marking
- Pupils metacognitive skills including their capacity to learn how to learn
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child’s learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Key Objectives

Using formative assessment to inform teaching and learning	Typical methods of formative assessment include: <ul style="list-style-type: none">• Targeted questioning• Think/Pair/ Share• Peer/ self-assessment• On-going observations• Opportunities for pupils to make their learning visible, for example, on mini-whiteboards• Discussions between staff working with groups of pupils• Verbal and written feedback
Recording pupils’ achievements using consistent methods and approaches across the school and the Avanti Trust	We ensure consistency in teacher assessments by: <ul style="list-style-type: none">• Using Arbor as a tool for assessment recording and Tapestry for recording children’s evidence in EYFS• Moderating within/across year groups half termly• Joining local authority (LA) moderation activities and Trust moderation activities twice a year• Discussing consistency in planning sessions

<p>Giving constructive feedback to pupils so that they achieve and make progress</p>	<p>Pupils know how they can improve by:</p> <ul style="list-style-type: none"> • Teachers providing verbal and written feedback • Targets displayed in booklets in both KS1 and KS2- teachers reminding them about those targets • Being involved in next steps and target setting • Linking the WALT to their targets and understanding the success criteria given (WILF) • Following the marking code set
<p>Using a systematic approach for informing parents of their child's progress</p>	<p>We inform parents of pupils' progress by:</p> <ul style="list-style-type: none"> • Sending parents yellow Target Sheets termly • Conferences with parents informally and formally (twice a year) • Sending parents annual written reports • Sending pupils homework/home project feedback • Providing information on Key Stage Summative assessments on our website and through parent mail <p>Parents are supported through:</p> <ul style="list-style-type: none"> • Regular Parent Workshops • Open Door Policy to watch assessment during lessons
<p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p>	<p>SLT are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are maintained consistently, and teachers are given advice and support in maintaining them through pupil progress meetings • Assessment information is used to evaluate provision and improve practice through feedback, advice and also improve attainment. Interventions are clearly identified for particular pupil/s.
<p>Involving staff in the process of assessment and informing them of the outcomes</p>	<p>To support staff, we:</p> <ul style="list-style-type: none"> • Provide training in assessment processes and appropriate software • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process <p>Pupil data will be reviewed at a regular basis and will form part of the appraisal process.</p>

Sharing information about pupils' attainment	<p>Information about individuals is restricted under our data protection policy to:</p> <ul style="list-style-type: none"> • School staff on a need-to-know basis, i.e. for the purposes of teaching • The receiving school when pupils leave • Professionals who work with the school for advisory purposes
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Assessment in EYFS

Formative assessment is at the heart of our Early Years practice. Observations are recorded in a variety of ways; photographs, written notes (short and long observations), children's learning, parent observations and are used to inform teacher assessment which will be shared with parents at different stages of the year. At the end of Reception, a child's Learning Journey will be used to provide evidence for the assessment of whether they are meeting the Early Learning Goals (ELGs) for the seven areas of learning and development. These observations are recorded via Tapestry. Tapestry is an online tool which enables communication between staff and parents to build a shared understating of how each child can reach their full potential. The platform allows the school to capture video and photographic evidence, which is a powerful assessment tool.

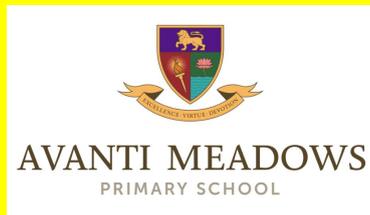
Assessment is inputted on Arbor ½ termly.

All Avanti schools partake in the Reception Baseline Assessment (RBA). The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. On-entry observations/assessments are carried out within the first two weeks to ensure planning is tailored to the chn's needs and stage of development.

Appendices:

- A- Parent Termly Target Sheet
- B- Marking and Feedback Policy includes marking code
- C-Written feedback examples

Appendix A - Parent Termly Sheet



My Maths Targets **Term**

1.

2.

3.

My Writing Targets **Term**

1.

2.

3.

My Reading Spring Targets **Term**

1.

2.

3.



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Appendix B

Marking and feedback Policy:

Aims and Objectives

At Avanti Meadows Primary School we believe that a comprehensive Marking and Feedback Policy reassures and motivates children and adults alike in the pursuit of excellence in learning. It acts as a reward system, leading the child to discover the intrinsic value of learning itself, making him/her lifelong, self-perpetuating learners.

The purpose of marking for assessment is:

- To provide useful information, which will move the pupil forward in learning-next steps
- To promote continuous and focused communication with the pupil
- To encourage high standards in learning
- To be effective and diagnostic
- To be constructive rather than negative
- To be completed alongside the learner when possible
- To be specific and sensitive to the needs of the child
- To provide regular and frequent feedback
- To ensure consistency throughout the school
- To inform planning and assessment i.e. what the learner needs to do next and offering constructive advice on progress
- To ensure learning objective/success criteria led and accessible to the learner
- To provide feedback and allow time for feedback to be responded to
- To reinforce the positive
- To use errors as a learning point

Our policy is underpinned by key principles. We believe that good marking practice:-

- Requires teacher/pupil sharing of the learning objectives and assessment criteria
- Is based upon a coherent system
- Incorporates setting aside appropriate time for pupils to assimilate and work on any errors/prompts for future learning
- Is carried out daily
- Indicates strengths and weaknesses
- Is of a positive nature
- Involves the pupil in reflection and review
- Informs third parties
- Is reviewed and developed annually

Role of the Leaders

Senior Leaders have the responsibility for the development of the feedback and marking within all subject areas.

The leader's responsibilities include:

- Leading school development in academic guidance procedures
- Liaison with subject leaders within the school
- Liaison with the LA
- Attend and lead INSET where appropriate
- Keeping School Stakeholder Committee (SSC) informed

Learning Objectives and Assessment Criteria

The nature of formative feedback and providing academic guidance is greatly dependent upon the learning intention. It is crucial that pupils have a clear understanding of this and the criteria upon which the work will be marked.

Our agreed system of marking is set out below:

Marking is undertaken in accordance with the learning intention. A colour coded system of marking is used predominantly in KS2 and a visual code is used predominantly in KS1 (see appendix I). Where appropriate we mark with the pupil present. Positive comments (green), both written and oral are

used and pointers towards subsequent learning targets identified and where appropriate secretarial errors are highlighted. **Examples throughout** the work of where a child has met the learning Intention are highlighted in green by the teacher (**not in maths**).

At the end of marking the child's piece of work if they have met the Learning highlight the Learning Intention which is written as the title in green. If they need more practise to meet the Learning Intention highlight the title in yellow. This must be evident in **all** books from Reception to Year 6.

At the early stages of learning, much of the work is oral and therefore so too are the teachers' comments. A written comment, pertaining to pupil response is made in the pupil's book.

All work is marked daily and 2 written/recorded pieces per week are closely marked/ in depth marked intensively in Maths and English. One in three pieces of written work in Science, History, Geography, Art, PRE, Sanskrit is closely marked including a next step.

On the occasion when the teacher has discussed the work and future learning with the pupil the symbol **OM (orally marked)** will be used and when appropriate a target will be written.

Drafting and redrafting of writing is progressive, happening more frequently as pupils mature and enabling Key Stage 2 children to become actively involved in the learning process.

Spelling:

In spelling, pupils are asked to correctly spell any words for which they have a resource (i.e. it is a key word on display). Such words are always targeted when marking, and if incorrect underlined and the correct spelling given/ asked for depending on age/ability of child. Gradually pupils are required to identify mistakes in their own work and encouraged to correct these using dictionaries.

In handwriting activities, incorrect formation, joining, sizing, and spacing of letters is underlined and samples given from which pupils can practise.

Mathematics

Marking is undertaken in accordance with the learning intention. Work is marked with the pupil present where possible and on occasions pupils self-mark. A variety of strategies are used according to the type of work being undertaken – written comments, correct work being ticked, and incorrect work being dotted. Where appropriate, questions relating to the learning objective will be asked either orally or writing (Key Stage 2). The expectation is that children correct any errors made and therefore an appropriate amount is set aside for children to assimilate and work on any errors/prompts for future learning.

We consider it to be important for pupils to show their working in mathematics, as credit can be given to partly correct answers and insight, on the part of the teacher, can be gained as to the pupil's thought process. For this reason, we encourage pupils to show working and carry out corrections without erasing their original answer.

Science

Science is marked with due regard to the learning intention. We mark initially for process and factual scientific understanding and target key scientific vocabulary for spelling. Pupils are expected to present their work clearly and sequentially, in line with the school's format and comments are made accordingly. Where appropriate, questions relating to the learning objective will be asked either orally or in writing (Key Stage 2). Work is marked in green pen-one piece of science work is closely marked each week using the school's agreed marking code.

Consistency in Marking

It is important that the marking and Feedback and Marking policy is consistent, making clear the information to pupils, staff, and parents in a unifying way. Agreement of our Feedback and Marking Policy was reached in consultation with the whole staff. Consistency in marking promotes a clear understanding of the expectations and quality of standards to all concerned.

- Written comments should reflect the school's display and presentation policy.
- Work should be marked daily, so that progression can be assessed against the planned learning objectives.

On occasions, pupil will peer mark and/or self-mark. This is always seen by the class teacher (to inform future planning).

Comments must be positive i.e. 'This work is not your neatest' should be written as 'Please make your work neater'. Good work is shared within their own class and members of the school, and occasionally with the Head teacher. Work demonstrating outstanding achievement or effort is included in wall displays.

Longer summative comments should be used occasionally to record an appreciation of a child's progress and to point to the next targets set.

Indicating Strengths and Identifying Weakness

By systematically marking work, teachers and pupils are aware of areas in which the pupil is competent and areas which need to be worked on. Through this process teachers are given an overview of the pupil's performance and can identify what is needed to enable them to move forward in learning. When children work at their appropriate level there is ample opportunity for positive reward. Identification of weakness takes the form of future learning targets.

Involvement of the Pupil in Reflection and Review

All staff impress the importance of understanding the marking system upon the pupils. Close reflection and review of the teachers' marking by the pupils is imperative, otherwise it negates the precious time the teacher has spent on it and does little to improve learning. **'Next Step Marking Time'** time happens in each class each morning and this is an opportunity for the children to reflect on teacher's comments and suggestions. All marking is in Red pencil (Y1-2) and red pen (KS2).

Informing Parents/SSC

To strengthen the partnership between the home and school in the education of our pupils, we encourage families to understand our Marking and Feedback Policy. An overview of our Marking and Feedback Policy is incorporated on the school website. SSC are also kept abreast of our practice.

Monitoring and Review

Marking and Feedback procedures should be monitored continuously in order that they remain meaningful and manageable. This policy will be reviewed on a **two-yearly cycle** and should be read in conjunction with the Safeguarding Policies and Procedures.

Avanti Meadows Marking and Feedback Expectations

<u>Book</u>	<u>Expectation</u>	<u>How often?</u>
English	<p>12 books closely marked daily using school policy (highlighters etc.) – including next step or request to edit piece of learning</p> <p><i>e.g. Great! Now can you order your sentences in paragraphs OR</i></p> <p><i>Great connectives, can you add some adjectives now? Give 2 examples below.</i></p> <p>All other books - to be marked focusing on grammar, spelling and punctuation using the marking code.</p> <p>Use a rota so that:</p> <p>6 books marked with children in the group you work with</p> <p>6 books marked after school/lunchtime</p> <p>Therefore children’s books will be closely marked twice a week by the teacher</p> <p>If the child has met the LI highlight the title in green.</p> <p>If the child needs more practise to meet the LI highlight in yellow</p>	Daily
Maths	<p>12 books closely marked daily using school policy (highlighters etc.) – including next step or request to edit piece of learning</p> <p><i>E.g. Almost there! Can you do this calculation now...321+123=</i></p> <p><i>(Could be used to extend or reinforce)</i></p> <p><i>OR</i></p> <p><i>You understand the strategy, but you have made a few mistakes. Have a look at marking and correct them – ask your friend to help you out.</i></p> <p>All other books – to be marked but a next step does not need to be included</p> <p>Use a rota (template attached) so that:</p> <p>6 books marked with children in the group you work with</p> <p>6 books marked after school/lunchtime</p> <p>ALL children’s books will be closely marked twice a week by the teacher</p> <p>If the child has met the LI highlight the title in green.</p> <p>If the child needs more practise to meet the LI highlight in yellow</p>	Daily

Humanities/PRE / Science/Rest of curriculum	<p>All children's learning must be acknowledged/marked.</p> <p>One piece of learning in three in topic, PRE and Science books must be closely e.g. What do you think will happen if.....and why? All work must be marked in all books.</p> <p>If the child has met the LI highlight the title in green.</p> <p>If the child needs more practise to meet the LI highlight in yellow</p>	<p>After each piece of learning</p> <p>Once a week and in depth marking for every third piece.</p>
Children response	<p>Children must respond to teacher's <u>marking in red pen/pencil</u></p> <p><i>e.g. Do not accept OK as a response</i></p> <p><i>Evidence of editing previous piece of learning</i></p> <p><i>Answering maths questions or showing a strategy</i></p>	<p>Following close marking</p>

MARKING CODES FOR CLASSES Year 2-Year 6

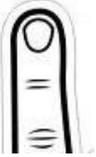
Look at the symbols below-what do you need to do to improve your learning?

<p>Word Underlined</p> <p>sp</p> <p>e.g. <u>becase</u></p> <p>Scaffolded response: lau_gh</p>	<p>The word is not spelt correctly-use a dictionary to self-correct</p> <p>Add in the missing letter</p>
<p>© harlie went to bed. (Please circle the 'c' to show it should be a capital letter)</p>	<p>Look at the letter which is circled-do you need an upper case or lower case letter?</p>
<p>Two diagonal lines</p> <p>//</p>	<p>You need to start a new paragraph here</p>
<p>The dog ran quickly</p> <p>P</p> 	<p>Which punctuation mark is missing?</p>
<p>T</p> <p><u>Came</u> here now!</p>	<p>T tells you that you have written in the incorrect tense and you need to correct your work.</p>
	<p>This tells you that your sentence does not make sense and you will need to read it aloud and correct it.</p>

	Use more connectives to extend your sentence
	Use more adjectives or adverbs
	<p>Read your next step- what is your teacher asking you to do?</p> <p>E.g. Can you use a more powerful word than good?</p>
OM	This means your teacher spoke to you about how to improve your learning (Orally marked)
Highlighted Green	<p>This learning shows that you have met the learning objective in your work</p> <p>Your teacher will highlight the Learning Intention which you have written at the start of your work. Green tells you that you have met the Learning Intention</p>
Highlighter Yellow	If your teacher highlights the Learning Intention in yellow it means that you need more practice to meet the learning
WS	This tells you that you needed some support to complete today's learning
	A tick in maths means your answer/ working out is correct.
	A dot by the side of your maths answer means that your answer is incorrect, and you will need to edit your maths work. Your

MRKING CODES FOR CLASSES Reception-Year 1

<p>Word Underlined</p> <p>sp</p> <p>e.g. <u>becase</u></p> <p>Scaffolded response: lau_gh</p> <p><u>Shop</u></p>	<p>The word is not spelt correctly-use a dictionary to self-correct</p> <p>Add in the missing letter</p> <p>Use phonics to help you spell this word</p>
<p>© harlie went to bed. (Please circle the 'c' to show it should be a capital letter)</p>	<p>Look at the letter which is circled-do you need an upper case or lower-case letter?</p>
<p>T</p> <p><u>Came</u> here now!</p>	<p>T tells you that you have written in the incorrect tense and you need to correct your work.</p>
<p>S</p>	<p>This tells you that your sentence does not make sense and you will need to read it aloud and correct it.</p>
<p></p>	<p>Read your next step- what is your teacher asking you to do?</p> <p>E.g. Can you use a more powerful word than good?</p>

OM	This means your teacher spoke to you about how to improve your learning (Orally marked)
	Independent work
	With Support
	Finger Spaces
caT x	Do not use capital letters within words
	Use a full stop to end a sentence
Highlighted Green	This learning shows that you have met the learning objective Your teacher will highlight the Learning Intention which you have written at the start of your work. Green tells you that you have met the Learning Intention
Highlighter Yellow	If your teacher highlights the Learning Intention in yellow it means that you need more practice to meet the learning
	A tick in maths means your answer/ working out is correct.



A red dot by the side of your maths answer means that your answer is incorrect, and you will need to edit your maths work.

Appendix C

WALT: Choose a performance poem and give reasons



Success Criteria:

- To stay in rhythm
- Perform in harmony
- Diction

When I skim-read the poem/rap, I felt it stood out from the rest of the poems for the following reasons:

- This rap had an upbeat rhythm to it.
- It sounded like it was easy to perform.
- The poem had a consistent rhyme.
- When I read it to myself, it sounded lively and upbeat/rhythmic.

Even better if:

- Add in more action and gestures/body-language and express our words.
- Keep the rhythm in the correct tempo.

• Make sure we are pronouncing our words correctly (diction) Target met.

What crucial parts/elements makes a successful performance? The crucial elements are to: keep in harmony, make sure that we are congruent and keep in the same tempo, express a lively and upbeat rhythm and pronounce words correctly (diction).

1 2 and 3/4 There was 6 guits and there are 6 places left so there are 6 apples.

★
DK (I)

① The fraction of guits in the bowl is $\frac{1}{2}$ apples.

② The fraction of guits which is not apples is $\frac{1}{2}$ well.

★
DK

What fraction of the fruit are oranges?

Explain. There are $\frac{1}{4}$ of oranges in the bowl because there are totally 1 2 guits and there are 3 oranges, 2 pears, 6 apples and 1 banana so a quarter of 1 2 is 3 and there are 3 oranges.