

At Perran-ar-Worthal School we believe that the key aim of assessment is to support pupil achievement and progress. Assessment is an integral part of teaching and learning. Teachers use assessment to inform their teaching and also to give children feedback about their learning or the next step needed to move their learning on. The feedback teachers give children about their learning is crucial and underpins the potential progress that the children can make through a planned progression of a program of study or unit of work.

1. This policy meets with the Teacher's Standards 2021 where teachers must:
  - Make accurate and productive use of assessment
  - Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
  - Make use of formative and summative assessment to secure pupils' progress
  - Use relevant data to monitor progress, set targets, and plan subsequent lessons
  - Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
2. At Perran-ar-Worthal School we assess children's work in order to:
  - Show that we value their effort and encourage them to do the same.
  - Boost their self-esteem and aspirations through positive encouragement and praise.
  - Give the pupils and their parents a clear picture of how far they have progressed and identify the next steps in order to meet national or individual expectations.
  - Enable teachers to plan next steps or intervention support where necessary.
  - Enable all pupils, including pupils with SEND, to make appropriate progress
3. At Perran-ar-Worthal School, assessment takes many forms. These can include:
  - **EYFS Assessment**
    - Baseline Assessment, which takes place within the first 6 weeks of a child starting school. This is a statutory assessment.
    - EYFS profile which is completed by the end of June. This is a summative assessment and statutory requirement.
  - **Formative**
    - Live marking, which takes place during the lesson to immediately address any misconceptions.
    - Pupil self-assessment and peer-assessment, which takes place during a lesson.
    - Whole Class Feedback takes place after a lesson has been taught and includes next steps.
    - Effective questioning during the lesson.
    - Low-stakes testing, which is used to assess understanding in the form of a multiple-choice style quiz

- **Summative**
  - Tests that are administered either at the end of a term or a unit of work taught, to assess a child's knowledge and level of understanding.
- **National Summative Assessment** - statutory tests used by the government to hold schools to account. These take place towards the end of an academic year. These tests include:
  - Year 1 phonics screening
  - Year 4 Multiplication Check
  - End of KS2 tests (reading, maths and Grammar, Punctuation and Spelling).
    - Writing is teacher assessed. Science is teacher assessed.

#### 4. **SEND**

- Where pupils may have an EHCP, any assessments are appropriately matched to their ability and to check progress against their individual objectives. The SENCO will also carry out specific assessments for some pupils e.g. Dyslexia screening check. These assessments can be requested by parents or the class teacher. In all cases, parents will be asked for their permission to have their child's needs assessed.

#### 5. **Reporting**

- Progress Review Meetings are held towards the end of the Autumn and Spring Terms for teachers to keep parents informed of their child's progress.
- An end of year report is sent home which provides parents with their child's end of year assessment results; there will be an opportunity for parents to discuss their child's end of year report with the class teacher should they wish.
- Each term, the HT shares a detailed, anonymised, data report with governors to ensure they are kept well informed of whole school progress towards objectives.
- Report to pupils may take the form of:
  - Verbal feedback
  - Written feedback in books
  - Sharing their completed formal assessments
- Maintained schools inform the Local Authority of assessment results for EYFS and end of KS2. These results are then used to generate reports that school staff are able to access. The Local Authority inform the DfE of the school's results which, once finalised, are published in the public domain.

#### 6. **Standardisation**

- Writing at the end of Key Stage 2 can be moderated externally by the Local Authority. Schools selected for Key Stage 2 moderation have a sample of their English writing outcomes moderated. This is to validate judgements and ensure they are consistent with national standards.
- Key Stage 2 (KS2) SATs are statutory national curriculum assessments taken by Year 6 pupils in England used to measure school performance and student attainment in reading, maths, and SPaG (spelling, punctuation, and grammar).

#### 7. **Training**

- All school staff receive appropriate and relevant training to ensure assessment procedures are robust and consistent. This training also includes opportunities to take part in internal and external moderation meetings.

#### 8. **Pupil self-assessment**

- Self-assessment circles: these are used on a daily basis following an activity in maths and English.
- Writing check lists: these are available for reference throughout the year in Hot Task books.

- Small steps to success: these are used for pupils to track their progress through a unit of work in core subjects to show what they will be learning next.

## Appendix 1 Marking

| Symbol | This means...                | You need to...                                            |
|--------|------------------------------|-----------------------------------------------------------|
| ✓      | You got the answer correct.  | Give yourself a pat on the back                           |
| ○      | This is incorrect            | Look at this again – ask for help if needed               |
| VF     | We have discussed your work. | Remember to use this feedback in your next piece of work. |

|     |                                       |
|-----|---------------------------------------|
| WTS | Working towards the expected standard |
| EXS | Working at the expected standard      |
| GDS | Working at a greater depth standard   |

## Maths WALT

|                                                                                                                           |                                                                                                                                                                                                                                |  |     |                                                             |     |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|-----|-------------------------------------------------------------|-----|
| Date: WB 18.09.23                                                                                                         |                                                                                                                                                                                                                                |  | WTS | EXS                                                         | GDS |
| 4. Numbers to 1,000,000                                                                                                   |                                                                                                                                                                                                                                |  |     |                                                             |     |
| How I feel about today's learning:<br> | What resources did I use to help me with my learning?<br>Working Wall Previous Learning Tables Square<br>Number-line Measuring Equipment Hundred Square<br>Cubes/Blocks/Rods 2D/3D Shape Base 10 Place Value<br>Counters Other |  |     | Who did I work with?<br>Teacher:<br>Friend:<br>Independent: |     |

## Colour Code for Self-Assessment Circles

|       |                                          |
|-------|------------------------------------------|
| Blue  | I need more of a challenge               |
| Green | I'm learning because this is a challenge |
| Red   | I need some help to understand this      |



## Colour Code for Marking Pens

|        |                                                       |
|--------|-------------------------------------------------------|
| Green  | Well done! Correct answer etc                         |
| Purple | Next steps marking – correction needed                |
| Pink   | Children's response to purple pen and self-assessment |

## Whole Class Feedback

| Whole Class Feedback - Thursday 18th March                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WALT write a myth.                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                  |
|  Every Moment Matters                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                  |
| Hall of Fame                                                                                                                                                                                                                                                                                                                                                                                      | Improvement Room                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• Brilliant use of devices to build cohesion within and across paragraphs</li> <li>• Excellent use of commas after fronted adverbials and to clarify meaning</li> <li>• Wonderful relative clauses to add detail to the characters</li> <li>• Superb use of expanded noun phrases</li> <li>• Great range of modal verbs to indicate possibility</li> </ul> | <ul style="list-style-type: none"> <li>⇒ Check your spelling of homophones (there / their / they're and where / were)</li> <li>⇒ Read each sentence and check use of capital letters and full stops, exclamation and question marks</li> <li>⇒ "Check your speech punctuation!" declared Mr Teasdale.</li> </ul> |
| Fab Vocab                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                  |
| dwell, provoke, wrath, magnificent, fragrant, observed, frustrate, moral                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                  |

## Appendix 2

### Assessment Timetable

| When?     | Who?         | What?                   | How?                         |
|-----------|--------------|-------------------------|------------------------------|
| Autumn 1  | EYFS         | Baseline                | STA                          |
| BASELINE  | KS1          | Phonics / Spelling      | Little Wandle / PaW Overview |
|           |              | Reading                 | Little Wandle                |
|           |              | Writing                 | Cold Task                    |
|           |              | Maths (Year 2)          | NFER / White Rose / STA      |
|           | KS2          | Spelling                | PaW Overview                 |
|           |              | Reading                 | NFER / Headstart             |
|           |              | Writing                 | Cold Task                    |
|           |              | Maths                   | NFER / White Rose / STA      |
| Autumn 2  | EYFS / KS1   | Phonics                 | Little Wandle                |
| DATA DROP | KS1          | Phonics / Spelling      | Little Wandle / PaW Overview |
|           |              | Reading (Year 2)        | NFER                         |
|           |              | Writing                 | Hot Task                     |
|           |              | Maths                   | NFER / White Rose / STA      |
|           | KS2          | Spelling                | PaW Overview                 |
|           |              | Reading                 | NFER                         |
|           |              | Writing                 | Hot Task                     |
|           |              | Maths                   | NFER / White Rose / STA      |
| Spring 1  | EYFS / KS1   | Phonics                 | Little Wandle                |
| Spring 2  | EYFS         | Phonics                 | Little Wandle                |
| DATA DROP | KS1          | Phonics / Spelling      | Little Wandle / PaW Overview |
|           |              | Reading                 | NFER                         |
|           |              | Writing                 | Hot Task                     |
|           |              | Maths                   | NFER / White Rose / STA      |
|           | KS2          | Spelling                | PaW Overview                 |
|           |              | Reading                 | NFER                         |
|           |              | Writing                 | Hot Task                     |
|           |              | Maths                   | NFER / White Rose / STA      |
| Summer 1  | EYFS / KS1   | Phonics                 | Little Wandle                |
|           | Year 6       | Reading; GPS; Maths     | STA                          |
| Summer 2  | EYFS         | Phonics                 | Little Wandle                |
| DATA DROP | Year 1       | Phonics Screening Check | STA                          |
|           | Year 4       | Times Table Check       | STA                          |
|           | KS1          | Phonics / Spelling      | Little Wandle / PaW Overview |
|           |              | Reading                 | NFER                         |
|           |              | Writing                 | Hot Task                     |
|           |              | Maths                   | NFER / White Rose / STA      |
|           | Year 3, 4, 5 | Spelling                | PaW Overview                 |
|           |              | Reading                 | NFER                         |
|           |              | Writing (inc. Y6)       | Hot Task                     |
|           |              | Maths                   | NFER / White Rose / STA      |