

## ASSESSMENT POLICY

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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 e.g. Plickers

- **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









### Maths Objective

Date: WB 09.02.25		WTS	EXS	GDS
4. Reflection				
How I feel about today's learning: 	What resources did I use to help me with my learning? Working Wall Previous Learning Tables Square Number-line Measuring Equipment Hundred Square Cubes/Blocks/Rods 2D/3D Shape Base 10 Place Value Counters Other	Who did I work with? Teacher: Friend: Independent:		

### English Objective

Innovate		WTS	EXS	GDS
Sentence Building				
Tuesday 20th January				
Which resources have you used today? Working Wall / Previous learning in my book Dictionary / Thesaurus / Writing Pack / Word Bank / Knowledge Organiser / Alphabetic Code	Who did I work with? Teacher: Friend: Independent:	How do I feel about today's learning? 		

### Science Objective

<b>Thursday 12<sup>th</sup> March</b> As scientists <b>WALT</b> : I can describe the life cycle of a plant					
<b>Observing and measuring</b> Using senses and measuring equipment to make observations about the enquiry.					
<b>Great!</b>	I can identify the main stages in a plant's life cycle.				
<b>Amazing!</b>	I can describe the stages of a plant's life cycle.				
<b>Incredible!</b>	I can explain why each stage of a plant's life cycle is important.				
How I feel about today's learning: 	<b>Key words</b>		<b>Meaning</b>		
	seedling		a young plant grown from a seed		
	life cycle		a series of stages a living thing goes through during its life		
	germination		the process by which a plant grows from a seed		
	pollen		the fine powder produced by plants that spreads to grow new plants		
	reproduce		to make more of a thing		
<b>Observing over time</b> 	<b>Pattern seeking</b> 	<b>Identify and classify</b> 	<b>Comparative and fair testing</b> 	<b>Research</b> 	<b>Problem Solving</b> 

## Foundation Objectives

Early Civilisations - Early Islamic Civilisation	
Date:	
Key Question:	What is the legacy of the Early Islamic Civilisation?
CTQ	What was Baghdad's role in the early Islamic civilisation?
Skill	Organisation <i>select an aspect of study to make a display of the learning.</i>
Great!	I can explain some important elements of Baghdad
Amazing!	I can explain most important elements of Baghdad
Incredible!	I can explain the importance of some elements of the civilisation in Baghdad

Key Question: Why is the Torah so important to Jewish people?		
Date:		
Date:		
Date:		
<b>Make sense of belief</b>	<b>Understand the impact</b>	<b>Make Connections</b>
I can identify and explain Jewish beliefs about God	I can make clear connections between Jewish commandments and how Jews live	I can make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
I can give examples of some texts that say what God is like and explain how Jewish people interpret them	I can make clear connections between Jewish beliefs about the Torah and how they use and treat it  I can give examples to show how Jewish people put their beliefs into practice in different ways	I can consider and weigh up the value of tradition, ritual and community.

## Marking symbols

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	

## 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

# Whole Class Feedback

Whole Class Feedback - Thursday 18th March	
WALT write a myth.	
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	