



Langford Village Academy & Gravenhurst Academy **Assessment & Presentation Policy 2019**



Philosophy:

We believe that children have an entitlement to a consistency of approach to assessment throughout the school.

This policy has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sept 2015) and in line with the "Purposes and Principles of Assessment without Levels":

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report>)

Aims:

To ensure that:

- assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the importance for all children to have the opportunity to be taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment provides information which is clear, reliable and informs teaching and learning
- assessment supports informative and productive conversations with pupils and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessment without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used including 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment'

Delivery:

We use three broad overarching forms of assessment: 'Day to Day In-School Formative Assessment', 'In School Summative Assessment' and 'Nationally Standardised Summative Assessment'

Day to Day in-school formative assessment:

This form of assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils require further support, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate intervention or extension activities as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through this form of assessment we will:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts and improve
- ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

- record and report progress to parents, providing parents with a broad picture of where their children's strengths and areas for development lie and what they need to do to improve

A range of day to day in-school formative assessments will be used including, for example:

- using open and challenging questioning
- discussions with children
- pupil conferencing
- evaluating lessons
- marking of pupils' work within the lesson (see marking guidelines in Appendix A)
- pupil self-assessment
- peer assessment
- completing "Tapestry" for Reception children to record observations

In-school Summative Assessment:

This form of assessment will be used to monitor and support children's performance. These types of assessments will provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, providing feedback on how they can continue to improve. This type of assessment will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in-school summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example:

- end of term tests
- short end of topic or unit tests or tasks
- end of year tests
- reviews of pupils with SEND
- termly assessments using "Target Tracker" – assessing against the objectives of the National Curriculum and, at the end of the academic year, relating to age related expectations for the EYFS, Reading, Writing, Maths and Science. Objectives will be deemed as achieved once the class teacher has seen evidence of it at least 3 times, for example, in a test, in unaided/independent class work
- end of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations

National standardised summative assessments:

These types of assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school's performance against other schools nationally, and make judgements about the school's effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted's discussions, when making judgements about the school's performance.

A range of National standardised summative assessments will be used:

- A Baseline Assessment in Year R
- Completing the EYFS Profile in Year R
- A phonics test in Year 1

- National Curriculum teacher assessments at the end of Key Stage 1

N.B. The following assessments, as well as teacher assessments in Year 4, will also support the school to understand where our children perform locally

An inclusive approach to assessment:

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Training for staff:

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff, training in the use of Target Tracker and Tapestry will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. Target Tracker will ensure that best practice is shared and the school will endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

School staff will be involved in moderation of their assessments on pupils in the following ways:

- The school's assessments of pupils will be moderated within school and between the local cluster of schools on a termly basis.
- The school's assessments of pupils will also be moderated by the Local Authority, when instructed, in Years R, 2 and 4.

Monitoring and Evaluation:

The Assessment Co-ordinator is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school, reporting to the Governing Body.

Presentation

All work will have:

- The date, e.g. Monday 12th January 2015 (for English) or 12.1.2015 (for other subjects).
- The "I Can..." statement.
- The work for that lesson. If work is not of the written kind a photograph or a sentence could be inserted to explain what was done or where the work can be found. This can be written by either an adult or the child, as appropriate.
- After each piece of marked work, children will use a ruler to rule off underneath the work, ready to begin the next piece.

Children will:

- Use a sharp pencil for all Mathematical work and any drawing
- Use either a pencil or (if they have been awarded a Pen License) a pen (not biro) for any writing
- Only use a rubber for mistakes in drawings, tables or graphs
- Put a single, ruled line through any errors
- Use a sharp green coloured pencil or pen for any editing or peer marking

All adults will:

- Use a legible handwriting style which models that of the school's cursive style
- Mark in any colour except green, with a suitable pen
- Initial the work they mark if it has not been marked by the class teacher

What teachers should look for:

- Appropriate use of exercise book pages.
- Pride in work and neatness
- Quality of handwriting
- Evidence of self-checking and editing
- Underlining with a ruler (from Y2)
- Letter and number formation
- Spacing
- Punctuation

Teachers know their own pupils and what constitutes sufficient and well-presented work for that child. Where work is not sufficiently well presented, it should not be accepted and the child should be expected to complete this work again. This could be during class time or break or lunch time. If the work is being completing at break time or lunch time the child should not be expected to miss more than twenty minutes of their free time.

Appendix A:

Marking Guidelines

Year R:

For pupils working in an adult supported group completing written work:

- Adult to put a blue dot under aspects that meet the learning intention/success criteria
- As children get older, once work is finished, they should be encouraged to firstly use a *purple polishing pencil* to make any self-initiated/independent improvements they feel are necessary to their work
- Adult to put an orange dot where they have suggested an improvement
- An orange dot must only be given where the child has the opportunity to make the improvement within that lesson
- Improvements can then be blue dotted if they then meet the learning intention/success criteria
- If a child achieves the learning intention/success criteria fully, they should move onto the challenge activity. This will be indicated in the children's work in the following ways:
 - the adult will use an orange arrow if they have prompted the child to complete the challenge activity (which will be marked with a blue dot when completed)
 - the adult will use a blue arrow if the child completed the challenge activity without being prompted
- Age-appropriate spellings must be marked across all subject areas. These can either be completed during or after the lesson (if after the lesson the pupil must be given time to address the spelling comments). The adult will either put an "sp" in the margin and a wiggly line under the inaccurate spelling or put an "sp" above the word that is spelt incorrectly. The adult will write the correct spelling of the word underneath the child's work and the child will need to write out the spelling three times accurately (using the look, cover, write, check method). Only a maximum of three age-appropriate spelling corrections should be given for any one piece of work.
- At the end of the session/after the session the adult must highlight the WALT blue for achieved or orange for partially achieved (with or without support) and complete evaluation sheets accordingly

Years 1 -4

For English, Maths, Science and R.E.:

2 adult supported groups Monday-Thursday, 1 adult supported group Friday/where there is no TA:

Hazel: 2 adult supported groups Monday-Friday, 1 adult supported group where there is no TA:

Rowan and Oak: 2 adult supported groups Monday-Friday:

- Adult to put a blue dot under/next to aspects that meet the learning intention/success criteria N.B. for a long sentence a dot can just be placed in the middle of the sentence
- As work is completed, pupils to be encouraged to make self-initiated/independent improvements to their work, linked to the learning intention/success criteria using a *purple polishing pencil (Birch)/ purple polishing pen (Hazel-Oak)*
- Adult to put an orange dot where they have suggested an improvement
- An orange dot must only be given where the child has the opportunity to make the improvement within that lesson
- Improvements can then be blue dotted if they then meet the learning intention/success criteria
- If a child achieves the learning intention/success criteria fully, they should move onto the challenge activity. This will be indicated in the children's work in the following ways:
 - the adult will use an orange arrow if they have prompted the child to complete the challenge activity (which will be marked with a blue dot when completed)
 - the adult will use a blue arrow if the child completed the challenge activity without being prompted
- At the end of the session/after the session the adult must highlight the WALT blue for achieved or orange for partially achieved (with or without support) and complete evaluation sheets accordingly
- After the session, the Class Teacher to check all other groups work, highlighting the I can... of any non-adult supported groups work, and complete Evaluation Sheets accordingly

For non-core subjects:

- The Class Teacher will move around the class adding blue dots, orange dots, orange arrows and blue arrows to work as appropriate (with pupils being given the opportunity to action the orange dots and arrows). All learning objectives on work will be highlighted and evaluation sheets completed after the lesson

For all subjects:

- Age-appropriate spellings must be marked across all subject areas. These can either be completed during or after the lesson (if after the lesson the pupil must be given time to address the spelling comments). The adult will either put an “sp” in the margin and a wiggly line under the inaccurate spelling or put an “sp” above the word that is spelt incorrectly. The adult will write the correct spelling of the word underneath the child’s work and the child will need to write out the spelling three times accurately (using the look, cover, write, check method). Only a maximum of three age-appropriate spelling corrections should be given for any one piece of work.

Peer and self-assessment opportunities (Year 2 - from Summer Term, Year 3/4 – throughout the year):

- At least one non-adult supported groups to be asked to either peer or self-assess their work on a daily basis (this can be completed during the mini-plenary and/or the final plenary)
- Peer and self-assessing groups should be rotated on a weekly basis e.g. week one – one group a day asked to peer-assess, week two – one group a day asked to self-assess etc. during a lesson
- Peer and self-assessed work must be identified with the relevant “peer-assessed” or “self-assessed” stamp
- Peer-assessed work:
 - The peer must initial the work to show who has marked it
 - The peer should be encouraged to put blue dots where they feel the other pupil has met the learning intention (N.B. this should be age-appropriate with the peer being given clear, specific aspects from the learning intention/success criteria to blue dot)
 - The peer should be encourage to put orange dots where they feel an improvement can be made (N.B. this again should be age-appropriate with the peer being given clear, specific aspects from the learning intention/success criteria to identify as a possible orange dot)
 - Orange dots should only be given when they can be actioned during the lesson
- Self-assessed work:
 - The pupil should put blue dots where they feel they have achieved the learning objective/success criteria (N.B. this should be age-appropriate with the pupil being given clear, specific aspects from the learning intention/success criteria to blue dot)
 - Orange dots should not be used as the pupil will be given the opportunity to improve their work through the use of the purple polishing pencils/pens

General comments:

- If there are common misconceptions within non-adult supported groups' work, these should be addressed as soon as possible, for example, at the beginning of the next lesson in that subject, as a group or to individuals
- General misconceptions should still be dealt with as necessary throughout the lesson using the visualiser etc.
- The mini-plenary (a short five-ten minute break in the middle of the lesson) should still be in place as an opportunity to check work, revisit any teaching points etc.
- The plenary (the summing-up session at the end of the lesson) should still be in place as an opportunity to check work, revisit any teaching points and move learning on
- Non-adult supported groups to complete work linked to learning intention but at a level that can be achieved unsupported