



Assessment and Feedback Policy

Person(s) Responsible: Assistant Headteacher

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This policy also applies to the Early Years Foundation Stage (EYFS)

| | |
|--|-----------|
| Intent | 3 |
| Implementation | 3 |
| Assessment | 3 |
| Feedback | 4 |
| Agreed marking codes | 5 |
| Expectations for spelling | 6 |
| Types of feedback | 7 |
| Whole class / group feedback | 7 |
| Peer and Self Assessment | 8 |
| Shared marking and editing leading to self marking | 8 |
| EYFS | 9 |
| Types of observations and evidence of learning in the early years | 9 |
| Formative Assessment | 10 |
| Summative Assessment | 10 |
| Pira and Puma | 12 |
| Formal Assessments | 13 |
| Children with Additional Needs | 13 |
| Appendix 1 - expectations in the wider curriculum | 14 |
| Appendix 2 - extended writing assessment | 17 |

Intent

At Biggin Hill Primary school we want all children to take PRIDE in their work and feel motivated to continue learning and challenging themselves. Assessing children's learning and providing appropriate feedback to them is fundamental to the teaching and learning cycle. All children deserve regular constructive feedback on their learning and should know what they need to do next. As a school, we recognise that written feedback can place an unnecessary burden on teacher workload; therefore this policy aims to redress the balance between the time added to teacher workload and the impact on children's performance and progress.

Implementation

Our approach to feedback is rooted in responsive teaching. This means responding in a timely and accurate manner to children's learning, with a focus on how they can improve as learners. Feedback should focus on looking ahead to provide constructive advice on how to do better, as opposed to solely feeding back on the child's current performance.

Effective feedback is an essential part of the learning process. It is an interaction between adult and child: a way of acknowledging the child's work; checking the outcomes; and making decisions about what adults and children need to do next. The primary aim of driving pupil progress can often be achieved without extensive written dialogue or comments. Therefore, all adults working with children will provide feedback as an essential part of the learning process, with the focus being on the development of the learner above all else. If the feedback is not moving the learner forwards, then it has little value. Children must be given the time to respond to any feedback given.

As a school we believe it is important that we promote positive wellbeing among all members of our school community. It is important that our policies and practices do not adversely affect teacher wellbeing by unnecessarily adding to workload. Written feedback (traditionally referred to as 'marking') can be seen as an unhelpful burden for teachers, when the time it takes is not repaid in positive impact on pupils' progress. It is essential to move away from the notion that written feedback is the most desired form of feedback. Teachers will not be judged on the amount of written feedback in books, with a greater emphasis placed on how well children are moving forward in their learning and making progress. Where possible, we should move towards 'live marking' within the lesson and providing feedback in ways which negate the need for extensive written feedback.

Assessment

Assessment plays a major role in raising standards across the curriculum. It is an essential aspect of the teaching and learning cycle and should be used regularly to ensure good levels of progress are maintained and that appropriate interventions are made in a timely manner when required. There are three overarching forms of assessment used:

Day-to-day formative assessments such as:

- Question and answer during class
- Marking pupils' work
- Observing learning

- Regular short recap quizzes / low-stake quizzes
- Scanning work for pupil attainment and development.

Secondly, summative assessment, such as:

- Age standardised assessments (PiRA/PUMA)
- Short end of topic or units tests
- Alternative models to show what children know and have understood (e.g. Frayer models, 'Time to Shine' activities, mind-maps)
- Reviews for pupils with SEND.

Lastly, nationally standardised summative assessments:

- Reception Baseline (RBA)
- Y1 Phonics Screening Check
- Y4 Multiplication Check
- National curriculum tests at the end of Key Stage 2.

Feedback





Within lessons we use a range of strategies to better understand how children are progressing with their learning. Ongoing assessments are used to inform teaching within the lesson and to identify the focus for future lessons and interventions. Where possible, morning assemblies take place part way through the maths lesson. This enables teachers to complete assessments of children's current progress before the lesson resumes and make adaptations when necessary.

The sole focus of feedback is to further a child's learning. Feedback must empower a child to take responsibility for improving their own work. All adults working with children have a responsibility to provide feedback as part of the teaching and learning cycle.

It is not an expectation that written marking is used after every lesson, although it may be necessary for teachers to identify misconceptions in children's written or mathematics work. In these circumstances, teachers may use b-mails to address these misconceptions, consolidate learning or provide next steps. 'Live marking' should be used within the lesson for this using the agreed marking codes (see below). When directed by the teacher, children should correct errors using a purple pen.

Agreed marking codes

There is no expectation for written comments in children's books. That being said, it is important that appropriate feedback is given to address any misconceptions, such as spelling mistakes or incorrect calculations. If feedback is given during the lesson it is expected that children will correct any errors using a purple pen. The teacher may also mark these using the following agreed marking codes:

| | | | |
|---|----------------------------------|---|------------------------------|
|  | b-mail | // | new paragraph required |
| ✓ | correct answer | . | incorrect answer |
|  | look at this again | ↑ | missing word |
| sp. | incorrect spelling used | h. | incorrect homophone used |
| p. | incorrect or missing punctuation |  | rewrite this part |
|  | finger spaces required | Ⓘ | work completed independently |
| Ⓕ | work supported by an adult | Ⓖ | guided group |

There is no expectation that written comments are added to children's books by the teacher. Teachers may use stamps or stickers to provide positive feedback to pupils to recognise effort.

Not using written marking means that other kinds of evidence are needed to demonstrate how teaching is helping pupils to progress. Feedback will vary depending on the subject being taught, the age of the children and the level they are working at. It is important that we take a responsive approach and are flexible in the way feedback is given.

Extended writing, following a unit of work in English, should have a Writing Assessment sheet completed by the teacher - see Appendix 2 for an example.

Expectations for spelling

To support children to use accurate age appropriate spelling the following considerations should be considered by all staff.

What are the non-negotiables for spelling at Biggin Hill?

- Pupils instantly know the strategies to use if they do not know how to spell a word
- Positive language around spelling e.g. you've spelt the majority of that word correctly, this is the tricky part.
- Resources readily available for pupils e.g. the Complex Speed Sound chart, RWI Sound/Phase card or red words.
- Teachers modelling the strategies across all lessons and not just in spelling sessions and English lessons.
- Relevant incorrect spellings are corrected as soon as possible
- Teachers recognise gaps in their own pedagogy and seek support where necessary.
- Individual children's needs are recognised and adapted for.

What are the expectations for children when they're trying to spell a word?

- 'Have a go' on a whiteboard using the Complex Speed Sound Chart or RWI sound card. They may write the word several times trying different graphemes for the same phoneme.
- They may use sound buttons or / to show segmentation
- They use other knowledge to support their spelling e.g. use of root words, known patterns, knowledge of small words within a word.
- In their work or on their whiteboards, they draw a squiggly line under the words they have attempted to spell correctly.

What will the children see when you're modelling writing?

- Segmenting the words on your fingers into either syllables or sounds
- Sound buttons or syllable demarcation to show segmentation
- Identifying tricky parts in words.
- Use of other knowledge e.g. root words, recognised patterns etc..
- Positive language

How are we going to mark spellings, the number of corrections and frequency? What corrections will we see in books?

- Use of purple pen
- Correcting should depend on Year group and ability of the child,
- Use bookmarks (A3) to help spell words that are consistently misspelt. Keep them in their trays so they are used across all areas of the curriculum.

What will we see on displays and in classrooms?

- Complex Speed sound chart
- RWI Sound cards
- Bookmarks in trays.

Types of feedback

| Type | What it looks like | Evidence |
|-------------------------------|--|---|
| Immediate | <ul style="list-style-type: none"> • Takes place during a lesson with individual children, groups or the whole class • Includes formative assessment from the teacher and/or LSA (e.g. whiteboard / book work, verbal answers) • Often given verbally to pupils for immediate actions, and may redirect the focus of teaching or the task • Praises effort and contributions • Children will respond to feedback using a purple pen in their books. | Lesson observations and learning walks. |
| Responsive (catch-up) | <ul style="list-style-type: none"> • Takes place after the lesson or activity with individuals or groups • Addresses knowledge from the lesson or activity or missing prior knowledge • Often given verbally with time to rehearse knowledge immediately • Can be delivered by the teacher or by the LSA based on guidance from the teacher • Children's responses in a purple pen will show progress over time. | Learning walks and book looks. |
| Summary (feed-forward) | <ul style="list-style-type: none"> • Involves looking at the work of all pupils at the end of a lesson or unit (e.g. whole class marking for extended writing) • Identifies key strengths and misconceptions for the class or sub-groups • Takes place during the following lesson • Addresses overarching strengths and misconceptions as well as specific misconceptions for individual children or groups • Allocates time for editing based on feedback given or rehearsal of knowledge. • May involve some peer support or support from the teacher or LSA. | Lesson observations, learning walks and book looks. |

Whole class / group feedback

Where a need has been identified, feedback can be given to the whole class or a selected group of children. This may be at a point during the lesson or at the start of the following lesson. Children will record responses to this feedback using purple pen in their books.

In order for whole class feedback to be effective teachers will consider:

- Common misconceptions
- Concepts to re-teach or reinforce
- Children who need stretching
- Children who are a concern.

Whole class feedback following an extended piece of writing will be recorded using the whole class marking sheet. These are reduced to half A4 size to stick in children's books and children's responses recorded underneath.

For whole class feedback to be effective teachers may:

- Group the children's books into:
 - children with specific misconceptions that may need a personal next step or further verbal feedback live in class
 - children who need to consolidate the learning and require a next step that will require them to add something to their work/improve their work/create another example of the learning that was intended
 - children that have achieved the objective and therefore have a next step that builds on this learning.
- Create a slide, sheet or screen to share with the whole class
- Provide a printed b-mail for children to stick in their books and complete.

Peer and Self Assessment

Self and peer assessment enables children to actively participate in their learning. The aim is to enable children to assess their own strengths and areas to develop. Carried out effectively, peer and self assessment has a positive influence on the learners' self-esteem, motivation and progress.

For pupils to use self and peer assessment successfully they need to:

- Understand the criteria or standards that will be used to assess their work (through teaching staff sharing learning objectives and success criteria)
- Practise self and peer assessment strategies following thorough modelling by the class teacher
- Identify and celebrate what they have done well
- Reflect on their own work to identify any gaps between what they did and what they could have done
- Identify the strategies and implications for future learning that they might use to close the gaps
- Be supported to identify where they need to improve
- Be given time to reflect on their learning and make improvements where necessary
- View mistakes as important learning opportunities as part of a growth mindset
- Be part of a positive and constructive process in a safe learning environment with clear guidelines for successful assessment.

Shared marking and editing leading to self marking

Marking one piece of children's work as a group should be done at regular intervals, because this models the marking process and teaches particular points at the same time. Another strategy is to show two pieces of levelled work with the same title, and discuss their differences. After this, children then mark against a checklist (written or oral) of requirements such as features of a genre or a good descriptive sentence.

EYFS

Verbal feedback is the most appropriate for Foundation Stage children. Any written feedback on a child's work should be shared with the child and as much as possible marked in front of the child. On-going assessment outcomes are kept in each child's learning journals.

In EYFS the children have a learning folder which shows the journey the children take with their learning through carefully chosen, dated and sequenced: Observations (recorded on tapestry/or in the floor book), child initiated pieces of work, snapshots of significant achievements (tapestry), quotes from the child and comments from the parents/carers.

Types of observations and evidence of learning in the early years

| | |
|------------------------------------|---|
| Participant observations | When the adult is involved in play with children When the adult is involved in planned practitioner led activities |
| Unprompted observations | When you notice something significant that you are not involved in |
| Conversations with children | Informal conversations and discussions which are noted down 'Interviewing' children about their own learning and interests |
| Samples of work | Drawings, independent emergent writing, photos of models, art work |
| Planned observations | Where the Teacher/LSA deliberately stands back to observe and does not become involved. |

During the observations staff will take photos or videos to evidence what the child has said/done. Throughout the 1-2-1 activities & adult focus groups; children's work is annotated where necessary (using a green pen), giving the context to the piece of work and/or recording the 'voice of the child'; this supports adults in the assessment of the child's overall understanding and attainment. Work is marked to the Learning Objective (LO) and if a child has achieved the LO it is marked with a tick.

Formative Assessment

Formative assessments for each subject are completed against age related targets. These are recorded after a sequence of learning using Sonar Tracker. Teachers are responsible for ensuring assessments on Sonar Tracker are up-to-date for the children that they teach.

Formative assessments are completed at the end of each unit of work. Teachers will record these by clicking the appropriate colour for the chosen objective:

| | |
|--|--------------------------------|
| | Greater Depth |
| | Achieved |
| | Working Towards |
| | Taught |
| | Not taught or pupil was absent |

Summative Assessment

Children in EYFS are assessed against the foundation stage profile at the end of reception. Children in year 1 and above will be assessed using Sonar Tracker. Summative judgements are made based on Sonar Tracker data as well as through age standardised assessments. There are 6 bands that cover the curriculum from year 1 to 6.

| Year Group | Reading | | | Writing | | | Mathematics | | |
|-------------|---------|------|-----|---------|------|-----|-------------|------|-----|
| | Band | Exp. | GD | Band | Exp. | GD | Band | Exp. | GD |
| Rec. | | | | | | | | | |
| Y1 | 1 | 80% | 90% | 1 | 80% | 90% | 1 | 80% | 90% |
| Y2 | 2 | 80% | 90% | 2 | 80% | 90% | 2 | 80% | 90% |
| Y3 | 3 | 80% | 90% | 3 | 80% | 90% | 3 | 80% | 90% |
| Y4 | 4 | 80% | 90% | 4 | 80% | 90% | 4 | 80% | 90% |
| Y5 | 5 | 80% | 90% | 5 | 80% | 90% | 5 | 80% | 90% |
| Y6 | 6 | 80% | 90% | 6 | 80% | 90% | 6 | 80% | 90% |

Summative judgments will be made at the end of each term. All children will be assessed against the curriculum that they have been taught.

For the band that the child is working on the teacher will record summative assessments using the following codes:

The image shows a digital interface for selecting an attainment code. It features a teal header with the text 'Choose Code'. Below this are four white buttons with grey borders, each containing a code: 'Below', 'Just At', 'Securely At', and 'Above'. At the bottom of the menu are two grey buttons: 'Clear Result' with a red 'x' icon and 'Show All Codes' with an eye icon.

Each attainment code has a specific meaning and importance:

| | |
|---------------------------|--|
| <p>Just At</p> | <p>One of the main reasons to maintain summative assessments in a school is to indicate if pupils are likely to attain the national expected standard at the end of the key stage.</p> <p>The Just At code indicates that pupils are Just At the age related expectation at the point in time the assessment relates to. So if they continue to achieve at the expected rate they should achieve it, whether that is the Expected Standard at Key Stage One or 100 in the Key Stage two scaled score.</p> <p>This code is important as it empowers teachers to give an honest assessment. The Just At Age Related Expectation pupils are on track but are vulnerable to any upsets, such as a prolonged period of absence.</p> |
| <p>Securely At</p> | <p>These are pupils who are securely at the age-related expectation at this point in time. An assessment here means the pupil is securely on track. If they continue to progress at the same rate they are very likely, close to 100%, to achieve the expected standard at the end of the key stage. Obviously, there are no guarantees, and much can happen in the course of a school year but, as things stand, these pupils are not a cause for concern.</p> |
| <p>Above</p> | <p>Similar to the Just At code, these are pupils who are on track to achieve the higher standard at the end of the key stage. But they will only do so if their rate of progress is maintained.</p> |
| <p>Below</p> | <p>These are pupils working below the age expected standard. They are not on track to achieve the expected standard but may have the potential to attain more highly. For example, their attainment may be affected by factors such as absence. They may be pupils for whom extra support through intervention strategies may be of benefit.</p> <p>For pupils accessing curriculum content above or below their current year group it may be useful to enter an assessment within the appropriate range. The method is detailed later on.</p> <p>For reports, these pupils will be described as 'Significantly Above' or 'Significantly Below'.</p> |

Significantly Above are pupils, for whom, the Higher key stage standard or 110 scaled score is very much their expected outcome.

Significantly Below would usually represent pupils working below the band for their year group, and accessing curriculum content appropriate for them. They will probably be on a stage of SEND.

| | |
|---------------------|--|
| Significantly Below | Significantly below the Age Related Expectation <i>Accessing appropriate curriculum content</i> |
| Below | Below the Age Related Expectation <i>Unlikely to achieve the Expected Key Stage standard</i> |
| Just At | Just At the Age Related Expectation <i>Likely to achieve the Expected Key Stage standard</i> |
| Securely At | Securely At the Age Related Expectation <i>Firmly on track to achieve the Expected Key Stage standard</i> |
| Above | Above the Age Related Expectation <i>Likely to achieve the Higher Key Stage standard</i> |
| Significantly Above | Significantly above the Age Related Expectation <i>Firmly on track to achieve the Higher Key Stage standard</i> |

Pira and Puma

Pira and Puma assessments are completed termly for all children working on the Y1-6 curriculum. Data from Pira and Puma assessments is used to inform summative judgements made using Sonar Tracker.

Formal Assessments

Formal assessments are completed inline with national guidelines at varying points during a child's school career. A summary of the current assessments are included in the table below:

| Year group | Assessment | Who should complete it |
|------------|---|--|
| EYFS | Reception Baseline Assessment (RBA) | All children attending school in Reception |
| Year 1 | Phonics Screening Check (PSC) | All children in Year 1. Any children in Year 2 who did not pass the PSC at the end of Year 1. |
| Year 2 | KS1 Grammar Punctuation and Spelling Test (GPS) KS1 Reading Test KS1 Mathematics Test | All children in Year 2 who are working on the KS1 curriculum. |
| Year 4 | Multiplication Check | All children in Year 4. |
| Year 6 | KS2 Grammar Punctuation and Spelling Test (GPS) KS2 Reading Test KS2 Mathematics Test | All children in Year 6 who are working on the KS2 curriculum. |

Children with Additional Needs

We recognise that at times assessment and feedback will need to be adapted due to children's individual needs. When adaptations are required, these will be recorded as part of the child's provision map on Edukey. Children working significantly below age related expectations will complete standard assessments appropriate to the curriculum being taught. For example a child in year 4 working on the KS1 curriculum at a year 2 level would complete the year 2 PiRA and PUMA assessments.

When reporting formal assessments, teachers must refer to the assessment guidance provided by the DfE to assess children who are working below. Some children may need adaptations made to formal assessments or access arrangements made in order to complete them. This should be agreed by the class teacher in conjunction with the SENCo and the assessment lead.

Appendix 1 - expectations in the wider curriculum

| | |
|-----------------------|--|
| <p>Science</p> | <ul style="list-style-type: none"> ● Evidence that every piece of work has been checked - either by pupils or teacher ● Work self marked in purple pen as much as possible in the lesson through whole class marking during/at the end of the lesson ● Misconceptions need to be addressed in the lesson and edited in purple pen ● If teacher is looking at work after the lesson and notices any individual misconceptions, then a bmail is needed and time given to address ● If teacher is looking at work after the lesson and notices glaring whole class misconceptions, then this needs to be addressed at the beginning of next lesson and edited in purple pen as necessary (you may want to use a whole class bmail) ● Extended piece of writing needs the child/teacher assessment checklist (objectives need to be English based) ● End of unit marking/feedback expectations: <ul style="list-style-type: none"> <input type="checkbox"/> KS1 vocabulary assessment - KS2 aspire children should be using this sheet. Marked by teacher. <input type="checkbox"/> KS1 true/false quiz - marked whole class by children in purple pen as misconceptions can be addressed in a timely fashion <input type="checkbox"/> KS2 Time to Shine - acknowledge marked, unless there are glaring mistakes which need to be addressed in purple pen <input type="checkbox"/> KS2 Frayer model to assess key vocabulary from unit - acknowledge marked, unless there are glaring mistakes which need to be addressed in purple pen <input type="checkbox"/> End of unit concept map in floorbook |
| <p>History</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Evidence that every piece of work has been checked - either by pupils or teacher <input type="checkbox"/> Work self marked in purple pen as much as possible in the lesson through whole class marking during/at the end of the lesson <input type="checkbox"/> Misconceptions need to be addressed in the lesson and edited in purple pen <input type="checkbox"/> If teacher is looking at work after the lesson and notices any individual misconceptions, then a bmail is needed and time given to address <input type="checkbox"/> If teacher is looking at work after the lesson and notices glaring whole class misconceptions, then this needs to be addressed at the beginning of next lesson and edited in purple pen as necessary (you may want to use a whole class bmail) <input type="checkbox"/> Extended piece of writing needs the child/teacher assessment checklist (objectives need to be English based) <input type="checkbox"/> End of unit marking/feedback expectations: <ul style="list-style-type: none"> <input type="checkbox"/> KS1 vocabulary assessment - KS2 aspire children should be using this sheet. Marked by teacher. <input type="checkbox"/> KS1 true/false quiz - marked whole class by children in purple pen as misconceptions can be addressed in a timely fashion |

| | |
|------------------|--|
| | <ul style="list-style-type: none"> <input type="checkbox"/> KS2 Time to Shine - acknowledge marked, unless there are glaring mistakes which need to be addressed in purple pen <input type="checkbox"/> KS2 Frayer model to assess key vocabulary from unit - acknowledge marked, unless there are glaring mistakes which need to be addressed in purple pen <input type="checkbox"/> End of unit concept map in floorbook <input type="checkbox"/> KS2 End of unit understanding assessment quiz - marked as class using purple pens as misconceptions can be addressed in a timely fashion |
| Geography | <ul style="list-style-type: none"> ● Evidence that every piece of work has been checked - either by pupils or teacher ● Work self marked in purple pen as much as possible in the lesson through whole class marking during/at the end of the lesson ● Misconceptions need to be addressed in the lesson and edited in purple pen ● If teacher is looking at work after the lesson and notices any individual misconceptions, then a bmail is needed and time given to address ● If teacher is looking at work after the lesson and notices glaring whole class misconceptions, then this needs to be addressed at the beginning of next lesson and edited in purple pen as necessary (you may want to use a whole class bmail) ● Extended piece of writing needs the child/teacher assessment checklist (objectives need to be English based) ● End of unit marking/feedback expectations: <ul style="list-style-type: none"> <input type="checkbox"/> KS1 vocabulary assessment - KS2 aspire children should be using this sheet. Marked by teacher. <input type="checkbox"/> KS1 true/false quiz - marked whole class by children in purple pen as misconceptions can be addressed in a timely fashion <input type="checkbox"/> KS2 Time to Shine - acknowledge marked, unless there are glaring mistakes which need to be addressed in purple pen <input type="checkbox"/> KS2 Frayer model to assess key vocabulary from unit - acknowledge marked, unless there are glaring mistakes which need to be addressed in purple pen <input type="checkbox"/> End of unit concept map in floorbook |
| RE | <ul style="list-style-type: none"> ● Children use purple pen to correct their work / edit after live feedback. ● Misconceptions should be addressed and 'VF' (verbal feedback) written next to the misconception. ● End of unit 'big question' to assess understanding of the topic. |
| MFL | <ul style="list-style-type: none"> ● Children mark their own/partner's work using a purple pen. ● Some editing to take place across each unit. |
| Computing | <ul style="list-style-type: none"> ● Misconceptions should be addressed verbally during lessons ● PPA Computing lessons are evidenced by the PPA teacher in a virtual Computing Floorbook, using Google slides. ● Cross-curricular Computing learning should be evidenced in the floorbook every other half term (when Computing isn't being taught during PPA) as a minimum. |

Biggin Hill Primary School
ASSESSMENT AND FEEDBACK POLICY

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|---|--|---|---|
| | <ul style="list-style-type: none"> ● Online safety lessons will be evidenced in the SCARF (PSHE) floorbook. ● Evidence could include: <ul style="list-style-type: none"> → Photos → Pupil voice → Screenshots of children's work → QR codes → Print outs e.g. slides, digital art, graphs etc. | | |
| PSHE | <ul style="list-style-type: none"> ● Misconceptions should be addressed verbally during lessons ● SCARF lessons with a written outcome should be evidenced in SCARF floorbooks ● Pre and post unit assessment should be evidenced: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <u>KS1</u> Pre unit - write the question from the scheme of work in the middle of a concept map, class discussion adding children's ideas and comments Post unit - in a different colour, add onto the original concept map at the end of the topic </td> <td style="width: 50%; padding: 5px;"> <u>KS2</u> Pre and post unit - children answer the question from the scheme of work on a post-it note independently. If writing is a barrier then children can draw a picture. </td> </tr> </table> | <u>KS1</u> Pre unit - write the question from the scheme of work in the middle of a concept map, class discussion adding children's ideas and comments Post unit - in a different colour, add onto the original concept map at the end of the topic | <u>KS2</u> Pre and post unit - children answer the question from the scheme of work on a post-it note independently. If writing is a barrier then children can draw a picture. |
| <u>KS1</u> Pre unit - write the question from the scheme of work in the middle of a concept map, class discussion adding children's ideas and comments Post unit - in a different colour, add onto the original concept map at the end of the topic | <u>KS2</u> Pre and post unit - children answer the question from the scheme of work on a post-it note independently. If writing is a barrier then children can draw a picture. | | |
| Art | <ul style="list-style-type: none"> ● Children to assess their own work with smiley faces, or annotations. ● One or two pieces self assessed over each unit. ● Unit quiz used as pre and post learning (completed as a whole class) and evidenced in Floor Book. | | |
| DT | <ul style="list-style-type: none"> ● Misconceptions addressed with verbal feedback and corrected with purple pen ● All work in ONE plastic wallet for each year group ● Highlight the skills taught on the progression of skills document at the end of each unit. | | |
| PE | <ul style="list-style-type: none"> ● Share the learning objective and steps to success before the lesson or take it on a whiteboard during a lesson. ● Discuss steps to success during lesson and ask children how successful they were ● Observe children against criteria using teacher judgement ● One set of photos to be evidenced in floor books each half term ● Assessment to be completed on Get set 4 pe each half term. | | |
| Music | <ul style="list-style-type: none"> <input type="checkbox"/> Instant verbal feedback during lessons <input type="checkbox"/> Peer feedback after performances to each other <input type="checkbox"/> Record performances and compositions to watch and evaluate using 'My Workspace' on Charanga <input type="checkbox"/> Evidence in floorbook - QR video links, quotes, written observations and photos <input type="checkbox"/> Always complete the Step 6/Assessment checkpoint at the end of a unit, this also includes an end of unit quiz and an end of year quiz to be completed as a whole class <input type="checkbox"/> Children to complete a 'Music Passport/I can statements' at end of unit | | |

Appendix 2 - extended writing assessment

Example for story writing in Year 4:



Extended Writing Assessment

Genre: Narrative - Prequel to the Lost Happy Endings

| | No evidence | Just at | Secure |
|--|-------------|---------|--------|
| <ul style="list-style-type: none"> Prerequisites for the year group being assessed at | | | |
| <ul style="list-style-type: none"> I can punctuate direct speech with inverted commas (Band 4) I can integrate dialogue to advance action and convey character (Band 5) | | | |
| <ul style="list-style-type: none"> I can use commas after fronted adverbials (Band 4) I can link ideas across paragraphs using adverbials of time, place and number or by varying tense (Band 5) | | | |
| <ul style="list-style-type: none"> I can use relative clauses with relative pronouns who, which, where, whose, that, when (Band 5) | | | |

Teacher Assessment

| | | | | |
|-------|-----------------|---------|-------------|-------|
| Band: | Working towards | Just at | Securely at | Above |
|-------|-----------------|---------|-------------|-------|