



AVANTI COURT

PRIMARY SCHOOL

Assessment Policy

*Agreed & Ratified: DRAFT to be
agreed 26th April 2017*

Review date: April 2019

Introduction

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
- Target setting
- 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	<p>Typical methods of formative assessment include:</p> <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
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Recording pupils' achievements using consistent methods and approaches across the school and the Avanti Trust	<p>We ensure consistency in teacher assessments by:</p> <ul style="list-style-type: none"> • Using Target Tracker as a tool for assessment recording and Early Excellence Tools for EYFS baselines • 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
Giving constructive feedback to pupils so that they achieve and make progress	<p>Pupils know how they can improve by:</p> <ul style="list-style-type: none"> • Teachers providing verbal and written feedback • Targets displayed in books (KS1) and in booklets (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 • Following the marking code set out in the Teaching and Learning Policy
Using a systematic approach for informing parents of their child's progress	<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 (2 times 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 parentmail <p>Parents are supported through:</p> <ul style="list-style-type: none"> • Regular Parent Workshops • Family Fridays (EYFS) • Open Door Policy to watch assessment during lessons

Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement	<p>The Assessment Lead together with the SLT and year group leaders 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 and advice, and also improve attainment. Interventions are clearly identified for particular pupil/s.
Involving staff in the process of assessment and informing them of the outcomes	<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 • In accordance with the Trust's Appraisal Policy pupil data will be reviewed on a regular basis and will form part of the appraisal process. The School Improvement plan will document specific year group targets in relation to end of year outcomes- for further guidance please see the Teacher's Appraisal Policy and Teachers' Pay Policy in the Trust Hnadbook.
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

Appendices:

- A -Written Feedback example Maths, Eng, PRE

- B- Parent Termly Target Sheet
- C- Example of Eng/Maths Blank Target Sheet
- E- Marking and Feedback Policy includes marking code

B Appendix - Parent Termly Sheet

My Maths Spring Targets

1.

2.

3.

My Writing Spring Targets

1.

2.

3.

My Reading Spring Targets

1.

2.

3.



E Appendix

Marking and feedback Policy:

Aims and Objectives

At Avanti Court 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, and Subject Leaders have the responsibility for the development of the feedback and marking within all subject areas.

The leader's responsibilities include:

- Contributing to the SIP through work with the SLT
- 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 Governors 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.

Please see the school's marking policy for further information

Spelling:

In spelling, pupils are asked to spell correctly any words for which they have a resource (ie 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 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. **'Fix It/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 'Fix-It' marking is in Red pencil (Y1-2) and red pen (KS2).

Informing Parents/Governors

To strengthen the partnership between the home and school in the education of our pupils, we encourage families to have an understanding of our Marking and Feedback Policy. An overview of our Marking and Feedback Policy is incorporated on the school website. Governors 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 Court Marking and Feedback Expectations



Book	Expectation	How often?
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


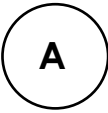



Maths	<p>12 books closely marked daily using school policy (highlighters etc) – including next step or request to edit piece of learning</p> <p><i>e.g. Almost there! Can you do this calculation now...321+123=</i></p> <p><i>(Could be used to extend or reinforce)</i></p> <p>OR</p> <p><i>You understand 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 <u>closely</u> marked <u>twice a week</u> 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
Topic/PRE/ Science/Sanskrit	<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	Children must respond to teacher's <u>marking in red pen/pencil</u> <i>e.g. Do not accept OK as a response</i> <i>Evidence of editing previous piece of learning</i> <i>Answering maths questions or showing a strategy</i>	Following close marking
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MARKING CODES FOR CLASSES Year 2-Year 6



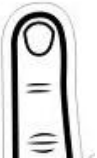


Look at the symbols below-what do you need to do to improve your learning?


<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></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>\$</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>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.

	<p>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.</p>
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9) The adverbs in the Amazon section is:
surprisingly and lurks. /

Monday 21st November 2016

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.

Appendix A

- 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 concordant and keep in the same tempo, express a lively and upbeat rhythm and pronounce words correctly (diction).

Tuesday 22nd November 2016

1 2 and because there was 6 fruits and there are 6 places left so there are 6 apples.

✓ ~~★~~ (I)
OK

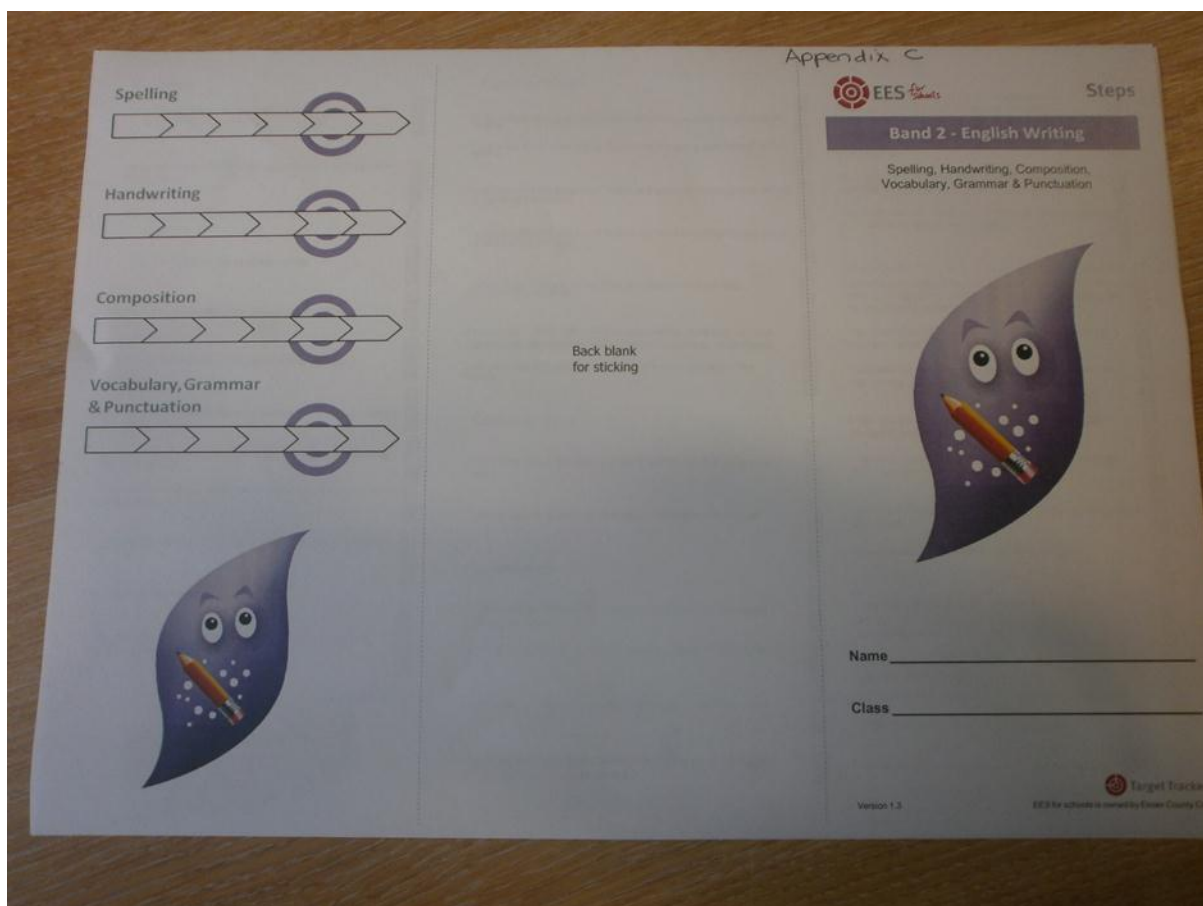
D The fraction of fruit in the bowl is $\frac{1}{2}$ ~~of apples~~.

② The fraction of fruit which is not apples is $\frac{1}{2}$ ~~it~~ itself.

★
OK

What fraction of the fruit are oranges?

Explain. There are $\frac{1}{4}$ of oranges in the bowl because there are totally 1 2 fruits 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.



Spelling		Handwriting		Appendix C	
I can break down spoken words into their sounds and write them mostly correctly.	<input type="checkbox"/>	I can write lower-case letters that are all the same size in some of my writing.	<input type="checkbox"/>	I can change my writing and make corrections after I have spoken to a teacher or another child about it.	<input type="checkbox"/>
I can learn new spellings by using words I already know how to spell.	<input type="checkbox"/>	I can write lower-case letters that are all the same size in most of my writing.	<input type="checkbox"/>	I can check my work by reading it through to make sure it makes sense and that I have used the right words to indicate time.	<input type="checkbox"/>
I can spell many common exception words.	<input type="checkbox"/>	I can use the diagonal and horizontal strokes I need to join letters in some of my writing.	<input type="checkbox"/>	I can proof-read my work and check for spelling, punctuation and grammar errors.	<input type="checkbox"/>
I can spell most common exception words.	<input type="checkbox"/>	I can use the diagonal and horizontal strokes I need to join letters in most of my writing.	<input type="checkbox"/>	I can read my work aloud with confidence using the tone of my voice to make the meaning clear.	<input type="checkbox"/>
I can spell some words which have been shortened.	<input type="checkbox"/>	I know which letters, when they are next to one another, are best left unjoined.	<input type="checkbox"/>	Vocabulary, Grammar & Punctuation	<input type="checkbox"/>
I can spell most words which have been shortened.	<input type="checkbox"/>	I can write capital letters and numbers the right way up, and the correct size relative to each other and lower case letters.	<input type="checkbox"/>	I can make new words by adding -ness and -er at the end of a word. I can make new words by putting two words together e.g. whiteboard, superman.	<input type="checkbox"/>
I can spell words which use an apostrophe to show possession e.g. the girl's book.	<input type="checkbox"/>	I can use spacing between words that fits with the size of the letters.	<input type="checkbox"/>	I can make new words by adding -ful, -less to the end of a word e.g. helpful, helpless.	<input type="checkbox"/>
I can spell words that sound the same but are spelled differently e.g. buy, bye, by.	<input type="checkbox"/>		<input type="checkbox"/>	I can add these letter groups to the end of words: -er, -est, -ly e.g. smoother, smoothest, smoothly.	<input type="checkbox"/>
I can add the endings -ment, -ness, -ful, -less, -ly to spell some longer words.	<input type="checkbox"/>	Composition	<input type="checkbox"/>	I can use these words in my writing: when, if, that, because, and, or, but.	<input type="checkbox"/>
I can add the endings -ment, -ness, -ful, -less, -ly to spell most longer words.	<input type="checkbox"/>	I can write about things I have done and things that others have done.	<input type="checkbox"/>	I can use description in my writing e.g. the blue butterfly, plain flour, the man in the moon.	<input type="checkbox"/>
I can use simple spelling rules.	<input type="checkbox"/>	I can write a long piece of text about a real event in one go.	<input type="checkbox"/>	I can tell if a sentence is a question, command, exclamation or a statement.	<input type="checkbox"/>
I can write the correct spellings and punctuation in simple sentences I hear my teacher say.	<input type="checkbox"/>	I can write poetry.	<input type="checkbox"/>	I can use the correct tense in my writing.	<input type="checkbox"/>
	<input type="checkbox"/>	I can write for different purposes, writing long and short pieces of work.	<input type="checkbox"/>	I can use the correct verb form to indicate actions in progress in the present time or in the past e.g. she is drumming, he was shouting.	<input type="checkbox"/>
	<input type="checkbox"/>	I can plan my writing by writing down my ideas or talking about them.	<input type="checkbox"/>	I can use capital letters and full stops to show where sentences start and end and sometimes use question marks and exclamation marks.	<input type="checkbox"/>
	<input type="checkbox"/>	I can plan my writing by writing down ideas and/or key words and new vocabulary.	<input type="checkbox"/>	I can use commas when I am writing a list.	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	I can use apostrophes. I can use them to show where letters are missing and to show possession e.g. the girl's hat.	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	I can explain what these words mean: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe and comma.	<input type="checkbox"/>

