PERRAN-AR-WORTHAL CP SCHOOL

ASSESSMENT POLICY

Every Moment Matters

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 2013 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.
     - Tapestry, which is an online formative assessment that becomes summative at the end of the year.
   - **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.
     - Next step marking and feedback, which takes place after a lesson has been taught.
     - Effective questioning during the lesson i.e. mini plenaries and end of lesson plenaries.
     - Low-stakes testing, which is used at the end of a lesson to check their learning in the form of a multiple choice style quiz i.e. active retrieval that aids retention.

- **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
    - End of KS1 tests (reading and maths and optional Grammar, Punctuation and Spelling). Writing is teacher assessed.
    - Year 4 Multiplication Check
    - End of KS2 tests (reading, maths and Grammar, Punctuation and Spelling). Writing is teacher assessed.
    - End of KS2 Science tests (schools are selected at random for these compulsory tests)

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 SENDCO will also carry out specific diagnostic tests for some pupils e.g. Dyslexia Test. These tests can be requested by parents or the class teacher. In all cases, parents will be asked for their permission to have their child tested.

5. Reporting

- Parental consultations are held termly for teachers to keep parents informed of their child's progress where the results of assessments may also be shared. An end of year report is sent home which provides parents with their child's end of year assessment results.
- Each term, the HT shares a detailed 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, end of KS1 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 schools results which, once finalised, are published in the public domain.

6. 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.

7. Pupil self-assessment

- Self -assessment circles – these are used on a daily basis following an activity in maths and English.
- Reading and Writing check lists – these are available in the daily English books for reference throughout the year.
- Small steps to success – these are used for pupils to track their progress through a unit of work in maths, science and in foundation subjects to show what they will be learning next.

Appendix 1
Marking Codes

English Marking Code

Symbol	This means...	You need to...
A	You have achieved the WALT	Give yourself a pat on the back
W	You are working towards achieving the WALT	Keep working at this!
✓	You got the answer correct.	Give yourself a pat on the back
	This is incorrect	Look at this again – ask for help if needed
	We have discussed your work.	Remember to use this feedback in your next piece of work.
sp wich	Incorrect Spelling	Write the correct spelling out 3 times at the bottom of the page

Maths Marking Code

Symbol	This means...	You need to...
A	You have achieved the WALT	Give yourself a pat on the back
W	You are working towards achieving the WALT	Keep working at this!
✓	You got the answer correct.	Give yourself a pat on the back
	This is incorrect	Look at this again – ask for help if needed
	We have discussed your work.	Remember to use this feedback in your next piece of work.

English WALT

Date WALT		
Target:		
How I feel about today's learning:	Is there anything that Mrs Pallôt needs to know?	Who did I work with? Teacher: Friend: Independent:

Maths WALT

Date: WALT		
How I feel about today's learning:	Is there anything that Mrs Pallôt needs to know?	Who did I work with? Teacher: Friend: 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

Appendix 2
Assessment Timetable

Term	Key Stage	Assessment	Provider	Date
Autumn 1	EYFS	Baseline	STA	By half term
	Key Stage 1	Spelling and Writing	School	By half term
	Key Stage 2			Within the first 2 weeks
Autumn 2	Key Stage 1 & 2	Spelling Reading Writing Maths (Arithmetic, Reasoning 1 & 2)	School Headstart School NFER	Last 2 weeks of term
Spring 2	Key Stage 1 & 2	Spelling Reading Writing Maths (Arithmetic, Reasoning 1&2)	School Headstart School NFER	Last 2 weeks of term
Summer 1	Year 2 and Year 6	<u>SATS</u> Reading GPS Maths (Arithmetic, Reasoning 1&2) Science (if selected)	STA	2nd week of May
Summer 2	Year 4	Times Tables Check	STA	June 2019
	Year 1	Phonics Check	STA	From 2nd week in June
	Key Stage 1 & 2	Spelling Reading Writing Maths (Arithmetic, Reasoning 1&2)	School Headstart School NFER	Last 2 weeks of term

Appendix 3
Writing Assessment Sheets

EYFS

30 - 50 months	1	Sometimes gives meaning to mark a they draw and paint.
	2	Ascribes meanings to mark that they see in different places.
40 - 60+ months	3	Gives meaning to marks they make as they draw, write and paint.
	4	Begins to break down the flow of speech into words.
	5	Continues a rhyming string.
	6	Hears and says the initial sound in words.
	7	Can segment the sounds in simple words and blend them together.
	8	Links sounds to letters, naming and sounding the letters of the alphabet.
	9	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in a sequence.
	10	Writes own name and other things such as labels and captions.
	11	Attempts to write short sentences in meaningful contexts.
ELG	12	Use their phonic knowledge to write words in ways which match their spoken sounds.
	13	Write some irregular common words.
	14	Write simple sentences which can be read by themselves and others.
	15	Spell some words correctly and others are phonetically plausible.
Exceeding:		
	16	Spell phonically regular words of more that one syllable as well as many irregular but high frequency words.
	17	Use key features of narrative in their own writing.

Transcription	1	Usually correctly spell high-frequency words at L&S Phase 5 and common exception words in Year 1.
	2	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [pupil writes 'frend' instead of 'friend' or 'yoo' instead of 'you']
	3	Use letter names to distinguish between alternative spellings of the same sound: ['ai' as in rain and 'ay' as in play]
	4	Independently uses the spelling rule '–s' or '-es' [cats, thanks, catches] mostly accurately.
		Independently use the prefix 'un-' in own writing [unhappy, undo, unfair]
		Independently use the suffixes '-ing', '-ed', '-er' and '-est' in own writing [buzzing, buzzed, grander, grandest], accurate on most occasions.
	5	Spell the days of the week.
Grammar, Punctuation and Vocabulary	6	Independently and correctly chooses to join words and clauses with 'and' in most writing [I went to the park and played on the swing]
	7	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
	8	Almost always demarcates sentences accurately with capital letters and full stops and sometimes uses question marks and exclamation marks as alternatives appropriately. Pupil is consistent across a range of dictated and independent writing.
Overall Text and Structure	9	Compose a sentence orally before writing it.
	10	In independent writing, the majority of ideas are sequenced appropriately [stories have a beginning, middle and an end and the content is appropriate to the task set]
Presentation, Evaluation and Improvement	11	Majority of letters are formed correctly using the upstroke.
	12	Understand the difference between letter families [l, b, k, f, t, u]
	13	Form capital letters.
	14	Form digits 0-9.
	15	Leave spaces between words.
	16	Independently re-reads what they have written to check that it makes sense and is usually able to put things right if it doesn't.
	17	Listen and sometimes respond by making comments in discussion with teacher about what they have written [*'Oops, I forgot to put a capital letter after that full stop' or 'I used my sounds to help me spell that long word.'*]
	18	Read aloud their writing clearly enough to be heard by their peers and the teacher.
Exceeding Criteria:		
	19	Consistently correctly spell high-frequency and common exception words for Year 1 across the curriculum.
	20	Demarcates sentences accurately and uses question marks, exclamation marks appropriately and is experimenting with commas.
	21	Write expanded noun phrases using descriptive language [the enchanted castle]

Year 2

Transcription	1	Usually spell single syllable and multi-syllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Spellings are usually phonically plausible [yestirday, exsighting, speshall]
	2	Distinguish between and usually correctly spell common homophones and near homophones, e.g. some/sum, blew/blue, knight/night.
	3	Make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt [because, sugar, people]
	4	Beginning to correctly apply the suffixes '-ment', '-ness', '-ful', '-less', '-ly' to root words ending in a consonant (see left) and to exception words ending in '-y' [merriment, happiness, plentiful, penniless, happily]
Grammar, Punctuation and Vocabulary	5	Write sentences with different forms [statement, question, exclamation and command] across a range of writing.
	6	Write expanded noun phrases using descriptive language [the enchanted castle]
	7	Write the present and past tenses correctly and consistently including the progressive form ['-ing' verbs]
	8	Use subordinating conjunctions [when, if, because] and co-ordinating conjunctions [and, but, or]
	9	Show features of written Standard English.
	10	Use full stops correctly.
	11	Use capital letters correctly.
	12	Use exclamation marks and question marks correctly.
	13	Use commas for lists.
	14	Use apostrophes for contracted forms and the possessive.
Overall Text and Structure	15	Write narratives about personal experiences and those of others [real and fiction]
		Write about real events.
		Write poetry, narratives and recounts adapting style accordingly.
	16	Independently, write down some ideas, key words and new vocabulary to improve their own writing [on mini whiteboards, pupils 'magpie' some powerful 'wow' words or ideas heard in the whole class introduction or main teaching session to use in their own writing]
Presentation, Evaluation and Improvement	17	Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.
	18	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	19	Use spacing between words that reflects the size of the letters.
	20	Evaluate their writing with the teacher and other pupils against success criteria.
	21	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently [sitted to sat]
	22	Notice most of their own and others' spelling and punctuation errors quickly and knows how to correct them.
	23	Read aloud what they have written with appropriate intonation to make the meaning clear.
Exceeding Criteria (GDS):		

	24	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
	25	Make simple additions, revisions and proof-reading corrections to their own writing
	26	Use the punctuation taught at key stage 1 mostly correctly
	27	Spell most common exception words
	28	Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)
	29	Use the diagonal and horizontal strokes needed to join some letters

Year 3

Transcription	1	Majority of Year 3 NC and high frequency words spelt correctly.
	2	Use of the forms a or an accordingly [a rock, an open box]
	3	Show understanding of word families based on common words [solve, solution, dissolve]
	4	Spell most homophones correctly [here/hear, their/there/they're, mail/male]
Grammar, Punctuation and Vocabulary	5	Expressing time, place and cause using conjunctions [but, so, because, when, if, after, next]
	6	Expressing time, place and cause using adverbs [often, soon, never, everywhere, slowly]
	7	Expressing time, place and cause using prepositions [before, after, during, inside, under]
	8	Begin to increase the range of vocabulary to engage and excite the reader.
	9	Correct use of capital letters and full stops.
	10	Correct use of commas in lists.
	11	Begin to use inverted commas to punctuate direct speech (other speech punctuation not required)
	12	Maintain correct use of verb tense throughout text.
Overall Text and Structure	13 (genre dependent)	In narratives, creating settings, characters and plot. In non-narrative material, use simple organisational devices [headings and sub-headings]
	14	Begin to use paragraphs as a way to group related material.
	15	Plan by discussing and recording ideas.
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins. e.g.
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Accurate choice of nouns and pronouns for clarity and to avoid repetition.
	19	Proof-read for spelling and punctuation errors.
	20	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Exceeding Criteria		
	21	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	22	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	23	Organise paragraphs around a theme.

Transcription	1	Majority of Year 3 and 4 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [through/threw, allowed/aloud, whether/weather]
	3	Use the first two or three letters of a word to check its spelling in a dictionary.
Grammar, Punctuation and Vocabulary	4	Know the grammatical difference between plural and possessive -s
	5	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the teacher expanded to: the strict maths teacher with curly hair]
	6	Use fronted adverbials [Later that day, I heard the bad news.]
	7	Extend the range of sentences with more than one clause by using a wider range of conjunctions [when, if, because, although, while]
	8	Standard English forms for verb inflections instead of local spoken forms [we were instead of we was, or I did instead of I done]
	9	Use of inverted commas and other punctuation to indicate direct speech [a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
	10	Correct use of capital letters and full stops, exclamation and question marks (if used).
	11	Use of commas after fronted adverbials and in lists.
Overall Text and Structure	12 (genre dependent)	In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices [headings and sub-headings]
	13	Organise paragraphs around a theme.
	14	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
	15	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins. e.g.
	17	Assess the effectiveness of their own and others' writing and suggesting improvements.
	18	Proof-read for spelling and punctuation errors.
	19	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Exceeding Criteria		
	20	Ensures the consistent and correct use of tense throughout a piece of writing.
	21	Ensures the correct subject and verb agreement when using singular and plural.
	22	Links ideas across paragraphs using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before]

Year 5

Transcription	1	Majority of Year 5 NC and high frequency words spelt correctly.
	2	Spell most homophones correctly [passed/past, guessed/guest, heard/herd, morning/mourning]
	3	Use the first two or three letters of a word to check its spelling and/or meaning in a dictionary.
Grammar, Punctuation and Vocabulary	4	Writes relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
	5	Select appropriate vocabulary to engage the reader (with use of thesaurus)
	6	Can indicate degrees of possibility using adverbs [perhaps, surely] or modal verbs [might, should, will, must]
	7	Use expanded noun phrases to convey complicated information concisely [the strict maths teacher with curly hair]
	8	Ensures the consistent and correct use of tense throughout a piece of writing.
	9	Ensures the correct subject and verb agreement when using singular and plural.
	10	Use brackets, dashes or commas to indicate parenthesis.
	11	Correct use of capital letters and full stops, exclamation and question marks (if used)
	12	Use commas after fronted adverbials, for lists and to clarify meaning.
Overall Text and Structure	13	Use devices to build cohesion within a paragraph [then, after that, this, firstly]
	14	Link ideas across paragraphs. E.g. using adverbials of time [later], place [nearby] and number [secondly] or tense choices [he had seen her before].
	15 (genre dependent)	In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. In non-narratives, use organisational devices [headings, sub-headings]
Presentation, Evaluation and Improvement	16	Effective use of cursive handwriting with correct letter joins. e.g.
	17	Assess the effectiveness of their own and others' writing.
	18	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	19	Proof-read for spelling and punctuation errors.
	20	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Exceeding Criteria:		
	21	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
	22	Understands synonyms and antonyms and has a wide, rich range to draw on.
	23	Links ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase; grammatical connections [the use of adverbials such as on the other hand, in contrast, or as a consequence]

Transcription		1	Use a thesaurus
		2	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
		3	Majority of Year 5 and 6 NC words and most homophones and near homophones spelt correctly
Grammar, Punctuation and Vocabulary		4	Demonstrates the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [find out – discover; ask for – request; go in – enter]
		5	Use passive and modal verbs
		6	Select vocabulary and grammatical structures that reflect the level of formality required
		7	Understand synonyms and antonyms and has a wide, rich range to draw on
		8	Use a wide range of clause structures
		9	Add detail using adverbials, prepositional phrases and expanded noun phrases.
		10	Integrate dialogue
	Using mostly correctly:	11	inverted commas
		12	commas for clarity
		13	punctuation for parenthesis
	Some correct use of:	14	semi-colons
		15	dashes
		16	colons
		17	apostrophes for contraction and possession
		18	hyphens
Overall Text and Structure		19	Links ideas across and within paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections
		20	Use a range of layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action
		21	Chooses the appropriate register (style, audience and level) for writing
		22	Plan by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing
		23	Can précis (summarise) longer passages
Presentation, Evaluation and Improvement		24	Assess the effectiveness of their own and others' writing
		25	Effective use of cursive handwriting with correct letter joins. e.g.
		26	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
		27	Proof-read for spelling and punctuation errors
		28	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Exceeding Criteria (GDS):			
		GDS 29	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing
		GDS 30	Distinguish between the language of speech and writing and choose the appropriate register
		GDS 31	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
		GDS 32	Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and use such punctuation precisely to enhance meaning and avoid ambiguity