

APPENDIX (A) ASSESSMENT STRATEGIES

ASSESSMENT OF LEARNING

Core subjects:

- Summative assessments are undertaken three times a year; teacher assessment and formal tests are used – pupil outcomes are judged against the new national curriculum objectives which are summarised on School Pupil Tracker.
- Writing Assessments take the form of one unaided piece of writing per term and on-going teacher assessment based on a range of evidence gathered during the term and/or year and recorded on writing assessment grids.
- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

On-going TA during lessons and at the end of each unit is used to assess pupil attainment against new national curriculum objectives using 'Key Assessment Criteria'.

ASSESSMENT FOR LEARNING AND FEEDBACK

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At Discovery MAT, we believe that feedback is not always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/TA
- Pupil to Pupil
- Teacher/TA to Pupil
- **Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:
 - **Traffic Lights** or the 'language of traffic lights' - Green being a secure understanding, Amber being some understanding but still some support/input required and Red being concept/idea not understood. This means that we can use the 'language' at any point during a lesson or during the school day. Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent working group they wish to join.
 - **Checking** - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.
 - **Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Sometimes, Success Criteria will be in the style of 'Things to include'. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality (see universal feedback below)

AVAILABLE ON REQUEST

- **Peer Assessment** - As with self-assessment, peer assessment may be used in a variety of ways including:
 - **Stars and Wishes** - Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons, they are asked to give a 'Star' (an aspect of the work that is good) and/or a 'Wish' (a possible improvement) to another child's work with regard to the learning objective and/or the agreed success criteria. The terms 'Star' and 'Wish' are also used in a more informal way, for example children may comment on the collaborative skills of their peers, behaviour, citizenship and many other aspects of day to day school life.
 - **Checking** – Peer-assessment is also used for checking of work before handing in and any written comments will be made in green.
 - **Oral feedback** – oral feedback may be given between children, either at the time of teaching or at a later point.
- **Daily annotations** – The 'evaluation and next steps' on planning is used to record pupil outcomes each day and next steps are planned for subsequent lessons. This will include those below or above expectations and clear next step, as well as those for whom Learning Conversations have been undertaken.
- **Adult Response to Marking** – Teachers give daily TA direction on the back of the planning sheet, direction is based on daily marking and checking of pupil books. Teacher deployment for each day is also shown here.
- **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or TA. TAs can write notes on post-its and attach to planning, to avoid the re-writing of information.
- **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques, and these will be termed 'Learning Conversations'.
- **Guided Group Feedback** – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.

APPENDIX (B) MARKING GUIDANCE – RESPONDING TO CHILDREN’S WORK

Teachers are not required to include written responses in marking, but if it is included, should reflect the following:

- relate to planned and declared learning objectives
- be legible, correctly spelt, clear in meaning and follow Handwriting Policy
- recognise achievements
- indicate the next steps in learning
- distinguish between attainment and effort
- may include symbols such as pictures of fingers to indicate finger spaces if needed
- indicate clearly what, if anything, is to be corrected or what action, if any, is to be taken by the pupil either now or in the next piece of work
- children are expected to be given the opportunity to review any feedback regarding comments made by the teacher. This should not include the use of comments such as ‘OK’ or ‘Thank you’.

All written work is expected to be traffic-lighted in line with the self-assessment criteria in Appendix A. These will be placed on the outside edge of the paper, next to the child’s. A circle will be drawn in the appropriate colour, and filled in.

Staff will not draw an ‘X’ on a child’s work, but may use a • to indicate an incorrect answer.

All teaching staff will mark work with a purple pen, and if covering PPA, will place initials next to the traffic light. All student teachers will also use a purple pen and will initial their marking.

All Support Staff will mark in a blue pen.

All Supply staff will mark in a black pen.

Recording and Reporting

Teachers will keep a log of pupils’ achievement against key objectives, as detailed in the Assessment Policy, and this information will be updated using information gleaned from marking.

Using daily annotations and the ‘evaluation and next steps’ in planning, teachers are expected to review their next session of teaching to ensure that pupils are aware of their next steps in learning by, for example, group and individual conferencing.