Leyburn Primary School
ASSESSMENT, RECORDING & REPORTING POLICY

Our assessment policy is based on the school's belief that assessment and feedback are integral to high quality teaching and learning and that it should celebrate achievement and inspire effort. We will only impact on pupils' learning if we have practical approaches that continuously focus on securing and deepening all groups of pupils' learning. Pupils will only make consistent progress if, over time, "today's lesson responds to feedback from pupils' learning in the previous lesson."

What is the purpose of our assessment?
- to identify and monitor where our pupils are on their learning journey;
- to inform decisions about pupils' daily and future learning experiences to ensure he/she makes good progress during the school year;
- to allow pupils to reflect on their own progress and achievement;
- to ensure consistency and continuity between year groups;
- to ensure that statutory requirements are fulfilled.

What criteria do we use for assessment?
Assessment criteria is derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach. We assess pupils against lesson expectations and National Curriculum statements according to their age-related expectations. This is done continuously as part of the teaching and learning process.

How do we use assessment to start a new unit of work?
Assessment is used to establish prior learning of all pupils before starting a new topic.
- In science and non-core subjects, learning builds on prior knowledge from previous terms and years and children will be encouraged to recall this through quizzes and other informal activities before new learning begins.
- In maths, pupils will complete a short assessment to establish prior knowledge and to identify any gaps to address before new concepts are taught.
- In English, assessment from a completed sequence of work informs the planning of the following block to secure previous learning and introduce new concepts to build on these.

Alongside this, daily lesson content is differentiated to meet the needs of each child.

How do we use assessment in ongoing daily teaching to meet pupils' needs?
Misconceptions are promptly addressed through verbal feedback in the lesson, targeted questioning to promote deeper thinking, annotations on planning by all adults involved in the lesson, photographs and feedback in the books that the children may respond to.

We celebrate all achievements across a broad and balanced curriculum, including sport, art, music, drama, behaviour, and social and emotional development.

How do we provide feedback in the workbooks after the lesson?
Feedback is age appropriate and is there for the children to act upon and respond to, where appropriate, in accordance with the school's marking guidance. Workbooks are checked and whole-class verbal feedback of common misconceptions is given at the start of the following lesson. Individual misconceptions are addressed where necessary through verbal or written feedback. Work is acknowledged with a tick or stamp and a comment may be written on final drafts to identify the learning that has taken place and new knowledge the pupil has demonstrated understanding of.

How do we check that learning is embedded over time?
- In maths, short daily recalls are used to recap and secure previous learning.
- In English, pupils are expected to become more fluent in their knowledge and application of key skills whilst building on these with new learning. Recalls are used regularly.
- Formal assessments are used to assess if knowledge is embedded. Maths, reading, writing, spelling and grammar assessments are carried out at the end of each term. Science assessments are carried out after each block of work.
- For other subjects, short quizzes are planned at spaced intervals to revisit and embed key knowledge.
- Adults talk to the children to assess their depth of understanding.
- Subject leaders carry out work scrutiny regularly.
- Responses to feedback show whether or not knowledge and skills are embedded.

How do we check that gaps in pupils' learning have been addressed?
We ensure that all children have access to quality first teaching so that gaps close. We act upon formal and informal assessments to create adult-led interventions to close gaps, outside of the core lessons.

How do we moderate the accuracy of our pupils' progress?
To ensure our assessment judgements are fair, reliable and valid, we use moderation in school, both within and across key stages and also beyond school, within YCAT and other partner schools. We use and analyse results from external tests and assessments, including taking part in national moderation of writing through Comparative Judgement.

How do we summarise pupils' overall progress over time and at the end of the year?
- Assessment data is recorded termly on Scholarpack using the language: Working Towards, Expected and Greater Depth. Key groups are identified and closely monitored by SLT, SENDCo and subject leaders.
- Termly reports to parents (written and/or verbal) highlight achievement and progress.
- Termly parental consultations where the child's progress is discussed in terms of age-related and personal expectations.
- An annual written report for parents covers all aspects of the school's broad and balanced curriculum and their progress for the academic year.

How do we ensure that transitions are smooth at the start of and through the school year?
Staff hold transition meetings, take part in book scrutiny and intervention files with impact notes are kept.

Date approved: October 2024   Date of review: October 2025

During teaching sessions

- **Red pen** is used to annotate workbooks with teacher comments.
- **Blue pen** is used to annotate workbooks with other adult's comments.
- **Green pen** is used by the pupil to edit or correct work

After teaching sessions

All independent work is checked by the class teacher and acknowledged with a tick or stamp. The teacher will note common errors, misconceptions and examples of good / exceptional work. This will be used for whole-class feedback in the following lesson. A feedback sheet or teacher's planning should be annotated with these.

Where work has:

met the learning objective
- no comments are necessary but, if comments are used, they should be short, specific and child-friendly.

minor errors
- addressed by the teacher using a **red** pen (for English, using the agreed abbreviations in the margin / for maths the question should be circled to signal which need correcting);
- pupils to be provided with response time at the earliest opportunity to edit and correct their work **using green pen**;
- teacher / other adult to check that corrections are appropriate during response session. Ticks will evidence that that these have been checked.

exceptional level work
- that aspect of the work is acknowledged using ticks and good aspects may be commented upon;
- on occasion, children can be sent to share work with another member of staff e.g. headteacher, maths lead etc;
- a **sticker** celebrates the effort <u>and</u> the outcome. Work may be commented on where appropriate and these comments should be short, specific and child-friendly.

not met the learning objective
- feedback will be given to the pupil at the earliest possible opportunity, preferably using same-day intervention, if possible.
- the work will show evidence of this intervention to secure understanding, acknowledged with the initials of the staff member leading the support. This may be green pen edits or follow-up work to scaffold and support.

NOTE:

Follow-up lessons should show the careful planning of work to meet individual pupils' needs. This would be the requirement of further support, further challenge or alternative groupings.

What's in my book?

Teacher writes in red   **Other adult writes in blue**   **Pupil's own comments/edits in green**

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Throughout the work (KS2 only)

In independent work, this may be in the form of a guided comment at the end of the writing.

Wiggly line   Section to be improved   **P**   Punctuation missing or error
                       (tense / cohesion error)

Sp   Spelling error   **CL**   Capital letter missing or error

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At the end

Stamp or tick   Sticker: excellent work!
All achieved - well done!