

At Gamesley Primary School, we believe that effective assessment and feedback forms a crucial part of the implementation and impact of our curriculum.

We use formative assessment techniques to help us

- Find out what children already know so we can build on this
- Identify and unpick any misconceptions
- Check learning both within and towards the end of lessons
- Provide effective feedback to move learning forwards
- Evaluate whether children are where they should be in their learning journey through our whole school curriculum

We do track children's progress in detail over time in **reading, writing and maths**. This information is used in a purposeful way to drive our practice and inform our termly detailed pupil progress meetings and is recorded on our provision maps.

We begin and end each unit of work by gauging children's understanding of subject content using techniques including

- Knowledge organisers
- KWL grids
- Wonder walls
- Quizzes
- Mind Maps
- Concept Cartons

Cornerstones Projects end with an "Express" week of lessons, which in themselves give children an opportunity to demonstrate their learning.

We also start each individual lesson with a recall or recap of previous learning with between two and four questions to allow children to show what they already know.

We share the learning objective very clearly with the children at the start of each lesson so they are able to assess their own progress within at the end of the lesson.

In Upper School (Years 4, 5 and 6) children, write the desired learning outcome as an "I can" statement instead of a title, for example:

"As a Historian I can explain why the people in the Shang Dynasty were such successful warriors"

"As a Scientist I understand how blood carries oxygen, water, nutrients and waste products around the body."

"As a Writer I can..."

"As an Artist I can...."

In Lower School, the learning objective is shared orally, although in some cases children may write a title that reflects the learning objective. Teachers also ensure children are aware what subject they are studying in each lesson.

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Each lesson ends with a mini reflection or plenary on the learning achieved. In Upper School children will also use green pen to tick or write **TM** (Target Met) next to their learning objective. Some children may also wish to or be encouraged to write a reflection on their learning in green pen underneath their work. Lower School children will reflect on their learning verbally at the end of each lesson.

Marking and feedback is integral to how we assess children's learning.

- All children's work is acknowledged either through verbal feedback (**V**) or at least *light marked* by the teacher or a member of the support team or self-marked by the children.
- As much marking as possible is done during the lesson with children present.
- Teachers do not accept work from children that does not meet the basic requirements of punctuation, spelling and presentation.
- Distance marked work is given back to the children at the earliest opportunity in order for corrections or changes to be made;
- **Pink** pen is used to identify features that are particularly successful (**tickled pink**) and aspects which require improvement are indicated in **blue (something to do)**; **purple** pen may be used for quick marking (i.e. in maths) or for general comments
- Marking is against evaluation criteria when this has been shared with the children;
- Corrections or same day interventions (**INT**) address spelling, grammar and punctuation mistakes, and mathematical misconceptions.
- Marking is done in a clear legible hand
- Children's to basic spelling, punctuation and grammar errors, to developmental marking and to progress against learning objectives are in **green** pen.

In developmental marking for writing

Non negotiables					
Write in full sentences using capital letters and full stops					
Neat, joined handwriting					
Organisation Toolkit		Language Toolkit		Content Toolkit	
Title		Past tense			
Introduction		Time connecting phrases			
Paragraphs in Chronological Order		Names, topic words, technical language			
Conclusion		Accurate descriptions			
Challenge					

- At least one piece of writing for each child, each fortnight will be developmentally marked. Feedback comments are designed to elicit responses from the child at an appropriate level of challenge

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- Success criteria or targets are set for each piece of extended writing using a marking rubric as above
- There will be a maximum of 2 specific areas for improvement or to extend thinking. This improvement may be supported with some scaffolding, a question or a suggestion using Bloom's Taxonomy question stems as a starting point.
- A maximum of 5 target errors with spelling, punctuation and grammar are identified in blue pen and children are given the opportunity to check, look up correct spellings and make corrections. No more than 3 spelling errors will be identified.
- To manage marking, post-it notes may be used to identify where response is required, or to enable the child to transfer a comment forwards to the next piece of work.

Marking in maths

- Feedback will be immediate and over the shoulder when possible.
- Corrections will be completed as soon as possible, with scaffolding where necessary;
- Post-it notes may be used to identify where a response is needed
- HMI (High, Middle or Independent), GP (Guided Practice), FG (Focus Group), HQ (Hinge Question), GD (Greater Depth), INT (Intervention) are used to indicate the child's level of independence and progress within a lesson.

Marking and Self-assessment

- Children have the opportunity to edit and review their work. This sometimes happen at points during the production of a piece of work or as an edit and review lesson at the end of a unit.
(If a Learning Objective refers to Evaluation Criteria – for example key features of a text type or genre in literacy - then it is useful for this to be stuck into the book so the child can self-assess against all aspects.)
- Children's response to comments are made in green as soon as reasonably possible in order to support pupils effectively.

Reading assessments

- Formative reading assessments take place daily within both Read Write Inc. and Reading Explorers Lessons.
- When children are on the RWI scheme, 6 weekly assessment take pave to inform placement and progress within the groups.
- Once children have graduated from the RWI Scheme, at least 3 reading interview take place each year using the school portfolio of levelled assessments and agreed questions based on extracts from ORT and Treetops reading books.
- Information from Nessy and Lexia is used to inform assessments for those children on the programmes.
- NTS reading tests are administered in November, March and July each year in Years12 to 6 Results are entered into the online MARK analysis tool and raw scores onto Arbor.

- Reading test outcomes and teacher assessments are updated on Arbor three times each year in line with the agreed Trust timetable.

Writing assessments

- Formative writing assessments take place after each Cornerstones based writing lesson using the on-line Cornerstones assessment tools.
- At least one piece of significant writing is completed each fortnight and is marked in detail against a marking rubric that has been shared with the children.
- 6 pieces of writing are assessed against the same criteria as the on-line Cornerstones assessments each year. These pieces of writing also include a marking rubric. They are completed, marked in detail and edited / uplevelled on paper so a copy can be kept in both the learning books (original) and the writing portfolio (colour photocopy).
- Teacher assessments for writing are updated on Arbor three times each year in line with the agreed Trust timetable.

Spelling, Punctuation and Grammar assessments

Weekly spellings from the National Curriculum are set and tested each week. Formative assessment based on the children's work and misconceptions inform additional words to be practised and tested.

Rising Stars GAPS tests are administered each July and results entered into the Mark analysis tool and raw scores onto Arbor.

Maths assessments

- Teachers assess pupil progress daily within lessons:
 1. Children who independently complete only the first page of each Power Maths lesson (with or without concrete or pictorial support) are likely to be working towards the learning objectives *within that lesson*. They will benefit from a same day intervention.
 2. Children who complete both the first and second pages with little concrete or pictorial support are likely to be achieving the learning objectives *for that lesson*.
 3. Children who complete the challenge examples on page 3 of a lesson may be working at greater depth *within that unit*.
- The "Reflect" questions are used as plenaries at the end of each lesson and the children's responses will support the teachers' formative assessments of their progress within that lesson.
- End of unit assessments within the Power Maths scheme are always completed and the outcomes used to inform teacher assessment at the end of each term.
- Same day interventions support children who are not confident with the concepts taught that day.

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- NTS maths tests are administered in November, March and July each year in Years 1 to 6. Outcomes entered into online MARK analysis tool and raw scores into Arbor.
- Maths assessment outcomes and teacher assessments are updated on Arbor three times each year in line with the agreed Trust timetable.

In all subjects, formative assessments take place before, during and at the end of both units of work and individual lessons as detailed at the start of this policy. Individual child led assessments are also used in both French and computing, and in PE summative assessments are completed by the school sports coach at the end of each unit.

Assessment Timetable		
Reading	Formative Assessment: Updating of individual assessment grids	Regularly through 6-weekly RWI assessments in R, Y1 and Y2, and then through daily guided reading lessons (Reading Explorers) At least 3 reading interviews each year using the school portfolio of levelled extracts and agreed questions. Information from Lexia and Nessy outcomes
	Summative Assessment: Arbor updated	NTS reading assessments (Year 2 to 6) and NTS English assessments (Year 1) administered in November, March and July each year. Teacher assessments based on evidence as above.
Writing	Formative Assessment	Use Cornerstones "Lesson Taught" assessments after every writing lesson to build up assessment over time for each child Weekly extended writing opportunity, marked against the evaluation criteria. Minimum of 6 pieces of assessed writing (assessed using same criteria as online Cornerstones assessment) in individual children's writing portfolios. Rising Stars GAPS test completed each July. Information from Spelling Shed outcomes
	Summative assessment / Arbor updated	3 x each year in November, March and July in line with Trust agreed deadlines.
Maths	Formative assessment	Daily within lessons using progress through each lesson and unit as a guide. "Reflect" plenary questions at the end of each lesson Power Maths end of unit assessments Information from Doodle Maths / Numbots / TTTRS /
	Summative Assessment / Arbor updated	NTS maths assessments (administered in December, March and July each year). Teacher assessments based on evidence as above.