

NORTHWEST



LONDON JEWISH DAY SCHOOL

ASSESSMENT POLICY

July 2000
November 2000
Revised: May 2001
3rd Revision: July 2007
4th Revision: October 2012

Rewritten and revised April 2020

PHILOSOPHY

The principle underpinning Assessment is that it guides teachers and pupils to know what level the pupils are at and what the next steps are in their learning, helping plan for the best effect to gain the best possible progress.

Assessment is also used to measure and track standards and progress of individuals, groups and whole cohorts, as can be seen for example, in their performance in external SATs tests at the end of Year 6.

Assessment for Learning:

(AfL), or formative assessment, is the ongoing, day-to-day process which takes place, whereby staff and pupils constantly seek feedback to determine whether to modify current and future learning opportunities through accurate and focussed planning (ie. whether to provide further explanation/ simplify the task – or whether an additional level of challenge is required to stretch pupils).

Periodically, a 'snapshot' view is taken to record the level at which pupils are currently performing. In addition to notes made from ongoing formative assessment, pupils take a termly assessment to support teachers making their judgements. The rationale is that it can help identify the extent of pupil progress and areas of difficulty. As a result, it provides a continuing means of feedback on pupil improvement and pinpoints areas which require additional or specific support which is then translated into focussed planning.

Summative data:

This is available from the termly assessment papers taken by children in all KS1 and KS2 year groups. Teacher assessment is also relied upon and this is continually strengthened through writing moderations (both in-school and with other schools for comparison), regular staff INSETS (led by Senior Leaders or Subject Leaders) as well as staff training through a range of providers. Moderation takes place termly to strengthen consistency between year groups. Termly assessment data is collected electronically and then analysed by the Assessment Co-ordinator and Headteacher, with the information then used to guide school improvement planning.

Summative assessment takes place termly in English, Maths, Science and Creative Curriculum (see individual subject policies for further details)

Pupil Progress Meetings:

These occur termly (sometimes they are held half-termly depending on the needs of the cohort). These are held with the Headteacher, Assessment Co-ordinator, SENDCo and Class Teacher/s. The purpose of these meetings is to consider the needs and progress of every child. Teachers focus on each child's current academic level, progress to date, attitude/ behaviour and general development. As a result, interventions or additional support can be introduced and monitored.

Early Years (Nursery & Reception):

Baseline assessments through observation are established at the start of each year. A Learning Journey is kept for each child. These hold information gathered from the pupil's daily learning experience through teachers' observation notes and photographs and material gathered from pupils' work and activities. In addition, more detailed information is gathered by focused observations on each child, at least once each term. Child's voice and parental input is valued and used to assess the children's progress. Internal Moderation is undertaken through discussion between the Early Years staff twice termly and at the end of the Reception year, the Reception staff fill in the Early Years Foundation Stage Profile to assess all the children. This information is discussed with the KS1 Leader, so that levels are clearly understood and agreed. This also enables easier transition into Year 1 and above.

*(**From September 2020, the Government has introduced a new Baseline Assessment for all children at the start of their Reception Year. This policy will be updated once this new procedure is embedded into the curriculum at North West.)*

The principles of Assessment for Learning (AfL) underpin our marking and feedback philosophy:

- 1) Comments in an exercise book should be related to the child as an individual.
- 2) Comments should be appropriate for the child and their reading ability.
- 3) Feedback is most valuable when the child is present.
- 5) Children will be clear about the criteria for success that their work will be judged against.
- 6) Opportunities should be created to allow the children to read and respond to adult comments and the objective is for the child to take note of the marking to help them make progress.
- 7) The child's **effort** should be recognised alongside achievement towards the learning objective.
- 8) Marking should impact on planning.

In lessons, teachers share clear learning objectives with pupils to ensure children are clear about the focus of the lesson. In addition, children are told, or discuss, the success criteria for the lesson. The success criteria details how they can achieve the learning objective successfully. Children should be referred to the success criteria during the lesson and the plenary should reflect upon the Learning Objective and whether it has been successfully achieved. When given a task to complete independently, the task should be differentiated to reflect this and to ensure the children are challenged but given a task that is within their capabilities. Teachers and adults should constantly assess that children are on task and following the progression of learning within the lesson albeit within the parameters of the differentiation planned for the different abilities of the individual children.

REPORTING

Rationale:

The education of each pupil is a partnership between parents and teachers. Therefore, reporting to parents is an essential element of the child's progress. Reporting is also essential to Governors and external bodies as part of any judgement made of the quality of education provided by the School.

Reporting to Parents:

Parents are invited to meet their child's class teacher at Parents' Evenings in the Autumn and Spring Terms. Teachers give a short summary of the child's current levels and targets to support the discussion with parents. A formal written report is issued at the end of the School year. Many informal conversations take place between parents and staff throughout the year. Parents are also welcome to make appointments to discuss the end-of-year report, or to request an appointment at any other time during the year. At the Parents' Evening and on the end-of-year report, parents are informed of their child's attainment and progress. These are measured as follows:

ATTAINMENT:

Working Below: Not working on their year group's national curriculum objectives, rather a year group below that.

Working Towards: Working on their year group's national curriculum objectives, but below where the class are.

Working At: Working on their year group's national curriculum objectives.

Working Above: Working on a 'Greater Depth' level of their year group's national curriculum objectives (note: This does not mean working at the objectives of a year above where they are).

PROGRESS: (this is based on each child's individual starting points, not their attainment level)

Below Expected: The child has not made the expected progress against the meeting of national curriculum objectives at this point in the year.

Expected: The child has made the expected progress at this point in the year.

Above Expected: The child has made more than the expected progress at this point in the year.

Statutory Assessment:

The results of SATS tests in KS1 (Year Two) and KS2 (Year Six) are reported to parents in accordance with National Curriculum regulations.

The results of the Phonics Screening (Year One) is reported to parents in accordance with National Curriculum regulations.

The results of the Early Years Foundation Stage Early Learning Goals (Reception) is reported to parents in accordance with National Curriculum regulations.

The results of the KS2 Multiplication Check (Year Four) is reported to parents in accordance with National Curriculum regulations.

Communication with Parents:

Our partnership with parents is very important and we aim to engage in an ongoing dialogue. At the beginning – or before the beginning - of each school year, parents are invited to Curriculum Evenings where they meet their child’s teachers and hear about how they can support their child’s learning in the coming year.

MARKING

Feedback is considered to be most effective when given as children work on a task. The immediacy of the comments that children receive and the support an adult can offer whilst children are completing tasks, ensure that children receive the best possible chance at succeeding at a given learning objective.

Detailed marking of every piece of work is unmanageable.

For some pieces of work, including Creative Writing, teachers will mark with a ‘Star’, indicating what a child has done well towards achieving the Learning Objective. They will also use a ‘Wish’ to indicate what could be improved / added for the next piece of work.

For other pieces of work, the Learning Objective will be a question, such as: Can I multiply 2-digit numbers by 2-digit numbers. If the child has met this objective, then the teacher may mark against the Learning Objective with ‘Yes you can’. If some of the work is correct, then the teacher may mark with ‘You can do some’, and if lots of the work is incorrect, the teacher may mark with ‘We’ll go over this together.’ This can then lead to the ‘Star’ for that piece of work.

Children, especially in the older years, may self-mark work (with the teacher’s guidance to the correct answers) and self-assess their meeting of the Learning Objective. All editing and marking of work completed by the children is done in orange.

Children should be given time to read and respond to marking.

Years 1- 6

The teacher is expected to mark all the children’s work, giving feedback and correcting: spelling, punctuation, and incorrect answers. The teacher will indicate achievement against the learning objective using symbols and sentences. On projects, marking should be on post-it notes rather than directly on the child’s work, to avoid spoiling children’s work.

As part of AfL, it is beneficial for children to be involved in self and peer-assessment. Children are encouraged to assess their own understanding related to the objective they have been given. In all years this can be done verbally (in KS1) or using symbols. Children should be given time within the lesson to do this. Children are encouraged to record a face symbol to indicate how they felt about the objective. A happy face indicates the child feels confident with that objective. A straight face indicates they felt the objective was almost met but still needs to work to fully achieve it. A sad face indicates the child struggled with the objective. This helps inform the teacher of the child’s understanding in relation to the objective being taught. With guidance,

children may be encouraged to mark their own, or their peer's work, if deemed appropriate by the teacher. When marking work, children will do this in orange pen / pencil.

Foundation Stage

Immediate verbal feedback should be given. Comments like good, good try and smiley faces are written. Written feedback in Year 1, when children are at earlier stages of reading, should be appropriate to the child's ability to comprehend.

Summary of Strategies for Marking:

1. Reminder prompt. (Remember that with... you need to...)
2. A scaffold prompt. (eg. What might the character say?
Try this with 3 digit numbers etc)
3. An example prompt. (eg. Add speech to your story for example,
"That's unfair!" exclaimed Norman. Now you try to add some speech.

Or. Lay out the formal written method like this:
$$\begin{array}{r} 36 \\ + 29 \\ \hline \end{array}$$

Advice for Teachers when marking work:

1. Make sure you give children time to review comments and respond to them. Plan time in lessons for this purpose.
2. When children have received their marked books, check they understand what they are to do. If they don't understand the comment, it was the wrong one for them, or may still need face-to face marking.
3. Read work all the way through before starting to mark to avoid ill-considered marking.
4. If you can't find 3 responses that they met the LO then consider if your activity gave enough opportunities for them to practice?
5. Plan future lessons/ activities based on what you find when you mark.

In Early Years and KS1:

6. Prompts can be used for face-to-face marking and orally with younger children. The same principles as above apply.

A Star and a Wish - Marking Symbols:



The star/s is/are a positive comment(s) and should reflect the learning objective.



This is the wish..... Target – next step for child to make progress – it can be one word or a question to extend the children further.

Children should be given time at the start of lessons and homework sessions to review and respond to marking.

I	This work or part of work was done independently – this is only written if a child usually has support/ not necessarily for whole class.
LSA	LSA has supported the task and had input – state what resources/input were used.
SC	This part was scribed
Orally	The child has answered orally/verbally or has demonstrated during the starter or plenary their understanding to meet LO.
//	New paragraph
____sp	spelling mistake (example) <u>beca<u>u</u>ce sp</u>
Years 1,2,3,4 – Teacher writes the correct word above – Teacher’s discretion based on individual child and whether all words are underlined or just a few. (This may differ for each child).	
Years 5 and 6 – children to look words up in dictionary to spell correctly. Teacher’s discretion based on individual child whether all words are underlined or just a few. (This may differ for each child)	

Teachers mark in green. LSAs mark in purple. Children edit their work in orange.