



Assessment Policy

September 2019

Knowle CE Primary Academy

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OUR ACADEMY AIMS

Preparing Children for the Future

<p><i>Be Healthy</i></p> <p>We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.</p>	<p><i>Embrace Christian Values</i></p> <p>We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values</p>	<p><i>Stay Safe</i></p> <p>We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.</p>
<p><i>Make a Positive Contribution</i></p> <p>We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.</p>	<p><i>Enjoy and Achieve</i></p> <p>We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning.</p>	<p><i>Achieve Economic Well-being</i></p> <p>We aim to empower each child to develop a positive attitude, become self motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.</p>

Learning for Life

INTRODUCTION

This policy details Knowle CE Academy's approach to planning, assessment, recording, monitoring progress and reporting.

Knowle CE Primary Academy recognises that there are roles and responsibilities involved in these processes for all the stakeholders in an individual's learning. The Academy also endeavours to make all these stakeholders aware of these responsibilities and encourages them to take a full and valued role in these processes.

CONTEXT

Following the introduction of a new National Curriculum (September 2014) and the subsequent removal of national curriculum levels, there was a need to develop new forms of assessment to align with the contents and principles of this new curriculum. As our Academy curriculum has evolved, so too has our approach to assessment. In-school assessment is closely tied to our curriculum content and does not restrict teaching solely to the specific content of the National Curriculum, but encourages our pupils to widely explore subject areas in the pursuit of higher attainment and greater enjoyment. This policy reflects Knowle CE Academy's approach to assessment.

MORAL AND VALUES FRAMEWORK

The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

LOVE

Care for one another unconditionally.

JOY

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

PEACE

Know that we are safe in God's hands no matter what may happen.

PATIENCE

Act with grace, tolerance and forgiveness.

KINDNESS

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

GOODNESS

Help others and stand up for others who cannot stand up for themselves.

FAITHFULNESS

Be trustworthy and reliable and trust in God.

GENTLENESS

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

SELF-CONTROL

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

UNDERPINNING PRINCIPLES FOR ASSESSMENT

This policy and Knowle CE Primary Academy's approach to assessment are underpinned by the following principles:

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.

- c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
 6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
 7. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.
 8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

PURPOSE OF ASSESSMENT

The term 'assessment' is used to denote a range of measurement functions for formative, diagnostic and summative uses. At Knowle CE Primary Academy, we believe the key purposes of assessment are to:

- inform pupils, parents and others about the performance of individual pupils and to inform teaching and learning
- be accountable for the progress and attainment of all of our pupils
- enable benchmarking between schools as well as monitoring performance both locally and nationally

The assessments used within the academy, or referred to by the academy, include:

- **In-school formative assessment:** used by teachers to evaluate pupils' knowledge and understanding on a daily basis and to tailor teaching accordingly
- **In-school summative assessment:** used to evaluate how much a pupil has learned at the end of a teaching period
- **Nationally standardised summative assessment:** used by the government to hold schools to account

In order to support both summative and formative assessment, the Academy uses an online platform to record all assessment judgements - **Insight Tracking**.

In-School Formative Assessment

At Knowle CE Primary Academy, our primary purposes for in-school, day-to-day formative assessment, are to:

- Help **pupils** to measure their own knowledge and understanding and to identify how they can improve
- Help **parents** by providing them with a broad picture of their child's strengths and weaknesses and what they need to do to improve
- Support **teachers** to understand their pupils' performance on a continuing basis and to plan effective provision for all pupils, evaluating the impact of their own teaching
- Support academy **leaders** by providing a level of assurance, inspiring confidence in the quality of teaching and learning for all pupils

Formative assessment can consist of many different and varied tasks and approaches. It is on-going, daily assessment which may consist of the following:

- Question and answer during class
- Marking of pupils' work
- Observational assessment
- Regular short re-cap quizzes
- Scanning of work for pupil attainment and development

Insight Tracking

All teachers (Years 1-6) are required to use 'Insight Tracking' to make formative assessments in all subject areas. Within Insight Tracking, 'Objectives' grids are designed to support teachers in periodically recording pupils' progress against identified objectives which are based on the taught curriculum. These objectives act as assessment indicators and are informed by the National Curriculum, the performance descriptors produced by STA and/or the key performance indicators promoted by the NAHT.

The periodic judgements, made regularly by class teachers, are based on the extent to which the pupil is demonstrating a secure grasp of a given piece of knowledge or skill. Teachers will ensure that sufficient evidence is gathered to support the judgement. Evidence can come from a combination of day-to-day work, set tasks and mini tests. Each objective is assessed against four criteria:

- 0 - Taught but not yet understood*
- 1 - Some evidence but not yet secure*
- 2 - Objective secured*
- 3 - Working at greater depth*

These objectives will be used to support in-school formative assessment as follows:

- To inform planning for individuals/groups or classes of pupils by identifying gaps or areas of weakness - Provision Mapping/Interventions
- To help teachers to further develop their knowledge and understanding of the new curriculum requirements and to be able to appreciate the connections between what they are teaching and what they need to assess i.e. how what they plan and teach, over time, will generate evidence to inform their assessment judgements
- To act as a centralised record of the impact on pupils of what is being taught.

Progression Documents

In order to ensure appropriate provision and coverage of the Academy's Curriculum (informed by the National Curriculum), teachers (Y1-6) are required to highlight and annotate curriculum 'Progression Documents'. These documents are retained in the blue Medium Term Planning folders kept in each classroom and are to be maintained by the class teacher. These documents are shared with the next teacher in order to share coverage and aid teachers' planning.

Appropriate use of Progression Documents will be monitored by Subject Leaders and the Assessment Leaders.

Provision Mapping

Each half-term, teachers (Nursery - Y6) update a provision map for their year group. This document pulls together all key information regarding pupils' learning needs. Provision Maps identify all SEND / Disadvantaged Pupil (including Pupil Premium) needs and give direction to where additional SEND information can be found. Provision Maps highlight what types of additional academic and emotional support are provided to individual children. Specific targets are set to support children's needs and progress is reviewed at the end of each half term.

IN-SCHOOL SUMMATIVE ASSESSMENT

At Knowle CE Primary Academy, our primary purposes for in-school, summative assessment, are to:

- Help **pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time
- Help **parents** by providing them with a report about the achievement, progress and wider outcomes of their children over a given period of time
- Help **teachers** to evaluate both the pupil learning and the impact of their own teaching to inform future teaching plans
- Help academy **leaders** to monitor the performance of pupil cohorts, to identify where intervention might be needed and to work with teachers to ensure pupils achieve sufficient progress and expected attainment.

The Academy's schedule for summative assessment can be found in [Appendix 1](#)

Insight Tracking - Main Assessments

On a termly basis, teachers make summative judgements in Reading, Writing and Mathematics, which are recorded online on Insight Tracking. Summative judgements for all other subjects are made on an annual basis. These summative judgements are known as 'Main Assessments'.

At the end of each term, teachers record their summative judgments based on the work completed and progress made over that term. The assessment criterion is divided into four bands: Working Towards, Just Below Expected, Expected or Greater Depth. 'Expected' attainment is 'Secure' within age related expectations.

Past and current judgements for all subjects are centrally stored on Insight Tracking. Teachers update and analyse this data to inform planning and teaching and to set challenging and aspirational targets for all pupils.

The Academy's schedule for summative assessment ([Appendix 1](#)) outlines the above information.

GL Assessment Progress Data

In order to inform teachers' summative judgements, all pupils in Years R-6 will take an end of year summative assessment for English and Maths in the form of a 'GL Assessment Progress Test'. These tests will generate standardised scaled scores which will provide the academy with 'like-for-like' data at the end of each academic year and is one method to enable us to effectively track pupil progress. All GL Assessment outcomes are recorded on Insight Tracking.

Further Summative Assessment

Teachers also devise appropriate periodic summative assessment tools to enable them to evaluate the depth of pupils' learning at the end of a teaching period

STANDARDISATION AND MODERATION

Throughout this academic year, this Academy will seek to develop a three-tier approach to standardisation and moderation:

1. Undertake regular in-house standardisation and moderation, led by the extended leadership team
2. Attend inter-school standardisation and moderation meetings within our RSSP Collaborative (Rural Solihull Schools' Partnership) to agree standards and confirm school judgements

3. Partake in external moderation, led by an accredited moderator, to ensure robust and accurate assessment judgements

Pupil Portfolios

In order to support standardisation and moderation exercises, core Subject Leaders compile an on-going evidence bank, demonstrating a pupil working at the 'expected' standard in English (Writing), Maths and Science.

MARKING AND FEEDBACK

At Knowle CE Primary Academy the whole process of marking and feedback is designed to make this a positive and valuable experience for all who are involved in it. The Academy encourages a positive response to "making mistakes" fostering the view that "mistakes made" are a stage in the whole process of learning. Marking and feedback should have a positive impact upon an individual's learning and their understanding of what their "Next Steps" should be. The ethos in the classroom is one which views pupil mistakes as opportunities for learning and children are encouraged to take academic risks. The Academy promotes a 'Growth Mindset' approach to teaching and learning, as outlined in 'Five Ways to Well-Being: Feeling Good and Coping With Challenge'

Knowle CE Primary Academy encourages its pupils to get involved in all aspects of their learning. Children are encouraged to become involved in setting their own targets based on regular feedback and discussion.

Self and Peer Assessment are fostered as valuable tools in the assessment and feedback process. Pupils receive instant feedback which increases their understanding of where they are and what they need to do next to make further improvements. Pupils are also encouraged to write evaluative comments as they reflect on their learning.

The Academy also recognises that pupils need regular and consistent feedback about their work and progress from their teachers. During lessons pupils should receive positive, constructive verbal feedback and direction. It is important that the teacher engages with individuals and groups to give feedback and take the learning forward.

WRITTEN FEEDBACK

Written comments on work must be focused and constructive indicating where and why work is of a good standard and where improvements can be made. In addition, positive, encouraging comments can be used.

It is neither practical nor desirable to mark every piece of work in great depth, however, planned in-depth marking needs to be part of the feedback given to children. Written feedback should focus on particular learning objectives and success criteria that have been agreed with children.

Children are taught throughout that in written or oral feedback '**Green is for Good**' and that '**Red is for Reflect**' (on the next steps for learning). **Reflect** may involve thinking about written comments independently, discussing written comments with a peer or with an adult and then identifying the "Next Steps" for learning or reviewing targets in the light of the work completed.

With younger children, a **green smiley face sticker** may be used to confirm success. A **red** 'Next Steps' sticker may then be introduced to indicate the next focus for development. Where comments are written, these need to be in the appropriate colour (see above). Teachers should aim to write comments with children, both as a model for writing, and to ensure that non-readers can understand.

When appropriate teachers and support staff use a **green pen** to indicate and comment upon a child's success in meeting the agreed objectives. Areas which need **Reflection** are indicated in **Red** as are appropriate "**Next Steps**". Time should be given to allow pupils the opportunity to reflect upon marked work and the comments which have been made in both **green** and **red**.

When marking writing, in addition to a written comment, teachers may use a green highlighter to highlight one or two examples of where a child has demonstrably achieved an objective or an aspect of writing that has improved. Teachers may also use a pink highlighter to direct pupils to grammatical errors they can self-correct.

If marking is not done with the pupil, it should be returned as soon as possible. There should not be long gaps between completing the work and the pupil receiving it back. This supports the target setting process.

Where ticks and crosses are appropriate for marking, as in mathematics or word/sentence level work, then the ticks should be **green**, ✓ and the crosses in

red, x. Discretion should be exercised on the rare occasions when crosses outnumber the ticks. Teachers are encouraged to use "Please discuss" or "Come and talk to me about this" when it is clear that there has been an obvious lack of understanding or difficulty.

Our over-arching aim is to ensure that all pupils regularly achieve success and have a clear understanding of how to improve.

Marking Posters

Marking posters are displayed in each classroom or in the front of pupils' exercise books. Marking codes are shared and explained with children to ensure understanding. Marking posters can be found in the appendices as follows:

Appendix 2 - EYFS and KS1

Appendix 3 - KS2

Appendix 4 - KS2 Maths

YEAR GROUP ASSESSMENTS

Nursery

Teacher Assessment	Formal Assessment	Pupil Assessment	Reporting
Individual Pupil Progress Tracker	Foundation baseline (Solihull Advisory Board for EYFS Baseline)	Self-assessment opportunities and reflection during lesson time	Parental consultations: November & March
SIMS Tracker			
SEN assessments/IEPs	Foundation Stage Profile: Development Matters		Special Needs/IEPs /review meetings
Provision Map updated termly			Transition - liaison Reception staff
Informal and formal consultations with colleagues/parent	Learning Journals		Final Outcomes: July

s/outside agencies as necessary			
2 Simple			
Teacher Record & Assessment File - Portfolio			

Reception

Teacher Assessment	Formal Assessment	Pupil Assessment	Reporting
Reception Baseline Teacher Record & Assessment File 2 Simple SEN assessments/IEPs Provision Map updated termly Reading Record Booklet Informal and formal consultations with colleagues/parents/outside agencies as necessary Individual Pupil Progress Tracker Sims Tracker	Early Learning Goals through Observation and consultation with parents Writing assessment (Summer Term)	Pupil involvement in IEPs Self-assessment opportunities and reflection during lesson time	Parental consultations: November & March Special Needs/IEPs Report to LA re: end of Foundation Stage profile Transition: liaise with KS1 staff. Written report: July

Year One

Formative Assessment	Summative Assessment	Pupil Assessment	Reporting
<p>Objective Grids for all subjects on Insight Tracking</p> <p>Provision Map updated termly</p> <p>Informal and formal consultations with colleagues/parents/outside agencies as necessary.</p>	<p><i>Maths and English GL assessments</i></p> <p><i>Appropriate periodic assessment as designed by class teacher to assess depth of pupil understanding at end of teaching period.</i></p> <p><i>Phonics Screening Test</i></p> <p><i>Termly summative judgement entered as a Main Assessment on Insight Tracking for Reading, Writing and Maths; annual summative judgements for all other subjects</i></p>	<p>Pupil involvement in IEPs</p> <p>Opportunities for self and peer assessment</p>	<p>Parental consultations: November & March</p> <p>Special Needs/IEPs</p> <p>Written report: July</p>

Year Two

Formative Assessment	Summative Assessment	Pupil Assessment	Reporting
<p>Objective Grids for all subjects on Insight Tracking</p> <p>Provision Map updated termly</p> <p>Informal and formal consultations with colleagues/parents/outside agencies as necessary.</p>	<p><i>End of Key Stage SATs</i></p> <p><i>Maths and English GL assessment</i></p> <p><i>Appropriate periodic assessment as designed by class teacher to assess depth of pupil understanding at end of teaching period.</i></p> <p><i>Termly summative judgement entered as a Main Assessment on Insight Tracking for Reading, Writing and Maths; annual summative judgements for all other subjects</i></p>	<p>Pupil involvement in IEPs</p> <p>Opportunities for self and peer assessment</p>	<p>Parental consultations: November & March</p> <p>Special Needs/IEPs</p> <p>Written report: July</p>

Years Three, Four and Five

Formative Assessment	Summative Assessment	Pupil Assessment	Reporting
<p>Objective Grids for all subjects on Insight Tracking</p> <p>Provision Map updated termly</p> <p>Informal and formal consultations with colleagues/parents/outside agencies as necessary.</p>	<p><i>Maths and English GL assessment</i></p> <p><i>Appropriate periodic assessment as designed by class teacher to assess depth of pupil understanding at end of teaching period.</i></p> <p><i>Termly summative judgement entered as a Main Assessment on Insight Tracking for Reading, Writing and Maths; annual summative judgements for all other subjects</i></p>	<p>Pupil involvement in IEPs</p> <p>Opportunities for self and peer assessment</p>	<p>Parental consultations: November & March</p> <p>Special Needs/IEPs</p> <p>Written report: July</p>

Year Six

Formative Assessment	Summative Assessment	Pupil Assessment	Reporting
<p>Objective Grids for all subjects on Insight Tracking</p> <p>Provision Map updated termly</p> <p>Informal and formal consultations with colleagues/parents/outside agencies as necessary.</p>	<p><i>Maths and English GL assessment</i></p> <p><i>Appropriate periodic assessment as designed by class teacher to assess depth of pupil understanding at end of teaching period.</i></p> <p><i>End of Key Stage SATs</i></p> <p><i>Termly summative judgement entered as a Main Assessment on Insight Tracking for Reading, Writing and Maths; annual summative judgements for all other subjects</i></p>	<p>Pupil involvement in IEPs</p> <p>Opportunities for self and peer assessment</p>	<p>Parental consultations: November & March</p> <p>Special Needs/IEPs</p> <p>Written report: July</p>

DATA ANALYSIS

All data is analysed by the English and Maths Subject Leaders, the Assessment Coordinators and the Senior Leadership Team. Test data is used to inform teacher judgements which are entered on Insight Tracking.

Teachers use this data to inform planning and teaching and to support the setting of challenging and aspirational targets for individual pupils.

The Senior Leadership Team generates data reports for the Governing Body (Scrutiny and Standards Committee).

INDIVIDUAL PUPIL FILES

Each pupil also has an individual folder, their 'School File', stored in year groups in the Infant Department and in the office in the Junior Department.

These folders contain:

- Admissions form/particular issues to be aware of eg. bereavement
- Record of parent interviews/reviews
- Any correspondence between home and the Academy
- Behaviour Incident Forms
- Historical SEND information for children who are no longer on the SEND register
- End of year pupil reports
- Other information considered relevant
- SEND Class File (kept securely in each classroom) contains all IEPs, Needs Based Plans and professional reports from external agencies for children currently on the SEND register

REPORTING

The Academy provides:

- for Parents of children in Early Years Foundation, an annual introductory meeting in September.
- Parental Consultation Meetings in the Autumn and Spring Terms to discuss children's progress, personal and social development and their individual targets.

- additional meetings for the Parents of children with Special Educational Needs, arranged and held as appropriate or as detailed Statutory Requirements.
- an annual written report in July. (An example of and end of year report for Early Years Foundation and for Years 1 to 6 is available upon request)
- for parents new to Nursery and for parents new to Reception, a meeting in June

EQUAL OPPORTUNITIES

See separate policy.

ENTITLEMENT AND STATUTORY REQUIREMENTS

A new statutory Baseline Assessment will be introduced in Autumn 2020. This will be trialled for all Reception children in September 2019. Initial teacher assessments take place within four weeks of children starting Nursery.

Children in Years 2 and 6 complete the Statutory Assessments as required. Reporting to the parents of these children and to the external agencies, detailed in the legislation, of the test results are carried out as required.

An electronic common transfer form (CTF) is completed for all pupils transferring to another school and the statutory requirements regarding content and timescale for the transfer of this information are both adhered to. (See Academy Business Manager).

Parents, including non-custodial parents, have a right to access records concerning their own child, with certain limited exceptions. If mutual agreement is obtained these rights also extend to parents who are not married. Teachers will be informed by the Principal of any individual cases for which these apply as necessary.

Parents or carers wishing to see their child's records should apply to the Principal in writing who will then respond as required by statute.

ARRANGEMENTS FOR GOVERNANCE, MANAGEMENT AND EVALUATION OF ASSESSMENT

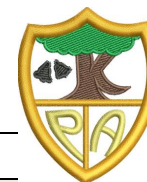
It is the responsibility of the Assessment Leaders - Jenny Godsall (Principal) and Matthew Stonehill (Vice Principal) to review and update this policy. This will be completed on a regular basis to ensure this policy reflects the Academy's approach to assessment. This policy will also be regularly scrutinised by the Academy's governing body.

The extended Senior Leadership Team, including subject leaders, will ensure this policy is being followed. This may include:

- Observations of classroom practice
- Analysis of Provision Mapping
- Analysis of In-School Summative and Formative Assessments (see above)
- Work scrutiny
- Planning trawls
- Working alongside and supporting less experienced staff, including providing professional development opportunities



Knowle CE Primary Academy Summative Assessment Schedule - Y1 - Y6



Subject/SL	Statutory	Termly	Annually	Other
ENGLISH	<p>Y1 - Phonics Screening* (June)</p> <p>Y2 - KS1 SATs/TA* (May)</p> <p>Y6 - KS2 SATs/TA* (May)</p> <p>Y6 - SPAG test* (May)</p>	<p>Y3/Y4/Y5 - Scholastic Reading Assessment*</p> <p>Y2 & Y6 - Past SATs Papers Reading Assessment and SPAG*</p> <p>[To be completed prior to the termly Pupil Progress Meetings]</p> <p>Y1 - Y6 - Termly Non-Negotiable Writing Assessment</p> <p>[In term 1 this will be a set piece assessed against the Non-Negotiable List for the relevant year. In terms 2 and 3 a selection of work from each pupil's books will be used]</p> <p>Writing Non-Negotiable Spreadsheet to be completed termly.</p> <p>Y1 - Y6 - Termly Writing Teacher Assessment* (Working Towards, Just Below,</p>	<p>Y1-Y6 - GL Assessment (Reading)* (May)</p>	<p>From 2019 onwards Y1/Y3/Y4/Y5 to complete an annual SPAG test</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>*Denotes entry onto Insight Tracker</p> </div>

		Expected, Greater Depth)		
MATHEMATICS	Y2 - KS1 SATs/TA* (May) Y6 - KS2 SATs* (May) [From 2020 onwards Y4 to take Times Tables Test* June]	Y1/Y3/Y4/Y5 - White Rose Assessment* Y2 & Y6 - Past SATs Papers Mathematics Assessment* [To be completed prior to the termly Pupil Progress Meetings]	Y1-Y6 - GL Assessment (Mathematics)* (May)	*Denotes entry onto Insight Tracker
SCIENCE	Y2 - KS1 TA* (May) Y6 - KS2 TA* (May)			Y1 - Y6 - End of Unit Test [Plymouth Science Hub Tests]* Y1 - Y6 - End of Unit Assessment* (TA)
ART & DESIGN			Y1-Y6 End of Year assessment in line with annual report to parents*	
RE			Y1-Y6 End of Year assessment in line	

			with annual report to parents*	
PE			Y1-Y6 End of Year assessment in line with annual report to parents*	
PSHE			Y1-Y6 End of Year assessment in line with annual report to parents*	
HISTORY			Y1-Y6 End of Year assessment in line with annual report to parents*	
COMPUTING			Y1-Y6 End of Year assessment in line with annual report to parents*	
DESIGN & TECHNOLOGY			Y1-Y6 End of Year assessment in line with annual report	

			to parents*	
GEOGRAPHY			Y1-Y6 End of Year assessment in line with annual report to parents*	
MUSIC			Y1-Y6 End of Year assessment in line with annual report to parents*	
FRENCH			Y1-Y6 End of Year assessment in line with annual report to parents*	

Subject Leaders are responsible for the moderation of teacher assessment judgments and the monitoring of both the implementation of the agreed schedule and the analysis of the outcomes.

Knowle CE Primary Academy

Marking and Feedback



We will use the following codes when we mark your work.
These codes will let you know how you have got on and what to do to make improvements.

LO ✓✓



LO ✓



Green Comments



Red Comments



I



WOW!





Knowle CE Primary Academy

Marking and Feedback

We will use the following codes when we mark your work. These codes will let you know how you have got on and what to do to make improvements.

LO ✓✓

You have fully met the learning objective

LO ✓

You have partially met the learning objective

LO x

You have not met the learning objective

Green Comments

Comments to show you what you have done well

Green Highlighter

Examples of good work

Red Comments

Comments to show you how to improve your work / next steps

Purple Comments

Your own comments to show personal reflection

Pink Highlighter

Grammar mistakes for you to correct

Sp

Spelling mistake

HP

House Point

I

Writing that has been completed independently

WOW!

Outstanding effort!



Knowle CE Primary Academy Marking and Feedback



We will use the following codes when we mark your work. These codes will let you know how you have got on and what to do to make improvements.

LO ✓✓

LO ✓

LO x

Green Comments

Red Comments

Purple Comments

HP

You have fully met the learning objective

You have partially met the learning objective

You have not met the learning objective

Comments to show you what you have done well

Comments to identify mistakes/ show you how to improve your work / next steps

Your own comments to show personal reflection

House Point

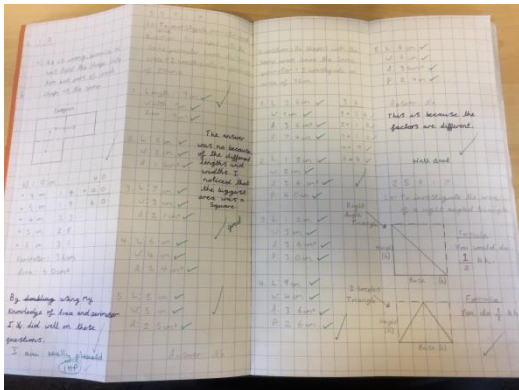
Presentation Reminders

12.12.2017

LO: To identify equivalent fractions



$$\cancel{2+2=5}$$



Short date and LO to be recorded at the top of your page

Pencil only for workings

Use small green ticks if asked to mark your own work

Rub your mistakes out or draw one neat line through your error

Fold your pages in half for computation work

No margins are needed

Corrections/ Reflective comments in purple