William Penn
Assessment Policy

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents formal and informal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. This policy statement covers assessment in its widest sense and also incorporates marking, feedback and target setting.

In our school we are committed to giving all children every opportunity to achieve the highest standards. Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children.

Target setting also allows us to ask some key questions about the performance of our school.
These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

At William Penn, we believe that effective feedback and marking will improve each child's progress towards their individual targets and learning intentions. A flexible, yet consistent approach is used and understood by all who are affected by it.

Aims and Objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to give children regular feedback in written and/or verbal form from their teacher/teaching assistant as to the progress they have made and what steps they need to take to improve/move on to the next level
- to encourage children to regularly discuss and review their progress with teachers
- to give opportunities for children to be involved in the assessment, feedback and marking process (self-assessment in written or verbal form)
- to set targets which challenge all children to do better, taking into account each child's starting point for learning, leading to focussed teaching and learning and pupil progress
- to enable teachers to plan lessons that accurately reflect the needs of each child
- to involve parents in supporting their child's learning through providing regular information
- to provide the Headteacher, Class teachers, SENCO and Governors with information that allows them to make judgements about the effectiveness of the school and to provide school self-evaluation data for use in improvement planning (including comparisons with similar schools and all schools)

Assessment Routines

We use our school Assessment Schedule as a framework for when to assess (on a half termly basis in the Autumn Term and thereafter termly) and what form this assessment should take. This is in addition

to the range of continual assessment and self-assessment strategies used on a daily basis. All these assessments are used to inform and subsequently develop pupil attainment and achievement. The attainment recorded is that which the teacher believes to be representative of the child's attainment, although test marks are retained for reference. Each term, the pupils' Progress Analysis (Intervention/Enrichment/Differentiation) sheets are completed as well as individual attainment and progress records within Target Tracker.

Regular assessment methods include:

- Teacher assessment
- Externally moderated tests/pupils' work including SATs
- Internally moderated tests/pupils' work
- Peer assessment
- Self-assessment

Assessment Routines for EYFS

At William Penn Primary School we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

A baseline assessment of all children's abilities and needs is made during their first half term in the Reception Year. This information is used to modify the teaching program for individuals and groups of children.
As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. In term, parents are invited to attend parents' consultations and in the autumn and spring are given an individual learning plan with child's next steps for learning.

Within the final term of Reception, we provide the parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning. The parents are then given the opportunity to discuss these judgments with the Reception teacher in preparation for Year 1.

Target Setting

We set targets in mathematics and English (reading and writing) and science for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child on a half termly basis in the Autumn Term and termly thereafter and monitor progress towards targets, intervening when necessary. Progress towards targets is analysed using progress made over various periods of time (annually and over key stages) as appropriate.

We also set targets for other areas of work in school, in consultation with the children that are linked to their individual working habits. These targets are available to pupils in the class setting in a way that is appropriate to their stage of learning. These targets are reviewed on a regular basis and include those contained within Individual Education Plans.

We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.

We offer children informal opportunities to review their progress with their teacher. This progress forms part of the discussion that teachers have with parents.

We produce a statement about each child's progress and attainment as part of the child's annual report.

Process of Target Setting

When children join our school, we make an assessment of their learning within the first term of their schooling with reference to the Early Years Foundation Stage journals which have been started in pre-school settings or previous school records. For pupils with disabilities or particular needs, information/reports from agencies such speech and language will also be used. These sources give information regarding the age related stage that the pupil is operating at and provide evidence of attainment. We use this information to identify strengths and areas for improvement in individual children and groups of children in the cohort.

Each term, except the Autumn Term where it is half term, class teachers track the children's progress towards their predicted targets.

Each teacher discusses/review the progress and attainment of pupils with the Headteacher/colleagues, especially where progress is significantly greater than expected or significantly less than expected. We make comparisons with the performance of similar schools in order to consider attainment against an external comparison.

Target Setting Data

In our school we use a range of information to support the target setting process.

- Raiseonline/DfE analysis
- the Electronic Provision of Data (Epod)
- national tests for seven and eleven year olds;
- optional tests for Years 3, 4 and 5;
- in school assessments
- Information relating to the specific context of the child such as outside agency reviews

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

We take the objectives for individual lessons from the learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum, P-Level or EYFS stage of attainment. This allows us to monitor the progress of each child.

Attainment is recorded in Target Tracker science, maths and English tracker sheets and in class teacher's ongoing daily records.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. Teachers are available informally at the end of every day and reports are written at the end of the academic year. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Teachers are available to discuss a child's progress with their parents and will initiate these discussions where necessary. This is in addition to planned formal opportunities, such as parent consultations, for parents and staff to meet to discuss progress. For children with additional needs, there are further opportunities such as meetings with parents, the SENCO, re: Individual Education Plans and outside agencies. In Year R each child has an ILP (Individual Learning Plan) which is shared with parents during parent consultations. Targets are set each term in each area of learning and parents record feedback on the plan.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on the core subjects of the National Curriculum. In this written report we include a space where parents can offer their own evaluation of performance during the year.

In the summer term we provide attainment standard information for pupils in Year 2 and Year 6. Year 6 pupils also have a 100 scale result.

We offer parents the opportunity to discuss the contents of the reports with their child's teacher.

Teachers give parents information regarding the main areas of study for that particular class (topic web, parent/teacher meetings) on a termly or yearly basis as appropriate. In this update the teacher identifies how parents can support any elements of the work during the school year.

Feedback to Pupils (General)

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We aim these comments at the children although quite often we write something that is useful to both parents and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson or to a particular effort that we wish to recognise. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

We endeavour to allow time at the beginning of each lesson for the older children to absorb any comments written on their work and respond to them as required. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

Feedback to Pupils (Foundation Stage)

Teachers and Teaching Assistants in our Early Years setting will communicate verbally with the children. Any written comments are in part designed to inform adults working with the child. Teachers and Teaching Assistants will make regular assessments against the EYFS journals detailing the progress that children are making in the seven areas of learning. The children contribute towards their ILP identifying their strengths and areas of enjoyment and what they would like to do more of or 'get better at'.

Feedback to Pupils (Key Stage One and Two)

- Teachers and Teaching Assistants will make regular written comments on the children's work, which celebrate the child's success against their targets and learning intentions as well as identifying the next steps that need to be taken.
- In both key stages the written comments need to be short, specific and relevant e.g. to write in a child's book "good work" is too ambiguous. Teachers need to say what is good and how they can further improve their work. Comments should be meaningful and refer to success in using advice given in previous feedback. Pupils need to know that this will be checked.

- Comments regarding pupils' opinions of their own performance and the meeting of success criteria are valuable. Pupil self-assessment will be part of every lesson and can be a physical process, for example with the use of different trays to put books in to, according to confidence with learning intention. Children, throughout the school, use different coloured pens and pencils to proof read, edit and improve their work.

Examples of Comments:

General

- 'Well done, you have met the challenge that I put to you in your last piece of work.

Mathematics

- 'Well done for learning all your doubles up to 20 + 20, now try to learn your doubles up to 25 + 25.'
- You have worked very hard to learn your multiplication facts to 5 x 5. Now you need to learn your multiplication facts to 6 x 6.

English

- You have written a very interesting and lively beginning to your story. Now plan and write the middle section to help develop the plot.
- Your sentence structure has shown improvement. Now try to organize your sentences into paragraphs.

Marking Code

Whilst accepting that written marking of work has to be tailored to meet the abilities and ages of each child and the subject being marked, we do believe that a common framework is necessary.
The following agreed code will be displayed in every Key Stage 2 classroom so that all children are aware of the meanings of the various markings.

Key Stage 1 teachers will use the code as an aide memoir as appropriate to the age of the child.

Code	Code Meaning
Sp	Spelling Error (Pupil self-corrects)
T	Incorrect Tense
^	Omission
//	Start New Paragraph
●	Incorrect (if a whole page is wrong, the teacher would stop marking and speak with the child)
o	Punctuation Error
✓	Correct
?	This doesn't make sense
------	Child rules a horizontal line through a mistake (in pencil)
DT	Discussed with Teacher
LOA	Learning Objective Achieved

A Consistent Approach

- All Teachers will use a blue coloured pen which stands out from that used by the children
- All Teachers and Teaching Assistants will demonstrate the best example of handwriting when writing in the children's books in accordance with the William Penn Handwriting Policy.
- Children will be given time to read the comments written – normally during the group work part of the lesson.
- Children will be invited to edit their own work whilst in progress and where that work is part of a series of lessons.

- Children will be encouraged to self evaluate their own work in every lesson on a written or practical basis.
- It should be made clear if work has been marked by a Supply Teacher or a Teaching Assistant through use of initials.
- All classrooms will display the marking symbols used by that teacher and they will be made familiar to the children in that class.

The Headteacher and Subject Leadership Group leaders monitor examples of children's work within specific subject areas in line with school improvement priorities. National exemplification materials are used to make judgements about the levels of the children's work. All teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

It is each Subject Leadership Group leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

Monitoring and Evaluating

The S.M.T and Teachers will regularly monitor the quality of formative assessment throughout the school and will give advice to individuals and whole school as necessary.

Monitoring and review

The Headteacher/Assessment co-ordinator is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The co-ordinator uses this time to inspect samples of the children's work and to observe the policy being implemented in the classroom.

Signed:

Date:

Appendix A: William Penn Assessment Schedules

Appendix B: William Penn Marking Code

Appendix C: William Penn Assessment Overview

Appendix D: William Penn Foundation Subject Assessment Schedule

William Penn
Assessment Schedules

Assessment Schedule		Key Stage 1				
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	Summer 2
Spelling						
Test / Assessment	▪ RWInc phonics Weekly spelling test	▪ RWInc phonics Weekly spelling test	▪ RWInc phonics Weekly spelling test	▪ RWInc phonics Weekly spelling test	▪ RWInc phonics Weekly spelling test ▪ Y2 - NCT	▪ RWInc phonics Weekly spelling test ▪ Y1 - Phonics Screening
Resources	▪ RWInc Phonics and Spelling programme	▪ RWInc Phonics and Spelling programme	▪ RWInc Phonics and Spelling programme	▪ RWInc Phonics and Spelling programme	▪ RWInc Phonics and Spelling programme	▪ RWInc Phonics and Spelling programme
Reading						
Test / Assessment	▪ RWInc - ongoing ▪ Guided Reading	▪ RWInc - ongoing ▪ Guided Reading ▪ Y2 Reading Comprehension	▪ RWInc - ongoing ▪ Guided Reading	▪ RWInc - ongoing ▪ Guided Reading ▪ Y2 Reading Comprehension	▪ RWInc - ongoing ▪ Guided Reading ▪ Y2 – NCT	▪ RWInc - ongoing ▪ Guided Reading
Resources	▪ RWInc Assessment Resources ▪ NC Statement Grid ▪ Guided Reading Folder ▪ Video Evidence of fluency and Guided reading questions	▪ RWInc Assessment Resources ▪ Reading comprehension papers. ▪ Guided Reading Folder	▪ RWInc Assessment Resources ▪ NC Statement Grid ▪ Guided Reading Folder ▪ Video Evidence of fluency and Guided reading questions	▪ RWInc Assessment Resources ▪ NC Statement Grid ▪ Guided Reading Folder ▪ Video Evidence of fluency and Guided reading questions	▪ RWInc Assessment Resources ▪ Reading comprehension papers. ▪ Guided Reading Folder ▪ NCT paper.	▪ RWInc Assessment Resources ▪ NC Statement Grid ▪ Guided Reading Folder ▪ Video Evidence of fluency and Guided reading questions
Writing						
Test / Assessment	▪ Unaided Writing Task for Writing Journey Folder	▪ Unaided Writing Task for Writing Journey Folder	▪ Unaided Writing Task for Writing Journey Folder	▪ Unaided Writing Task for Writing Journey Folder	▪ Unaided Writing Task for Writing Journey Folder ▪ Y2 - NCT	▪ Unaided Writing Task for Writing Journey Folder
Resources	▪ NC Statement Grid	▪ NC Statement Grid	▪ NC Statement Grid	▪ NC Statement Grid	▪ NC Statement Grid NCT task	▪ NC Statement Grid
Maths						
Test / Assessment	▪ Numicon Explorer Progress Books to be completed at the end of unit of work. ▪ Numicon tracking spreadsheet. Highlight Green/yellow/red to show progress against milestones	▪ Numicon Explorer Progress Books to be completed at the end of unit of work. ▪ Numicon tracking spreadsheet. Highlight Green/yellow/red to show progress against milestones ▪ White Rose Maths Papers (Autumn) Arithmetic and Reasoning	▪ Numicon Explorer Progress Books to be completed at the end of unit of work. ▪ Numicon tracking spreadsheet. Highlight Green/yellow/red to show progress against milestones	▪ Numicon Explorer Progress Books to be completed at the end of unit of work. ▪ Numicon tracking spreadsheet. Highlight Green/yellow/red to show progress against milestones ▪ White Rose Maths Papers (Spring) Arithmetic and Reasoning	▪ Numicon Explorer Progress Books to be completed at the end of unit of work. ▪ Numicon tracking spreadsheet. Highlight Green/yellow/red to show progress against milestones ▪ Y2 - NCT	▪ Numicon Explorer Progress Books to be completed at the end of unit of work. ▪ Numicon tracking spreadsheet. Highlight Green/yellow/red to show progress against milestones ▪ White Rose Maths Papers (Summer) Arithmetic and Reasoning
Resources	▪ Numicon Explorer Progress Books for Y1	▪ Numicon Explorer Progress Books for Y1	▪ Numicon Explorer Progress Books for Y1	▪ Numicon Explorer Progress Books for Y1	▪ Numicon Explorer Progress Books for Y1	▪ Numicon Explorer Progress Books for Y1

	and Y2 ▪ Numicon tracking spreadsheet.	and Y2 ▪ Numicon tracking spreadsheet. ▪ White Rose Maths Papers (Autumn) Arithmetic and Reasoning	and Y2 ▪ Numicon tracking spreadsheet.	and Y2 ▪ Numicon tracking spreadsheet. ▪ White Rose Maths Papers (Spring) Arithmetic and	and Y2 ▪ Numicon tracking spreadsheet.	and Y2 ▪ Numicon tracking spreadsheet. ▪ White Rose Maths Papers (Summer) Arithmetic and
Science						
Test / Assessment	Y1-Y2 Rising Stars Tests	Y1-Y2 Rising Stars Tests	Y1-Y2 Rising Stars Tests	Y1-Y2 Rising Stars Tests	Y1-Y2 Rising Stars Tests	Y1-Y2 Rising Stars Tests
Resources	Science Skills Sheets	Science Skills Sheets	Science Skills Sheets	Science Skills Sheets	Science Skills Sheets	Science Skills Sheets

Assessment Schedule	**Lower Key Stage 2**					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Spelling						
Test / Assessment	▪ RWI Weekly spelling tests ▪ RWI Spelling Challenge	▪ RWI Weekly spelling tests ▪ RWI Spelling challenge	▪ RWI Weekly spelling tests ▪ RWI Spelling challenge	▪ RWI Weekly spelling tests ▪ Testbase Spelling test	▪ RWI Weekly spelling tests ▪ Y3/Y4 QCA test ▪ RWI Spelling challenge	▪ RWI Weekly spelling tests ▪ Testbase Spelling test
Resources	▪ Testbase ▪ RWI Spelling programme	▪ Testbase ▪ RWI Spelling programme	▪ RWI Spelling programme	▪ Testbase ▪ RWI Spelling programme	▪ RWI Spelling programme	▪ Testbase ▪ RWI Spelling programme
Reading						
Test / Assessment	▪ Rising Stars reading test	▪ Weekly cross curricular and guided reading tasks. ▪ Rising Stars Reading Tests	▪ Rising Stars reading test	▪ Weekly cross curricular and guided reading tasks. ▪ Testbase reading test	▪ Weekly cross curricular and guided reading tasks.	▪ Weekly cross curricular and guided reading tasks. ▪ Testbase reading test
Resources	▪ NC Statement Grid	▪ Guided reading folders ▪ NC Statement Grid	▪ NC Statement Grid	▪ Guided reading folders ▪ NC Statement Grid	▪ NC Statement Grid	▪ Guided reading folders ▪ NC Statement Grid
Writing						
Test / Assessment	▪ Testbase writing/grammar test ▪ Writing Journey Folder ▪ Rising Stars Grammar tests	▪ Testbase writing/grammar test ▪ Writing Journey Folder	▪ Testbase writing/grammar test ▪ Writing Journey Folder	▪ Weekly cross curricular and guided reading tasks. ▪ Writing Journey Folder ▪ Testbase writing/grammar test	▪ Writing Journey Folder	▪ Weekly cross curricular and guided reading tasks. ▪ Writing Journey Folder ▪ Testbase writing/grammar test
Resources	▪ NC Statement Grid	▪ NC Statement Grid	▪ NC Statement Grid	▪ Guided reading folders ▪ NC Statement Grid	▪ NC Statement Grid	▪ Guided reading folders ▪ NC Statement Grid
Maths						
Test / Assessment	▪ Rising Stars Tests	▪ Rising Stars Tests		▪ Testbase Calculation and Reasoning paper		▪ Testbase Calculation and Reasoning paper
Resources	▪ Paul Broadbent ▪ Tracker ▪ Photocopied papers ▪ Teachers guide ▪ Key	▪ Paul Broadbent ▪ tracker ▪ Exercise books.	▪ Paul Broadbent ▪ tracker ▪ Photocopied papers ▪ Teachers guide	▪ Paul Broadbent ▪ Tracker ▪ Exercise books	▪ Paul Broadbent ▪ tracker	▪ Paul Broadbent ▪ Tracker ▪ Exercise books
Science						
Test / Assessment	▪ Skills based activities ▪ Rising Stars Tests	▪ Skills based activities ▪ Rising Stars Tests	▪ Skills based activities	▪ Skills based activities ▪ Rising Stars Tests	▪ Skills based activities	▪ Skills based activities ▪ Rising Stars Tests
Resources	▪ Key Skills/Progression grids.	▪ Key Skills/Progression grids. ▪ Exercise books	▪ Exercise books	▪ Key Skills/Progression grids. ▪ Exercise books	▪ Exercise books	▪ Key Skills/Progression grids. ▪ Exercise books

Assessment Schedule		Upper Key Stage 2				
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	Summer 2
Spelling						
Test / Assessment	▪ 20 words from Get spelling	▪ 2015 NCT sample assessment materials	▪ Test Base mid-year test ▪ 2016 NCT test	▪ CGP test for Y5 and 6	▪ Y5 Test base test ▪ Y6 NCT	▪ CGP test Y5 and 6
Resources	▪ NCT Test Papers	▪ NCT test materials for 2015	▪ NCT Test Papers ▪ Test base mid-year test	▪ CGP test materials	▪ NCT /test base Test Papers	▪ CPG test materials
Reading						
Test / Assessment	▪ CGP test for Y5 and 6	▪ CGP test for Y5 and 6	▪ NCT year 2016 for Y6 ▪ Test base mid-year test for Y5	▪ CGP test Y5 and Y6	▪ Y5 Testbase materials test ▪ Y6 NCT	▪ CGP test materials for Y5 and 6
Resources	▪ CGP test materials	▪ CGP test materials	▪ Past papers NCT ▪ Test base materials	▪ CGP test materials	▪ NCT /Test base Test Papers	▪ CCP test materials
SPAG						
Test/ Assessment	▪ CGP test for Y5 and Y6	▪ 2015 NCT sample materials	▪ 2016 NCT test for Y6 ▪ Testbase mid-year test for Y5	▪ CGP test for Y5 and Y6	▪ Y5 Testbase test ▪ Y6 - NCT	▪ CGP test for Y5 and Y6
Resources	▪ CGP test materials	▪ 2015 NCT sample test	▪ NCT sample materials ▪ Test base mid- year test	▪ CGP test materials	▪ NCT tests ▪ Testbase materials	▪ CGP test materials
Writing						
Test / Assessment	▪ Y5 and Y6 writing assessment guidelines from Weald Locality	▪ Y5 and Y6 writing assessment guidelines from Weald Locality	▪ Y5 and Y6 writing assessment guidelines from Weald Locality	▪ Y5 and Y6 writing assessment guidelines from Weald Locality	▪ Y6 interim assessment framework ▪ Y5 writing assessment guidelines from Weald Locality	▪ Y6 interim assessment framework ▪ Y5 writing assessment guidelines from Weald Locality
Resources	▪ Writing guidelines from Weald group for Y5 and Y6	▪ Writing guidelines from Weald group for Y5 and Y6	▪ Writing guidelines from Weald group for Y5 and Y6	▪ Writing guidelines from Weald group for Y5 and Y6	▪ Y6 interim framework for writing ▪ Writing guidelines from Weald group for Y5	▪ Y6 interim framework for writing ▪ Writing guidelines from Weald group for Y5
Maths						
Test / Assessment	▪ CGP maths for Y5 and Y6	▪ White Rose maths hub Autumn test for Y5 ▪ 2015 sample maths test for Y6	▪ Test base mid-year maths test for Y5 ▪ NCT 2016 for Y6	▪ White Rose maths hub spring test for Y5 ▪ CGP test for Y6	▪ Y5 Test base test ▪ Y6 NCT	▪ White Rose maths hub summer test for Y5 ▪ CGP test for Y6
Resources	▪ CGP test materials	▪ White Rose maths hubs ▪ NCT sample test	▪ Test base mid-year materials for Y5 ▪ NCT 2016 materials	▪ White rose maths hub materials ▪ CGP materials	▪ NCT /Testbase Test Papers	▪ White Rose maths hub materials ▪ CGP materials
Science						
Test / Assessment	▪ Rising stars topic test ▪ Science skills assessment sheets	▪ Rising stars topic test ▪ Science skills assessment sheets	▪ Rising stars topic test ▪ Science skills assessment sheets	▪ Rising stars topic test ▪ Science skills assessment sheets	▪ Rising stars topic test ▪ Science skills assessment sheets	▪ Rising stars topic test ▪ Science skills assessment sheets
Resources	▪ Rising stars topic tests ▪ Science skills recording sheets	▪ Rising stars topic tests ▪ Science skills recording sheets	▪ Rising stars topic tests ▪ Science skills recording sheets	▪ Rising stars topic tests ▪ Science skills recording sheets	▪ Rising stars topic tests ▪ Science skills recording sheets	▪ Rising stars topic tests ▪ Science skills recording sheets

William Penn
Marking Codes

Code	Code Meaning
Sp	Spelling Error (Pupil self-corrects)
T	Incorrect Tense
^	Omission
//	Start New Paragraph
●	Incorrect (if a whole page is wrong, the teacher would stop marking and speak with the child)
o	Punctuation Error
✓	Correct
?	This doesn't make sense
------	Child rules a horizontal line through a mistake (in pencil)
DT	Discussed with Teacher
LOA	Learning Objective Achieved

William Penn
Assessment Overview 2016-2017

Targets Set for Year
- Pupils' own targets in class and progress targets on Target Tracker

Ongoing Lesson by Lesson Assessment/Marking

- EYFS: Developmental Journal, TT statements and baseline Early Excellence plus 2Simple assessments on ipad
- Reading: Year groups 1-6 recording ongoing progress using NC statement grid and using Guided Reading sheets
- Writing: Year groups 1-6 recording using locality group version of national curriculum statement grid with progress bar from TT
- Mathematics: Year groups 1-6 recording using Broadbent sheets for KS2 and Numicon excel statements
- Science: Year groups 1-6 recording using Key Skills/Progression grid document
- Locality/West Sussex grids used for preparation of locality moderation packs
- Target Tracker 'I can' statements to be used where useful for pupil self-moderation
- Exemplars of all documents above to be found on the staff shared area under Assessment, Assessment Ongoing 2015 and then by subject.

Half Termly/Termly Assessments

- Target Tracker steps updated half termly all year groups as b, b+, w, w+, s, s+
- National Curriculum Target Tracker statements updated (shaded) termly
- Individual Learning Plans and Characteristics of Learning (EYFS) updated termly (except Summer owing to reports)
- Learning Journals updated (EYFS)
- EYFS baseline set in Autumn1
- Foundation subject assessments recorded when taught recorded using skills/statements in Target Tracker
- Tests in all year groups Maths, Reading, Spag, Science to inform judgements (Testbase, Twinkle and White Rose Maths hubs)
- Y2 and Y6 to use exemplars for DfE new end of key stage tests
- Summer 2: Y2 and Y6 DfE tests and Y3, 4, 5 Testbase tests

Progress Analysis

- Steps Progress Reports produced by class teachers and copies to HT
- Targets analysed to check on track

Focus Areas/Children Identified

- Children making less/more than expected progress identified
- Intervention for pupils identified in Progress Analysis (Intervention, Enrichment and Differentiation) sheets (copies emailed to HT)

Staff Ensure Appropriate Provision

- Use Progress Analysis (Intervention, Enrichment and Differentiation) sheets to inform planning and groupings
- ILPs reviewed and updated

Focus Areas Monitored

- Scrutiny of teaching, planning, children's work, learning environment

Feedback and Discussion
- Based on scrutinies

William Penn
Foundation Subject Assessment Schedule

	Autumn	Spring	Summer
Year R/1/2 Cycle A	**The Wonder Of You**	**Shiver and Sizzle (Equator, Poles, Weather Patterns)**	**In The Toy Box (Lives of People reflected in History)**
	PE, RE	Computing, Art	DT, History
Year R/1/2 Cycle B	**Who Lives Here? (Houses, Homes – Castles Lives of People)**	**Spring Has Sprung (Environmental Area, Trees)**	**Seaside (Four countries GB, Capital Cities)**
	History, Music	Geography, DT	Art, PSHCE
Year R/1/2 Cycle C	**What's On Your Plate? (Food And Harvest, Seven Continents and Five Oceans)**	**People That Help Us**	**Minibeasts (Environmental Area)**
	PSHCE, PE	RE, Music	Geography and Computing
Year 3/4 Cycle A	**Raging Rivers and Marvellous Mountains (Rivers and Mountains, Europe and Americas)**	**The Roman Empire**	**Groovy Greeks (Ancient Olympics, Greek legacy and culture)**
	Geography, Music	History, RE	PE
Year 3/4 Cycle B	**Ancient Ancestors (Stone Age to Iron Age)**	**We're Sailing Down the Nile (Ancient Egypt)**	**Watch Out There's A Dragon About (Study over time – national history reflected in locality)**
	DT, Computing	Art, MFL	PSHCE
Year 5/6 Cycle A	**We'll Meet Again (WWII links with Coolham Airfield and Battle of Britain)**	**Rulers of the Rainforest (Ancient Mayan civilisation and rainforests)**	**Vikings (Life and Legend)**
	History, DT	Geography, Art	Music
Year 5/6 Cycle B	**Wonders of the Universe**	**Super Settlers (Anglo Saxons and Scots)**	**Friends And Heroes (Quakerism and Democracy A Local Study)**
	PE, RE	Computing, MFL	PSHCE