

William de Yaxley CE Academy
Assessment Policy
2022

Setting an ‘on entry’ benchmark

Like many other junior schools, we make our own judgements of pupil’s attainment when they enter our school in September of year 3. This benchmarking is done using a variety of materials including:

- **The Star Reading test on Accelerated Reader** –a computer based test. Children read a variety of texts and answer questions about them in order to gauge children’s comprehension skills. A comprehension age is awarded which can be compared to the child’s chronological age and reading age.
- **A phonic assessment is carried out using materials from the Read, Write Inc Phonics programme.** This assessment is carried out 1:1 with the SENDCo, who is a Key Stage 1 specialist teacher. Which children already know all of the sounds in sets 1, 2 and 3? Which children need additional phonic teaching to fill gaps in their knowledge?
- **End of Key Stage 1 Reading comprehension test.** The children take the same reading comprehension test that they took a few months earlier.
- **Cold writes** – the children plan and carry out writing tasks independently prior to units of work in English (see the Teaching and Learning policy). These writing tasks across a range of text types help to identify what children already know and can do, what gaps they may have and what they need to know/learn/do next.
- **End of Key Stage 1 GPS test.** The children take the same grammar, punctuation and spelling test that they took a few months earlier.
- **End of Key Stage 1 Mathematics test.** The children take the same mathematics test that they took a few months earlier.

At the end of September, when all of the above assessments have been carried out, the year 3 teachers make judgements about each child’s attainment in reading, writing and maths. The teachers use the same language to describe the children’s attainment as that used at the end of Key Stage 1:

- **Working towards the expected standard**
- **Working at the expected standard**
- **Working at greater depth within the expected standard**

These judgements are shared with parents in October and discussed, if necessary, as part of the autumn term parents consultation appointment.

Measures of progress are made against the on entry judgements.

Assessment data submitted to DEMAT

Each term the children are tested in reading, maths and writing and the results are submitted to the Trust.

Year group	Reading	Writing	Maths
3	DIBELS CLS DIBELS WRC DIBELS WRF DIBELS ORF – words correct DIBELS ORF – accuracy MAZE DIBELS Composite	Teacher judgement. Based on all writing completed so far. Use the KLI statements to judge against. In the autumn term a pupil who is ARE should be secure in the KLIs from the previous year group. Pupils marked as: WTS, ARE or GDS	HeadStart maths content domain tests: • Number and Place Value • Addition and Subtraction Test A is used in the autumn term. Test B is used in the spring term. Test c is used in the summer term.

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The results of the tests are uploaded to Insight.

No More Marking

Each year group completes a No More Marking writing task during the year – an assessment calendar is provided which outlines when each year group is completing their writing task. It might be fiction or nonfiction and a writing prompt is provided for the task and acts as a starting point. The task is completed on paper provided and uploaded to NMM website by the specified date. During the judging window all staff complete the judging exercise – comparing two pieces of writing at a time and identifying which piece is better. We usually judge between 50 and 90 pieces of writing. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Each child is awarded a national grade (WTS, EXS, GDS), a writing age and a scaled score.

Maths

We use a Mastery approach to maths and lessons include 4 parts:

1. in-focus task to get children warmed up
2. 'Let's learn' where explicit teaching and modelling take place. Children often work in mixed ability pairs for this.
3. 'Guided practice' where children practice in a very similar format what has been taught or modelled
4. 'Independent practice' when the children get the chance to show what they have learned and can do on their own.

Each part of the lesson allows teachers to make judgements about children's knowledge and understanding based on how children are responding/working, what they are saying and doing and how well they are completing the activities.

Most activities at the beginning of the lesson are completed in red folders and adults move around the classroom listening to children while they work, asking questions, watching what they do and stepping in whenever there are misconceptions.

Teachers make judgements about when children are ready to move on to the next small step. Generally 80% of the class need to have understood the WALT for the lesson.

Science, History, Geography and Art

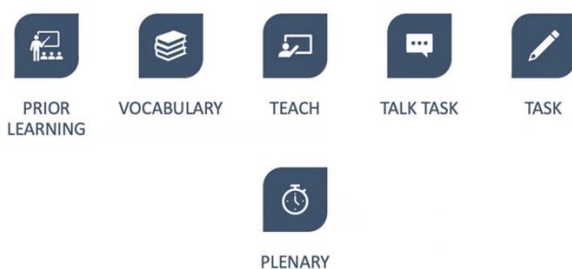
A knowledge rich and knowledge based curriculum where

1. Knowledge is valued and specified
2. Knowledge is well sequenced
3. Knowledge is taught to be remembered

Rosenshine's Principles of Instruction



Whole school training on Rosenshine's 'Principles of Instruction', ensured that teachers review what has already been learned, present information in small steps, ask children questions and expect them to be answered, clearly explain and model, guide children through practice tasks, talk to children to check that they are learning and understanding, provide scaffolds and address any misconceptions, give children a chance to practice on their own and review that learning is being retained and remembered. Throughout lessons, teachers assess/monitor pupil responses (e.g. through questioning, written and oral responses, low stakes Multiple Choice Quizzes, using Knowledge Organisers) and provide effective feedback.



Children's work is marked using the knowledge objective which has been stuck in their books. Teachers highlight the knowledge objective in green if and when achieved. They also tick the knowledge shown within the writing/activity given.

Teachers check that children are retaining the knowledge taught by recapping a key concept at the beginning of the lesson from a previous lesson (spaced retrieval practice), using the MCQ, providing some key vocabulary (can children remember what it means?) or definitions (can children remember the word?) and providing knowledge organisers with parts blanked out.

At the end of units children complete an assessment task, sometimes this is a knowledge showcase. For these we use **I, We, You approach**

1. **I** Annotating a model looking at a high-quality piece of writing and unpicking key features whilst asking questions to clarify understanding. This can be covered in English lessons if necessary.

2. **WE** – this is the shared write session, and together we come up with a group piece.
3. **YOU** – Children independently write on their own using resources like word mats with conjunctions and fronted adverbials etc

Children complete the knowledge showcase in the correct subject book. Over time they will complete pieces across all of the subjects.

1. Date must be written above the assessment task e.g.,

Friday 12th December (date above it)

	Knowledge Showcase
Assessment Task:-	

Knowledge Showcase titles should have the assessment task detailed. For example, the key question from the assessment or statement as detailed on the assessment lesson plan.

2. Start on a **double page** spread with the planning sheet stuck on the page before.
3. The structure strip must be stuck on the left hand side over the margin in gold shades getting darker to the bottom. Appropriate prompts for the children to be used so they know what to include in each paragraph. The level of help provided can be tailored to the needs of children (This includes sentences stems, questions and vocabulary). Prompts can also be reduced towards the end of the piece of writing if the children have the confidence in completing the task to a high standard.
4. Marked according to the knowledge used in the showcase piece and pick up any misconceptions. Refer to the assessment outcomes to help with this on the assessment planning.
5. High expectations of presentation

The Knowledge Showcase Structure Strip:

Children should be provided with scaffolds such as: sentence stems, key vocabulary, knowledge organiser, plans and models. When creating the knowledge showcase structure strips we use the assessment outcome on the planning document to help structure the knowledge showcase, as these bullet points provide an idea of what is expected of the children and what knowledge we want them to demonstrate.

What is democracy, and where did it begin? Athens is the birthplace of democracy. Democracy means Previously, Athens had been led by tyrants This system of democracy means Democracy, tyrants, leaders, Athens, government
Why are Spartan's famous warriors? Spartan's were famous for Spartan boys started The Agoge was a The boys took part The girls were raised Warriors, military training, Agoge, steal, brutal contests, wrestle, fist fight, handle a weapon
Who was Alexander the Great and what did he do? At 19, Alexander the Great Alexander wanted to When he entered the city-state of Thebes In 333BC in Cordium, Alexander the Great, Macedonia, conquered, Greece, cruel and ruthless, 30,000 citizens, slavery, untangle, Gordian Knot, Asia

Assessment Outcome
I can explain the legacy of Ancient Greece.
I know that Athens was the birthplace of democracy.
I know that the Spartans were fierce warriors and lived very modestly.
I know Alexander the Great created a vast empire.
I know that Plato, Socrates and Aristotle were Ancient Greek Philosophers.
I know the Ancient Greeks built important buildings with large columns and that this style has been copied around the world.
I know the Ancient Olympic Games included competitive sports, including running, javelin and equestrian events.

Marking and feedback

Maths, English and Guided reading books are marked alongside children in lessons whenever possible so that children receive immediate feedback on their learning and any errors or misconceptions are addressed as soon as possible.

Marking is done in green pen. Any modelling or over teaching is done in children's books so that it can be referred back to. The impact of this should then be evident in the work completed independently by the children.

Maths, English and Guided reading books are marked in depth twice a week.
Work in other subjects is marked twice during the topic (usually a half term)

In history, geography, science and art, children stick a knowledge objective at the beginning of the piece of work. This identifies the main learning for the lesson (including 3 smaller knowledge goals). The work is marked based on how well children show that they have learned that substantive or disciplinary knowledge. The knowledge objective is highlighted in green when it has been achieved. When children demonstrate the knowledge within the writing/activity given, this is ticked.

In all books:

Evidence of discussions are recorded using VF for verbal feedback and a brief summary of what was discussed is noted in the book.

Children may mark some work themselves, this is always done in purple pen.

Purple pen is also used when children edit and improve a piece of work.

Teachers will address GPS errors for things which they know have been taught. They will try not to pick up on more than 5 errors in each piece of writing.

If children have spelled a word incorrectly, teachers will give them the difficult part of the spelling and ask them to correct it, or they will correct the whole word. There is an expectation that the key vocabulary for that lesson will be spelled correctly.

Poor standards of presentation and handwriting are addressed.

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