

## William Penn Assessment Policy

### Introduction

At William Penn, we believe that effective feedback and marking (by adults and children, or with a peer) will improve each child's progress towards the learning intentions. A flexible, yet consistent approach is used and understood by all who are involved in 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 verbal form from their teacher/teaching assistant as to the progress they have made and what steps they need to improve
- 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) by using agreed Success Criteria
- 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, Deputy 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.

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/Pupils Knowledge of their Progression in Learning**

It is important for pupils to have an understanding of where their own learning fits in to their learning journey as a whole. There are various ways that we work with pupils to facilitate this, including working walls and the use of success criteria in their books.

For example:

- **English:** In lessons, children to create their own Success Criteria from Writing Mats in Upper Stage 2. Lower Key Stage 2 to have Success Criteria provided to write against. In the front of their English books, all children to refer to My Writing Checklist, from Rising stars. These are to be displayed, laminated and referred to in each writing session.

Targets for other areas of work in school, are used, in consultation with the children, and 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.

In addition, 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 as 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, class teachers track the children's progress towards their predicted targets.

Each teacher discusses/reviews 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. This data is monitored by the Governing Body.

### **Target Setting Data**

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

- ASP/DfE analysis
- the Electronic Provision of Data (Epod)
- Phonics screening in Year 1
- national tests for seven and eleven year olds;
- Times Tables tests (Y4)
- in school assessments
- Information relating to the specific context of the child such as outside agency reviews
- End of unit checks

## **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, pre-National Curriculum or EYFS stage of attainment. This allows us to monitor the progress of each child.

Attainment is recorded in Target Tracker.

## **Reporting to Parents**

We have a range of strategies that keep parents fully informed of their child's progress in school. Teachers are available on a frequent basis (either in person or via email) 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 Learning 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, all parents receive 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.

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.

04/07/2024

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 green 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  $5 \times 5$ . Now you need to learn your multiplication facts to  $6 \times 6$ .

## 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 classroom so that all children are aware of the meanings of the various markings and A5 copies will be available on their tables.



### William Penn Marking Codes

Code	Code Meaning
○	Missing punctuation e.g. missing capital letter, full stop or comma.
_____	Grammatical error.
^	Missing word.
✓	Work is correct. This can be a double tick and initialled.
//	New paragraph is needed. (KS2)
holl o ~~~~~	Wiggly line to indicate a spelling error. Children can use this wiggly line themselves when they are unsure of a spelling.
Sp	Sp circled in the margin to indicate which line contains a misspelling. Children to write out the spelling correctly at least 3 times at the bottom of their work.
TS	Teacher support – did the student have adult support during the lesson?
PS	Peer support – did the student have support from a peer during the lesson?
AL	Adapted lesson – was this lesson adapted to suit the student's needs or abilities?

Marking to be done during the lesson to give the children to opportunity to respond during the lesson.

Adults are to mark in blue and children are to respond in green pen.

## **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.

## **Monitoring and Evaluating**

Senior Leaders and Teachers will regularly monitor the quality of formative assessment throughout the school and will give advice to individuals and whole school as necessary.

The Governing Body will use the data collected through internal and external assessments to hold school leaders to account for the educational performance of the school and its pupils.

## **Monitoring and review**

The Headteacher/Assessment co-ordinator and Senior Leaders are responsible for monitoring the implementation of this policy. We allocate special time for this vital task.

Signed:

Date: 14.6.24

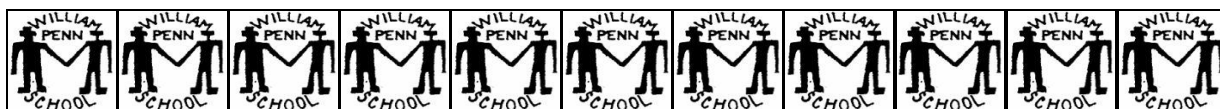
Date of next review: 14.6.27

## **Appendix A: William Penn Assessment Schedules**

## **Appendix B: William Penn Marking Code**

## **Appendix C: William Penn Assessment Overview**

## Appendix A



### William Penn Assessment Schedules

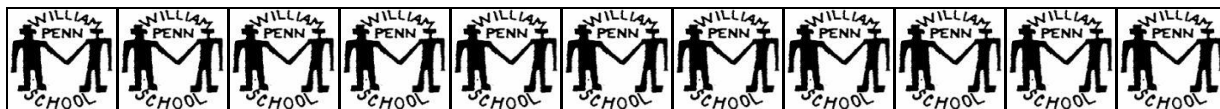
Assessment Schedule		Key Stage 1				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Spelling</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>RWInc phonics Weekly spelling test</li> </ul>	<ul style="list-style-type: none"> <li>RWInc phonics Weekly spelling test</li> </ul>	<ul style="list-style-type: none"> <li>RWInc phonics Weekly spelling test</li> </ul>	<ul style="list-style-type: none"> <li>RWInc phonics Weekly spelling test</li> </ul>	<ul style="list-style-type: none"> <li>RWInc phonics Weekly spelling test</li> <li>Y2 - NCT</li> </ul>	<ul style="list-style-type: none"> <li>RWInc phonics Weekly spelling test</li> <li>Y1 - Phonics Screening</li> </ul>
Resources	<ul style="list-style-type: none"> <li>RWInc Phonics and Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Phonics and Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Phonics and Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Phonics and Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Phonics and Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Phonics and Spelling programme</li> </ul>
<b>Reading</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>RWInc - Guided Reading</li> </ul>	<ul style="list-style-type: none"> <li>RWInc - Guided Reading</li> <li>Y2 Reading Comprehension</li> </ul>		<ul style="list-style-type: none"> <li>RWInc - Guided Reading</li> <li>Y2 Reading Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>RWInc - Guided Reading</li> <li>National Curriculum Y2</li> </ul>	<ul style="list-style-type: none"> <li>RWInc - Guided Reading</li> </ul>
Resources	<ul style="list-style-type: none"> <li>RWInc Assessment Resources</li> <li>NC Statement Grid</li> <li>Guided Reading Folder</li> <li>Video Evidence of fluency and Guided reading questions</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Assessment Resources</li> <li>Reading comprehension papers.</li> <li>Guided Reading Folder</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Assessment Resources</li> <li>NC Statement Grid</li> <li>Guided Reading Folder</li> <li>Video Evidence of fluency and Guided reading questions</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Assessment Resources</li> <li>NC Statement Grid</li> <li>Guided Reading Folder</li> <li>Video Evidence of fluency and Guided reading questions</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Assessment Resources</li> <li>Reading comprehension papers.</li> <li>Guided Reading Folder</li> <li>NCT paper.</li> </ul>	<ul style="list-style-type: none"> <li>RWInc Assessment Resources</li> <li>NC Statement Grid</li> <li>Guided Reading Folder</li> <li>Video Evidence of fluency and Guided reading questions</li> </ul>
<b>Writing</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>Unaided Writing Task for Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Unaided Writing Task for Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Unaided Writing Task for Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Unaided Writing Task for Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Unaided Writing Task for Writing Journey Folder</li> <li>Y2 - NCT</li> </ul>	<ul style="list-style-type: none"> <li>Unaided Writing Task for Writing Journey Folder</li> </ul>
Resources	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid NCT task</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>
<b>Maths</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>National Curriculum tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>National Curriculum tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>National Curriculum tests Y2</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>
<b>Science</b>						
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
<b>Spelling</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>RWI Weekly spelling tests</li> <li>Rising Stars Spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>RWI Weekly spelling tests</li> <li>Rising Stars Spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>RWI Weekly spelling tests</li> <li>RWI Spelling challenge</li> </ul>	<ul style="list-style-type: none"> <li>RWI Weekly spelling tests</li> <li>Rising Stars Spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>RWI Weekly spelling tests</li> </ul>	<ul style="list-style-type: none"> <li>RWI Weekly spelling tests</li> <li>Rising Stars Spelling tests</li> </ul>
Resources	<ul style="list-style-type: none"> <li>RWI Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWI Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWI Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWI Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWI Spelling programme</li> </ul>	<ul style="list-style-type: none"> <li>RWI Spelling programme</li> </ul>
<b>Reading</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>Rising Stars reading test</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars Reading Tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars reading test</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars reading test</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars reading test</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars reading test</li> </ul>
Resources	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NC Statement Grid</li> </ul>
<b>Writing</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>Rising Stars grammar test</li> <li>Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars grammar test</li> <li>Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars grammar test</li> <li>Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Writing Journey Folder</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars grammar test</li> <li>Writing Journey Folder</li> </ul>
Resources	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading folders</li> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>NC Statement Grid</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading folders</li> <li>NC Statement Grid</li> </ul>
<b>Maths</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>	<ul style="list-style-type: none"> <li>Target tracker statements</li> </ul>
<b>Science</b>						
Test / Assessment	<ul style="list-style-type: none"> <li>Skills based activities</li> <li>Rising Stars Tests</li> </ul>	<ul style="list-style-type: none"> <li>Skills based activities</li> <li>Rising Stars Tests</li> </ul>	<ul style="list-style-type: none"> <li>Skills based activities</li> </ul>	<ul style="list-style-type: none"> <li>Skills based activities</li> <li>Rising Stars Tests</li> </ul>	<ul style="list-style-type: none"> <li>Skills based activities</li> </ul>	<ul style="list-style-type: none"> <li>Skills based activities</li> <li>Rising Stars Tests</li> </ul>
Resources	<ul style="list-style-type: none"> <li>Key Skills/Progression grids.</li> </ul>	<ul style="list-style-type: none"> <li>Key Skills/Progression grids.</li> <li>Exercise books</li> </ul>		<ul style="list-style-type: none"> <li>Key Skills/Progression grids.</li> <li>Exercise books</li> </ul>		<ul style="list-style-type: none"> <li>Key Skills/Progression grids.</li> <li>Exercise books</li> </ul>



Assessment Schedule		Upper Key Stage 2					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Spelling</b>							
Test / Assessment	<ul style="list-style-type: none"> <li>Get Spelling words</li> <li>Y5 Rising Stars</li> <li>Y6 NCT</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling words</li> <li>Y5 Rising Stars</li> <li>Y6 NCT</li> </ul>	Get Spelling words	<ul style="list-style-type: none"> <li>Get Spelling words</li> <li>Y5 Test base test</li> <li>Y6 NCT</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling words</li> <li>Y5 Test base test</li> <li>Y6 NCT</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling words</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>Get Spelling NCT test materials</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling NCT test materials</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling NCT Test Papers</li> </ul>	<ul style="list-style-type: none"> <li>NCT Test Papers</li> </ul>	<ul style="list-style-type: none"> <li>Get Spelling</li> </ul>	
<b>Reading</b>							
Test / Assessment	<ul style="list-style-type: none"> <li>Rising Stars Tests Year 5</li> <li>Y6 NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars Tests Year 5</li> <li>Y6 NCT tests</li> </ul>		<ul style="list-style-type: none"> <li>Rising Stars Tests Year 5</li> <li>Y6 NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars Tests Year 5</li> <li>Y6 NCT tests</li> </ul>		
Resources	<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>		<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>		
<b>SPAG</b>							
Test/ Assessment	<ul style="list-style-type: none"> <li>Rising Stars grammar test Y5</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars grammar test Y5</li> <li>NCT tests Y6</li> </ul>		<ul style="list-style-type: none"> <li>Rising Stars grammar test Y5</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars grammar test Y5</li> <li>NCT tests Y6</li> </ul>		
Resources	<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>		<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>Rising Stars NCT tests</li> </ul>		
<b>Writing</b>							
Test / Assessment	<ul style="list-style-type: none"> <li>Y5 and Y6 writing assessment guidelines from Weald Locality</li> </ul>	<ul style="list-style-type: none"> <li>Y5 and Y6 writing assessment guidelines from Weald Locality</li> </ul>	<ul style="list-style-type: none"> <li>Y5 and Y6 writing assessment guidelines from Weald Locality</li> </ul>	<ul style="list-style-type: none"> <li>Y5 and Y6 writing assessment guidelines from Weald Locality</li> </ul>	<ul style="list-style-type: none"> <li>Y6 interim assessment framework</li> <li>Y5 writing assessment guidelines from Weald Locality</li> </ul>	<ul style="list-style-type: none"> <li>Y6 interim assessment framework</li> <li>Y5 writing assessment guidelines from Weald Locality</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>Writing guidelines from Weald group for Y5 and Y6</li> </ul>	<ul style="list-style-type: none"> <li>Writing guidelines from Weald group for Y5 and Y6</li> </ul>	<ul style="list-style-type: none"> <li>Writing guidelines from Weald group for Y5 and Y6</li> </ul>	<ul style="list-style-type: none"> <li>Writing guidelines from Weald group for Y5 and Y6</li> </ul>	<ul style="list-style-type: none"> <li>Y6 interim framework for writing</li> <li>Writing guidelines from Weald group for Y5</li> </ul>	<ul style="list-style-type: none"> <li>Y6 interim framework for writing</li> <li>Writing guidelines from Weald group for Y5</li> </ul>	
<b>Maths</b>							
Test / Assessment	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>NCT tests Y6</li> </ul>	<ul style="list-style-type: none"> <li>White Rose end of unit assessments</li> <li>NCT tests Y6</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>White Rose NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose NCT tests</li> </ul>	<ul style="list-style-type: none"> <li>White Rose NCT tests</li> </ul>	
<b>Science</b>							
Test / Assessment	<ul style="list-style-type: none"> <li>Rising stars topic test</li> <li>Science skills assessment sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic test</li> <li>Science skills assessment sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic test</li> <li>Science skills assessment sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic test</li> <li>Science skills assessment sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic test</li> <li>Science skills assessment sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic test</li> <li>Science skills assessment sheets</li> </ul>	
Resources	<ul style="list-style-type: none"> <li>Rising stars topic tests</li> <li>Science skills recording sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic tests</li> <li>Science skills recording sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic tests</li> <li>Science skills recording sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic tests</li> <li>Science skills recording sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic tests</li> <li>Science skills recording sheets</li> </ul>	<ul style="list-style-type: none"> <li>Rising stars topic tests</li> <li>Science skills recording sheets</li> </ul>	

## Appendix B



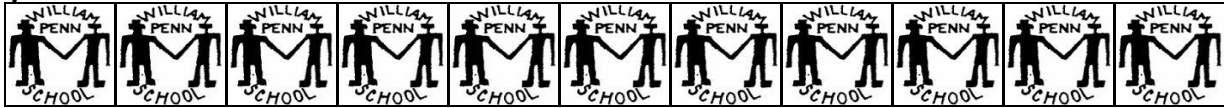
### William Penn Marking Codes

Code	Code Meaning
○	Missing punctuation e.g. missing capital letter, full stop or comma.
_____	Grammatical error.
^	Missing word.
✓	Work is correct. This can be a double tick and initialled.
//	New paragraph is needed. (KS2)
holl o ~~~~~	Wiggly line to indicate a spelling error. Children can use this wiggly line themselves when they are unsure of a spelling.
Sp	Sp circled in the margin to indicate which line contains a misspelling. Children to write out the spelling correctly at least 3 times at the bottom of their work.
TS	Teacher support – did the student have adult support during the lesson?
PS	Peer support – did the student have support from a peer during the lesson?
AL	Adapted lesson – was this lesson adapted to suit the student's needs or abilities?

Marking to be done during the lesson to give the children to opportunity to respond during the lesson.

Adults are to mark in blue and children are to respond in green pen.

## Appendix C



# Assessment Overview 2020-2021

