

# THE SYDNEY RUSSELL SCHOOL



## Assessment Strategy 2020-21 Primary Phase



## Principles of Assessment at SRS

1. Assessment, in whatever form, is designed to check that pupils' understanding of the knowledge and proficiency in the skills needed for that point in their school career, as outlined by the PoS and curriculum overviews.

2. Assessment is used to inform and guide teaching to ensure that all pupils are secure in their grasp of key knowledge, concepts and skills. It identifies weaknesses and misconceptions in students' knowledge and skills in order to inform planning and future teaching and learning.

(See also 'The research behind our model' – Principles of assessment at SRS, SRS Toolkit (Teacher Resources))

## Whole school methodology for assessment (relevant to all phases and subjects)

➤ 3 data drops per year per year group (EYFS – Year 6).

Rigorous and challenging formalised assessments are used at timetabled intervals throughout the year to assess pupil progress against the knowledge and skills of our curriculum intent and to guide further teaching

➤ For all feedback, teachers' responses should be written in **red pen**.

➤ Pupils' response to feedback, including peer and self-assessment, should be written in **green pen**.

➤ **MAC** (Marking alongside Child) ('conference marking') is considered highly effective in impacting on pupils' learning.

➤ **EDIRT** (Enough Dedicated Improvement and Reflection Time) is given and structured to allow pupils to reflect and act on improvements. (See also 'The research behind our model' – Principles of assessment at SRS, SRS Toolkit (Teacher Resources))

➤ Feedback is clear, so that pupils understand what to do to improve and can act upon it with **success criteria** referenced wherever possible.

Teacher assessment codes		
<b>S 1:1 / 1:4 – Supported 1:1 / 1:4</b>	<b>I – Independent (WA)</b>	<b>CI – Child initiated</b>

➤ Highlighting is used to draw pupils' attention to key areas of success (green highlighting – '**green to go**') and areas for improvement (pink highlighting – '**pink to think**').

➤ **SPaG** is marked according to the **literacy marking code**. A copy of this is in the front of each subject exercise book, is permanently displayed in the classroom and is displayed and referred to during EDIRT activities.

## Literacy marking code

Code	Denotes	Where this is applicable
<b>Sp</b>	Spelling Error*	Applicable in KS1 & KS2. EYFS apply this as suitable for the child. *Pupils to correct the spelling error three times in the margin.
<b>CL</b>	Capital Letter Error	Applicable in KS1 & KS2. EYFS apply this as suitable for the child.
<b>Gr</b>	Grammar Error	Applicable in KS2. Some examples might include: the use of incorrect homophones, subject-verb agreement errors or misusing pronouns.

I	Incorrect Tense	Applicable in KS2.
^	Missing Word	Applicable in EYFS, KS1 and KS2.
.....	Wrong word	Applicable in KS1
WW	Wrong Word	Applicable in KS2
<i>Pink highlight</i>	Punctuation Error	Applicable in EYFS and Yr 1
P_	Punctuation Error	Applicable in Yr2 and KS2. Teachers to write the punctuation mark that is being used incorrectly next to 'P'. For example: P. or P' or P;
//	New Paragraph	Applicable in Yr 2 and KS2
*	Up-level	Applicable in EYFS, KS1 and KS2. Teachers highlight in pink the word/phrase which the pupil should try to up-level.

- Peer and self-assessment are used regularly - effective peer/self-assessment is modelled in lessons.
- Teachers are required to mark key pieces of a pupil's work; they are not required to mark every piece of work in a unit of study. **All pupils should have at least one form of detailed feedback with specific assessment criteria per week for Reading, Writing and Maths and at least one per half term for each foundation subject or when appropriate.**
- Pupil Progress Meetings (PPMs) in the primary phase triangulate standardised assessment outcomes/teacher assessments and moderations of pupils' work to quality assure progress reporting.
- All termly assessment outcomes are reported through **SIMS** with full data analysis informing interventions and phase/subject specific improvement strategies.

**Moderation** takes place regularly to quality assure assessment standards. These are led by curriculum leads with SLT support.

'Book looks' across all subject areas within primary year groups/Key stages take place regularly (at least half termly) with whole school 'Book looks' used to support the continuous driving of standards and informing CPD.

Departmental/Phase work scrutiny takes place at least termly (Department/Phase Review) against the **Work Scrutiny criteria** (See SRS Toolkit – Teacher Resources)

We work closely with **Parents/Carers** to ensure every child is best supported to fully progress in their learning: in **EYFS** this is particularly through parent/carer's regular sharing of observations of their child's

development, in **KS1 and KS2** this is through parent/carers' daily engagement with the Home Link book through which they communicate the progress their child is making in home reading.

	<b>Teacher assessment points (including how and when assessment strategies will be used)</b>	<b>Criteria by which students' work is assessed</b>
<b>EYFS</b>	Baseline assessment - October Spring (Feb) progress reporting Summer (June) progress reporting Moderation arrangements <ul style="list-style-type: none"> <li>• PPMs (Termly)</li> <li>• Internal moderation (Half termly)</li> <li>• External moderation (termly)</li> </ul>	30-50 mths & 40-60 mths  Emerging/Developing/Secure e.g. 30i/30ii/30iii  EOY: ELG reporting
<b>KS1</b>	3 assessment data reports per year (Dec, Mar, Jun) Subject specific assessments Moderation arrangements <ul style="list-style-type: none"> <li>• PPMs (Termly)</li> <li>• Internal moderation (Half termly)</li> <li>• External moderation (termly)</li> </ul>	WT / WA / GD
<b>KS2</b>	3 assessment data reports per year (Dec, Mar, Jun) Subject specific assessments Moderation arrangements <ul style="list-style-type: none"> <li>• PPMs (Termly)</li> <li>• Internal moderation (Half termly)</li> <li>• External moderation (termly)</li> </ul>	WT / WA / GD

Primary phase – assessment overview				
Assessment focus	Year	Frequency	Notes	
<b>Literacy</b>				
Reading	Reading aloud	EYFS – Yr 6	Weekly	Observations of children’s reading via EvidenceMe assessed against Development matters framework. Linked to Home Reading strategy.
	RWI (Phonics) – reading comprehension	EYFS, Yr 1, Yr 2	½ termly (Wk 4-6)	Teacher assessment
	RS Reading Comprehension	Yr 1 - 6	Fortnightly	Marks / 10 – gap analysis RAG
	RWI (Lit & Lang) Reading Comprehension	Yr 2 - 6	½ termly (Wk 4-6)	Marks / 15 - gap analysis RAG
Writing	RWI (Phonics) - writing	EYFS & Yr 1	½ termly (Wk 4-6)	Observations of children’s reading via EvidenceMe assessed against Development matters framework. Teacher assessment using guide of rubric* Gap analysis RAG
	RWI (Lit & Lang) Writing (Fiction & Non-fiction)	Yr 2 - 6	½ termly (Wk 4-6)	Teacher assessment using guide of rubric* Gap analysis RAG. Termly teaching focus to be linked to other curriculum areas.
GPS	GPS – HFW /spelling test	EYFS – Yr 6	Weekly	Marks / 10 – teacher records of pupil progress
	RWI (Phonics) GPS	EYFS – Yr 1	Fortnightly	Teacher assessment
	RS GPS	Yr 1 - 6	½ termly	Marks /10 (depending on year group)
	RWI (Lit & Lang) GPS	Yr 2 - 6	½ termly (Wk 4-6)	Marks /10 (depending on year group)
<b>Maths</b>				
EYFS	White Rose	EYFS	On-going	Observations of children’s reading via EvidenceMe assessed against Development matters framework.
KS1	White Rose <i>End of Block</i> (unit)	Y1-Y2	3 termly <i>End of Block</i>	Baseline and end of unit White Rose test. Mock SATS and preparation tests conducted in spring term including reasoning and arithmetic papers
	Times Tables	Y2	Weekly checks	Conducted as an independent test
	White Rose <i>End of Term</i> assessment	Y1– Y2	Termly	Conducted at the end of each term. Test consist of all units (blocks) that pupils studied that term *baseline assessment conducted at the start of Autumn 1 informs the teacher of any gaps for the whole year or challenges that need to be set for greater depth
KS2	White Rose <i>End of Block</i> (unit)	Y3-Y6	3/4 per term Depending on a YG	End of unit White Rose test including reasoning and arithmetic papers *Y6 SATS papers are taken by Children throughout the year as preparation

	TimesTables	Y3-6	Weekly checks	Conducted as an independent test
	White Rose <i>End of Term</i> assessment	Y3-Y6	Termly	Conducted at the end of each term. Test consist of all units (blocks) that pupils studied that term *baseline assessment conducted at the start of Autumn 1 informs the teacher of any gaps for the whole year or challenges that need to be set for greater depth
<b>Science</b>				
EYFS	Understanding the world	EYFS	Weekly lessons	Observations of children's reading via EvidenceMe assessed against Development matters framework (Understanding of the World). Learning recorded in Topic books Children know about: similarities and differences in relation to places similarities and differences in relation to objects similarities and differences in relation to materials similarities and differences in relation to living things. They talk about: the features of their own immediate environment how environments might vary from one another. They make observations of animals and plants They explain why some things occur, and talk about changes.
KS1	Snap Science	Y1-2	Per unit of work – half termly	Teacher assessment for Snap Science assessment Self/peer assessment for rest of topic Enquiry skills and knowledge are assessed Teacher assessment on SIMS KWL & SC in books
KS2	Snap Science	Y3-6	Per unit of work – half termly	Teacher assessment for Snap Science assessment Self/peer assessment for rest of topic Enquiry skills and knowledge are assessed Teacher assessment on SIMS KWL & SC in books
<b>Computing</b>				
EYFS	Understanding the world.	EYFS	Weekly lessons	Observations of children's reading via EvidenceMe assessed against Development matters framework (Understanding of the World). Learning recorded in Topic books
KS1	Purple Mash scheme - Computer Science Digital Literacy Information Technology	Y1-2	Per unit of work – half termly	Purple Mash Automatically records children's progress and scores for assessments  Teacher assessment for Purple Mash on purple mash assessment grid

KS2	Purple Mash scheme - Computer Science Digital Literacy Information Technology	Y3-6	Per unit of work – half termly	Purple Mash Automatically records children’s progress and scores for assessments  Teacher assessment for Purple Mash on purple mash assessment grid then entered on SIMS
<b>History</b>				
EYFS	Understanding the World	EYFS	On going/ Daily	Observations of children’s reading via EvidenceMe assessed against Development matters framework (Understanding of the World). Learning recorded in Topic books
KS1	Plan B scheme	Y1-2	Half term block	Pupils complete KWL grid pre and post unit of work. Weekly assessment grid. End Point Assessment at the end of the unit. TA entered on SIMS
KS2	Plan B scheme	Y3-6	Half term block	Pupils complete KWL grid pre and post unit of work. Weekly assessment grid. End Point Assessment at the end of the unit. TA entered on SIMS
<b>Geography</b>				
EYFS	Understanding of World	EYFS	On-going/ Daily	Observations of children’s reading via EvidenceMe assessed against Development matters framework (Understanding of the World). Learning recorded in Topic books
KS1	Plan B scheme	Y1-2	Half term block	Pupils complete KWL grid pre and post unit work. Weekly assessment grid. End Point Assessment at the end of the unit. TA entered on SIMS
KS2	Plan B scheme	Y3-6	Half term block	Pupils complete KWL grid pre and post unit work. Weekly assessment grid. End Point Assessment at the end of the unit. TA entered on SIMS
<b>Art</b>				
EYFS	Expressive Arts and Design, Physical Development	EYFS	Weekly lessons	Observations of children’s reading via EvidenceMe assessed against Development matters framework (Expressive Arts and Design, Physical Development). Learning recorded in Topic books
KS1	Twinkl scheme	Y1-2	Half termly/ end of unit	TA data entered on SIMS. KWL & SC in books
KS2	Twinkl scheme	Y3-6	Half termly/ end of unit	TA data entered on SIMS. KWL & SC in books
<b>Design Technology</b>				

<b>EYFS</b>	Expressive Arts and Design, Physical Development	EYFS	Weekly lessons	Observations of children's reading via EvidenceMe assessed against Development matters framework (Expressive Arts and Design, Physical Development). Learning recorded in Topic books
<b>KS1</b>	Twinkl scheme	Y1 - 2	Half termly/ end of unit	KWL & SC in books TA entered on SIMS
<b>KS2</b>	Twinkl scheme	Y3 - 6	Half termly/ end of unit	KWL & SC in books TA entered on SIMS
<b>PE</b>				
<b>EYFS</b>	Physical Development	EYFS	On going	Observations of children's reading via EvidenceMe assessed against Development matters framework (Physical Development).
<b>KS1</b>	Merton SSP scheme	Y1-2	Half termly	Teacher assessment entered on SIMS.
<b>KS2</b>	Merton SSP scheme	Y3-6	Half termly	Teacher assessment entered on SIMS.
<b>PSHE</b>				
<b>EYFS</b>	Personal, Social and Emotional Development, Communication and Language	EYFS	On going	Observations of children's reading via EvidenceMe assessed against Development matters framework (Personal, Social and Emotional Development, Communication and Language). Learning recorded in Topic books
<b>KS1</b>	BDSIP scheme	Y1-2	Half termly	KWLN in books
<b>KS2</b>	BDSIP scheme	Y3-6	Half termly	KWLN in books
<b>RE</b>				
<b>EYFS</b>	Understanding of the World	EYFS	On going	Observations of children's reading via EvidenceMe assessed against Development matters framework (Understanding of the World). Learning recorded in Topic books
<b>KS1</b>	LBBB scheme	Y1-2	Half termly	KWLN half termly Teacher assessment entered on SIMS
<b>KS2</b>	LBBB scheme	Y3-6	Half termly	KWLN half termly Teacher assessment entered on SIMS
<b>French</b>				



<b>EYFS</b>				
<b>KS1</b>				
<b>KS2</b>	Twinkl scheme	Y3-6	Half termly	Teacher assessment entered on SIMS
<b>Music</b>				
<b>EYFS</b>	Expressive Arts and Design, Physical Development	EYFS	On going	Observations of children's reading via EvidenceMe assessed against Development matters framework (Expressive Arts and Design, Physical Development). Learning recorded in Topic books
<b>KS1</b>	SRS scheme	Y1-2	Half termly	Teacher assessment entered on SIMS
<b>KS2</b>	SRS scheme	Y3-6	Half termly	Teacher assessment entered on SIMS