



## Supreme Start School

### Assessment Policy

#### **Contents**

1. Policy aims.....	2
2. Principles of Assessment.....	2
3. Approaches to Assessment.....	3
4. Recording and Reporting Student Progress.....	5

“Feedback is one of the most powerful influences on learning and achievement”

J. Hattie. 2007



## 1. Policy aims

The assessment policy for Supreme Start Education aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a robust and rigorous approach to recording assessment outcomes and reporting
- Clearly set out how and when assessment practice will be monitored and evaluated

## 2. Principles of Assessment

Our mission is to motivate and empower our pupils so that they are able to thrive. We aspire to create learners who have the skills to self-reflect on their knowledge and understanding, in order to act opportunistically to feedback.

We aim to achieve this with a focus on:

- **Learning.** This is defined as knowing more and remembering more. If nothing has been remembered, nothing has been learned. Learning is an alteration in long term memory.
- **Progression Model Curriculum.** Designed to set out what we want our pupils to learn and therefore the 'progress' we wish them to make.
- **Progress.** This is defined as the extent to which pupils have learned or are successfully learning the intended curriculum. If they are successfully learning the curriculum they are making progress over a sequence of curriculum components; deep learning is complex and multi-faceted.
- **Research.** The assessment model will accurately measure and report pupils' progress through the curriculum; support the re-teaching of curriculum content

and skills and will reduce the need for unnecessary teacher workload. The marking and data entry will be meaningful and will allow teachers to focus on planning and delivering the curriculum in the most effective way.

### 3. Approaches to Assessment

Within Supreme Start Education, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Each data capture across all year groups uses two broad overarching forms of assessment, day-to-day in-school formative assessment and in-school summative assessment – where appropriate.

Assessment	Implementation	Frequency	Feedback	Outcomes
Low stakes assessment	<p><b>For example:</b></p> <p>Pupils are set 'low stakes' retrieval questions at the start of each lesson.</p> <p>Every unit of work is broken down into questions to test knowledge across the unit of work.</p> <p>Homework can ensure pupils have additional quizzes each term, to ensure that pupils are retaining their learning long term.</p>	<p>Questions every lesson</p> <p>Daily</p> <p>Weekly</p> <p>Half Termly</p> <p>For Homework</p>	<p>Pupils self-assess</p> <p>Teachers identify gaps or misconceptions and re-teach to address these</p>	<p><b>Teachers</b> to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons</p> <p><b>Pupils</b> to measure their knowledge and understanding against the components of the curriculum</p> <p><b>Parents/Carers</b> to gain a broad picture of where the child's strengths and weaknesses lie, and what they need to do to improve</p>
'Mastery' Tasks	The pupils are set an 'open' question to	Over a three-lesson	Mastery task marking should acknowledge all the correct	<b>Teachers</b> to identify how pupils are performing on a continuing basis and to use this information to provide

	<p>demonstrate what they know and their progression through the curriculum.</p> <p>Scaffolding will ensure all pupils access a Mastery Task</p>	<p>cycle</p> <p>[Note: If a component has been covered sooner than this then a Mastery Task may be completed ]</p>	<p>knowledge 'retrieved' by the pupils through highlighting where this is demonstrated in the student answer</p> <p>The Mastery task should be cursory marked for SPAG/effort</p> <p>The Mastery task could generate a detailed whole class feedback to address gaps, misconceptions and to allow the pupils make more progress</p> <p>Prompt questions/scaffolding should be provided where pupils have shown little understanding</p>	<p>appropriate support or extension, evaluate teaching and plan future lessons</p> <p><b>Pupils</b> to understand how well they have learned or understood an episode of learning and act on feedback to improve</p> <p><b>Parents/carers</b> to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve</p>
Summative Assessments	<p>An end of term assessment will be sat by all pupils to assess their understanding of the whole curriculum</p>	<p>End of Term (Christmas , Easter, Summer)</p>	<p>Teacher marked test</p> <p>Should generate detailed whole class feedback to address gaps, misconceptions and to allow the pupils make progress</p> <p>Moderation of sample assessments will be carried out</p>	<p><b>Leaders</b> will benchmark the assessments to support the moderation of teacher judgements</p> <p><b>Teachers</b> to evaluate learning of the curriculum and the impact of their own teaching to inform planning to close the gaps/address misconceptions</p> <p><b>Pupils</b> understand how well they have learned and understood the curriculum, they should use feedback to improve</p> <p><b>Parents/Carers</b> to stay informed about</p>

				the progress, achievement and wider outcomes of their Childs' attainment against the curriculum components
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#### 4. Recording and Reporting Student Progress

Within Supreme Start Education, we aim to generate a culture that uses data constructively for positive, supportive change and it is the responsibility of the teachers to collect and report the data, both timely and accurately to inform for planning in future lessons.

Teachers and staff will mark in GREEN pen.

Pupils, where appropriate, will respond to feedback in PURPLE pen.

Three Data Drops [AUT/SPR/SUM]

Teachers will enter the following data into the data tracking spreadsheet for each subject:

Current attainment - Using the Attainment Keys:	Effort Grade
SA - Significantly Above Standard	1 – Outstanding
A – Working above Standard	2 – Good
AT - At Standards	3 – Requires Improvement
B - Below Expected Standard	4 - Inadequate
SB - Significantly Below Expected Standard	

Teachers will use a range of evidence, from books, assessments, APP grids and guidelines to guide their judgement of the pupils' progress through the curriculum. The evidence will come from work scrutiny that measures both performance in the quizzes and progress shown within the Mastery task.

Each assessment point should be synoptic (that is, assessing pupils' learning since the start of the year).

This data will be used to complete the reports for the Progress Reports, PEP Documents, EHCP Reviews etc.

#### 5. Marking for Grammar, Punctuation and Spelling (Literacy Marking)

6.

Staff will use marking codes to identify areas for pupils to improve in these areas, utilising their judgement about the needs of the individual child when marking work. However, teaching staff should ask questions when 'observing' literacy in any subject:

- Are key terms and vocabulary clear and explored with pupils to ensure that they recognise and understand them? Are they related to similar words or the root from which they are derived?
- Do teachers identify any particular features of key terms and help pupils with strategies for remembering how to spell them or why they might be capitalised (e.g. 'Parliament' in history or citizenship)?
- Do teachers remind pupils of important core skills – for example how to skim a text to extract the main elements of its content quickly or to scan a text for information about a key word or topic?
- Do teachers make expectations clear before pupils begin a task – for example on the conventions of layout in a formal letter or on the main features of writing persuasively?
- Do teachers reinforce the importance of accuracy in spoken or written language – for example, emphasising the need for correct sentence punctuation in one-sentence answers or correcting, 'we was...' in pupils' speech?
- Do teachers identify when it is important to use Standard English and when other registers or dialects may be used – for example, in a formal examination answer and when recreating dialogue as part of narrative writing?
- Do teachers help pupils with key elements of literacy as they support them in lessons? Do they point out spelling, grammar or punctuation issues as they look at work around the class?
- Does teachers' marking support key literacy points? For example, are key subject terms always checked for correct spelling? Is sentence punctuation always corrected?

Teachers will use the following codes to highlight areas where pupils can improve their literacy. This should be supported in the next lesson of that subject and pupils should use a purple pen to re-cover any misconceptions and areas for improvement in their work:

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**Sp** Spelling

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**C** Capital letter

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**//** New paragraph

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**Gr** Grammar

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**P** Punctuation