

Assessment and Marking Policy Covid-19 Addendum – August 2020

Assessment

Curricular leaders will advise on internal assessments to be carried out upon return to school in order to identify gaps and target planning.

Examples of these may include :

- checking high frequency words and number bonds in P1-3 and SEN pupils;
- a piece of fiction or non-fiction writing in P3-7;
- a short Numeracy Test to ascertain knowledge retained in P4-7.

In terms of reading groups, teachers will initially go by the previous teacher's knowledge of the class, through a transition meeting, supported by initial baseline assessments.

One-to- one assessments requiring high staffing levels and close proximity to children such as a PM reading assessment will not take place until further notice.

PTE and PTM or other standardised assessments may be carried out after sufficient time to allow pupils to settle back in to school. Pupils social and emotional welfare will be our key priority.

Addendum to the school's Marking Policy

Teachers will provide a reduced level of written feedback in children's books to comply with social distancing rules. No books are to be taken home for marking. Teachers will no longer be able to mark work while sitting with individual children or move around the class to provide regular feedback. However, it is still expected that children will still receive frequent feedback on their work which recognises, encourages and rewards children's efforts and progress, providing clear strategies for improvement.

If teachers collect individual students work for marking, this should be marked within the classroom, they should apply good hand washing procedures or use hand sanitiser at regular intervals and are discouraged from touching their face after handling pupils books. The use of gloves is not recommended as the misuse or removal of gloves incorrectly, could inadvertently cause contamination. Teachers may also consider quarantining books for a recommended time before marking. In line with the school marking policy, teachers are encouraged to use other forms of feedback techniques such as verbal feedback, whole class feedback, self-assessment, stampers or comments written onto post-it notes etc.

As well as written marking by teacher, children may receive feedback in the following ways:

'Pitstops' during lessons - where teachers ask questions from the front of the class to ascertain and check understanding, or ask children to share progress in their work.

Whole class marking and editing carried out by the children - answers will be marked as a class during the same lesson wherever possible, so that children can evaluate their own work. This will be particularly appropriate for Maths and reading comprehension activities.

Children should be encouraged to edit and improve each piece of writing as normal during the same or next lesson.

Sharing plenaries at the end of every Maths and Literacy lesson, where focus children discuss or read their work to the class, or display work using an Ipad and IWB.

The children in the class should be asked to discuss or share part or all of their work while remaining at their table, so that their teacher and classmates can provide verbal feedback, identifying achievements in relation to the learning objective and success criteria, and any next steps for improvement. All pupils should then be given time to evaluate and improve their own work based on the class feedback. Teachers should ensure that every child is given the opportunity to share their work in Maths and Literacy in an organised schedule. This style of assessment will inform future planning. Class or group feedback should be recorded by teacher in their Planner as an Assessment Record.

Teachers and or assistants should wash their hands before and after handling the children's books and putting them away; this should be done when no children are present in the room. Teachers should establish routines for finished work, such as pupils placing books in allocated work tray when complete.