

**Assessment and Marking Policy Covid-19 Addendum – Term 1 2020-21**  
**Ratified 11<sup>th</sup> November 2020**

**Assessment**

Curricular leaders will advise on internal assessments to be carried out upon return to school help teachers with planning and to identify any areas to be addressed.

To provide a baseline the following assessments will be carried out;

Year	Literacy	Numeracy	Other
1	Entry Assessment (Teacher made resource to assess pupils' ability to identify letters, sounds and colours).	Entry Assessment (Teacher made resource to identify pupil knowledge of numbers and shapes).	BPVS
2	MIST (Completed in October) Sound and word check (Teacher resource completed September and June)	September – Number check (Teacher made)	Running Records each term.
3	Sound and word check (Teacher resource completed September and June)	September – Number check (Teacher made)	Running Records each term.
4	HFW Check	Basic Numeracy Screening	NRIT
5	HFW Check AR Star Reading	Termly Class Test	CAT4
6	HFW Check Accelerated Reading Star Reading Test	Termly Class Test	
7	Accelerated Reading: Star Reading Test which gives a standardised score.	Mathletics: Arithmetic Assessments	CAT4

**Reading Groups**

Teachers will initially go by the previous teacher's knowledge of the class, through a transition meeting.

**Standardised Assessments**

A consultation with LT and staff will be held to discuss the value in carrying out PTE and PTM.

## **Addendum to the school's Marking Policy**

Teachers will leave books for 72 hours before marking them. No books are to be taken home for marking. Teachers will observe social distancing, as far as possible, when marking work while helping individual children or moving around the class to provide regular feedback. This will limit a teacher's ability to provide this type of 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 and opportunities for target setting.

Teachers and assistants will wash their hands before and after closing the children's books and putting them away and after marking pupils' work.

Children will receive feedback in the following ways:

**'Pitstops' during lessons** - 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.

**Plenaries at the end of Maths and Literacy lesson** – Teachers can check pupils' understanding of the learning intentions and any difficulties can be addressed.

**Peer and self-assessment** - The pupils should be encouraged to evaluate their own learning and. Children should be asked to discuss or share part or all of their work while remaining at their table, so that their peers or staff can provide verbal feedback, identifying achievements in relation to the learning objective and success criteria, and any next steps for improvement.

**Evaluations** - Class or group feedback should be recorded by teachers in their planning as an Assessment Record.

**Marking and assessing online work** – Part of assessment when pupils are using online learning will be to monitor levels of engagement. Teachers will ensure all pupils in their class can access online work and if a pupil is not engaging the teacher will contact the parent/carer and discuss the way forward.

Formative assessment plays a key role in remote learning and it is important that teachers find ways to see what pupils are learning. Where possible teachers will build formative assessment into their teaching approach through a mixture of quizzes, self-assessments, or asking pupils to write a summary of, or record themselves explaining a concept or idea. Evidence of work completed by pupils can be recorded in a number of ways e.g. photographs, comments, answers and other such methods. Teachers can provide feedback on these by adding comments to these. This feedback can be learning-focused or more general praise and celebration of achievement.

Some online platforms provide pupils with automatic feedback. Online quizzes can also be used to give feedback on incorrect answers. There are a number of free quizzing platforms, such as Quizlet and Kahoot that also provide data on pupil responses. For some pieces of work teachers will post answers for pupils or parents/carers to mark their own work.