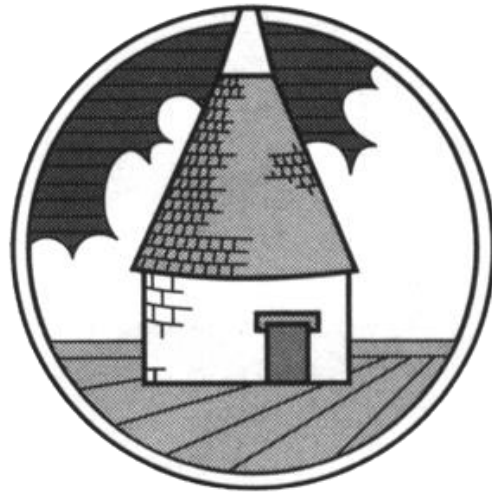


# **Bower Grove School**



## **A Guide to Assessment, Marking and Feedback**

**September 2016**

## **Changes to Assessment at Bower Grove School**

### **The New National Curriculum**

In September 2014, the Government introduced a new National Curriculum which saw a shift to a mastery curriculum. Whereas before it was based on the taught completion of a topic, now a child is expected show a Mastery in their ability and show that the knowledge or skill gained can be applied to their learning across all the subjects.

Under the new National Curriculum there is now a need for the pupils not just to study a topic but to master it. Much of the content from the old curriculum has been “moved downwards” to be studied in the Year below, meaning that the ‘old Year 6 curriculum is being taught in Year 5, for example. Pupils are therefore needing to master a more difficult curriculum at an earlier age than previously.

### **Understanding Assessment without Levels**

Until September 2014, schools had worked with National Curriculum Levels for over 15 years and children were tracked throughout their school life using these levels. In September 2014, the Government removed these levels and schools were asked to develop their own assessment practices. This was a huge change for all schools. In response to these reforms, all Special Schools in Kent have come together and developed a common approach to assessment.

At Bower Grove we believe assessing pupils’ progress is central to effective teaching. Through assessment we can support children’s learning, assist Teachers in the evaluation of their teaching and provide Parents / Carers with information about their child’s progress. Recently the National Curriculum - the material and topics all schools must cover and the method for pupil assessment has been replaced.

At Bower Grove we have adopted these changes; assessing all children against the new National Curriculum objectives, using new methods for assessment and adopting a new language for communicating this in our reports to you.

### **Formative Assessment**

Formative Assessment is the day to day in-school assessments of pupils using question and answer sessions in class, marking of children’s work, quizzes and observational assessments - which are particularly useful during practical lessons.

This method of assessment assists children in understanding where they are, identifies their targets and shows them what they need to do to improve. It enables Teachers to identify and provide specific support to help a child who is struggling or to provide more challenging work if needed.

Formative assessments can identify areas that can be worked on outside of school to help a child improve. This may be hearing your child read, helping them with their spellings or supporting their homework.

## **How do we Assess?**

There are three broad types of assessment, each with its own purpose; Formative, Summative and Nationally Standardised Summative Assessment:

### **Early Years (Reception aged Children)**

For our children in the Early Years the curriculum has remained unchanged.

Government plans to introduce a variety of Baseline Assessment schemes have changed due to a lack of compatibility between these schemes. At Bower Grove we will continue to use our current Baseline Assessment Scheme from Early Excellence and our own individual assessment processes to review the children's progress.

### **Assessment at Bower Grove**

We believe in working in partnership with Parents / Carers and we provide regular opportunities for you to discuss your child's progress, successes and achievements with the Staff. We also are happy to discuss any anxieties about your child's progress and offer strategies to help overcome these.

*At Bower Grove the school records what your child knows, understands and can do as a starting point for assessment regardless of their age or ability. Knowing how well each child is learning allows us to help them to improve. Assessment is not seen as a measure of your child's ability at school but as a means to improve their ability to learn; to improve their knowledge and understanding and their skills.*

### **Nationally Standardised Summative Assessment**

National standardised summative assessment provides information on how children are performing compared to other children nationally. There are three points when these occur; at the end of Key Stage 1 (Year 2), at the end of Key Stage 2 (Year 6) and at the end of Year 11. The assessments at Key Stage 1 and 2 are often referred to as SATs or Standard Assessment Tests.

At Bower Grove the children at the end of Key Stage 2 (Year 6) can be entered for the SATs tests if they have achieved the threshold level for the tests. Teachers use their professional judgements when assessing whether the children should be entered in discussion with Senior Management. Parents / Carers are welcome to discuss their individual child's progress with their child's Class Teacher if they would like more information about the process.

At Year 2 and Year 6 Parents / Carers receive an additional end of year report about their child's progress compared to nationally expected norms.

### **How will we be assessing children now?**

Bower Grove will continue to use a variety of assessments to measure the progress of our children but like other Special Schools in Kent, the school will be using a data system called Pupil Asset to collate our

Summative Assessments. This will enable us to monitor our children's progress and to identify any interventions that may be required.

Whilst National Standardised Summative Assessments have their place and allow us to measure ourselves against all other schools, Pupil Asset will have greater benefits as it will allow us to measure our children's performance against other children in other Special Schools in Kent. This will provide us with a more reflective picture of how well the children at Bower Grove are doing.

### **Summative Assessment**

In school Summative Assessments provide information about how well a child has learned and understood a topic or course of work over a period of time. It also provides feedback on how they can continue to improve in the future. Examples of this are; end of year exams, end of topic or unit tests and Annual Review Reports.

Your child's Annual Review provides a report from each subject area within the National Curriculum and includes their strengths and weaknesses and identifies targets or outcomes to be achieved in the future. The Annual Review meeting provides you with an opportunity to discuss the progress your child has made and to celebrate their successes as well as discuss the long term outcomes to be achieved over the following year.

## Maths Assessment

Below are some examples of the types of skills that the children need to acquire to achieve the Stages shown in the table.

	P7		P9	Stage 1	Stage 2	Stage 3
<b>Some skills they might be learning</b>	Counts at least 5 objects reliably.		Counting reliably with numbers up to 20	Count, read and write numbers up to 100	Count in steps of 2, 3, 5 and 10, starting from 0.	Compare and order numbers up to 1000
	Uses the words heavy and light, more and less, enough and not enough to compare sizes or amounts of things.		Starts to become familiar with coins and their names.	Uses words like: One more, one less, before, after, next, yesterday, today, tomorrow	Uses and makes pictograms where one picture might represent 2, 3, 5, or 10 of something	Confidently use analogue and digital time in everyday life
<b>An activity you could do together at home</b>	Going for a walk and counting things that you see.		Concentration/ Memory (card game). Use clubs and hearts. Turn them over. Find the matching cards.	Board games like Snakes and Ladders or Ludo	Pull out a handful of coins/counters/buttons, etc. and count them in groups of 2, 3, 5 or 10.	Encourage your child to wear a watch and use it.

Stage 4		Stage 5	Stage 6	Stage 7	Stage 8	Stage 9
Round numbers to the nearest 10, 100 or 1000		Read Roman Numerals up to 1000 and recognise years written in Roman Numerals	Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit	Confidently add, subtract, multiply and divide, including using formal written methods, with positive and negative whole numbers	Confidently add, subtract, multiply and divide, including using formal written methods, with positive and negative decimals and negative numbers	Confidently add, subtract, multiply and divide, including using formal written methods, with positive and negative improper fractions
Recognises common equivalent fractions		Understands and uses approximate equivalences between metric units and common imperial units such as inches, pounds and pints.	Solves problems involving the calculation of percentages.	Uses ratio notation (e.g. a 4:4:4:2 cake mix)	Multiply out brackets in algebraic expressions, e.g. $3(y-4)=3y-12$	Factorise (put expressions back into brackets), e.g. $4y+8=4(y+2)$
Board games like Monopoly, Cluedo or Chinese Checkers		Look for the year written in Roman Numerals at the end of most films/TV programmes. Try and work out what year it was made together.	Strategy games like Chess, Risk or Catan	Cooking using recipes, and changing the amounts to make more (or less) food	Planning a budget for an activity day or a holiday. Looking for best-value deals in the supermarket.	Designing and building things out of wood, including accurately drawing plans for it

## English Assessment

Below are some examples of the types of skills that the children need to acquire to achieve the Stages shown in the table.

### Reading:

	P4-6	P7-9	Stage 1	Stage 2
<b>Skills that they may be learning at this stage</b>	Make predictions in familiar stories, like nursery rhymes. Recognise words in their environment. Names objects in a book.	Retelling stories in own words. Names and sounds of each letter of the alphabet. Ask questions about stories.	Reading contracted words – e.g. we're, they're. Link texts to own experiences. Listening to others points of view.	Read words containing common suffixes such as 'ing' or 'ed'. Discuss sequence of events in books. Pick out good words and phrases. Make basic inferences and deductions.

Stage 3	Stage 4	Stage 5	Stage 6	Stage 7-9
<p>Discuss effective vocabulary in texts.</p> <p>Identify themes in books (with support).</p> <p>Justify inferences with evidence from the text (with support).</p> <p>Summarise information from a paragraph.</p> <p>Retrieve and record information.</p>	<p>Complete Stage 3 skills independently</p> <p>Identify language and structure in a text.</p> <p>Summarise information from a whole text.</p>	<p>Identify similarities and differences in texts.</p> <p>Evaluate writer's use of language, linked to effect on the reader.</p>	<p>Identify key features in set writing forms (e.g. 1<sup>st</sup> pp in diary entries).</p> <p>Make comparisons within texts: characters, themes, settings etc.</p> <p>Distinguish between fact and opinion.</p>	<p>Identifying and discussing the effects of bias.</p> <p>Analysing social, historical and cultural context of a text.</p> <p>Identifying presentational devices in texts, and their effects.</p> <p>Sound knowledge of different poetry conventions.</p> <p>Understanding plot and characters in Shakespeare plays.</p>



## Pupil Asset

**Staff** will be using Pupil Asset to assess children against the new National Curriculum descriptors. They will also be using a new 'language' to report to you on how well your child is achieving at school.

The new National Curriculum descriptors relate to specific skills within the curriculum and are grouped into Stages.

Pupils work through the stages as they progress through the school. Your child's Pupil Asset Grade will start with a number to show the stage they are working within and a description of the achievement within that stage. These descriptions of achievement are detailed as follows:

Beginning: (Beg)	Your child has achieved less than 25% of the descriptors within the stage
Beginning + (Beg+)	Your child has achieved between 25% and 49% of the descriptors within the stage
Developing: (Dev)	Your child has achieved 50% of the descriptors within the stage
Developing+ (Dev+)	Your child has achieved between 51% and 74% of the descriptors within the stage
Embedded (Emb)	Your child has achieved 75% of the descriptors within the stage
Embedded+ (Emb+)	Your child has achieved over 75% of the descriptors within the stage

We will report on your child's progress as a numbered stage and an achievement descriptor, for example: **Stage 3 Dev.**

These grades will appear on the Annual Review Reports and on your child's Educational Health Care Plan Outcomes Sheet and will be reviewed twice a year.

It is important to remember that assessment against National Curriculum descriptors form only part of the overall assessments that the school does. Each child is very important to us and their individual achievements are highly valued and recognised in a variety of ways. Working in partnership with yourselves is equally important; by working together we can truly 'inspire and achieve' and help your child to achieve their full potential.

*We also need to remember that much of what a pupil learns is never fully assessed but is nevertheless valuable to a child's development allowing them to develop the skills to confidently carry themselves forward into adult life.*

**Reading: (continued)**

	<b>P4-6</b>	<b>P7-9</b>	<b>Stage 1</b>	<b>Stage 2</b>
<b>Activities to support learning at home</b>	<p>I-spy games.</p> <p>Read nursery rhymes together.</p> <p>Picture books – what can you see? E.g. Peepo by Ahlberg or Each Peach Pear Plum by Ahlberg.</p>	<p>Alphabet songs.</p> <p>Alphabet BINGO game.</p> <p>Who? What? When? Where? Why? How?</p> <p>Encourage questions at the end of each page read.</p> <p>Book before bedtime – retell in the morning.</p>	<p>Discussion activities: should you wear school uniform? Should you have to clean your bedroom? Etc.</p> <p>Have you ever...? game. Child talks about own experiences. Have you ever been in the water? Have you ever flown in an aeroplane?</p> <p>Keep a diary - reflections.</p>	<p>Word of the Day!</p> <p>Adjectives association game – say a describing word, then go back and forth, each person giving a synonym for that word until one can't!</p> <p>Works with verbs too.</p> <p>Detective games – what can you see? What might have happened? What clues can you find?</p>

Stage 3	Stage 4	Stage 5	Stage 6	Stage 7-9
<p>Summary – tell me about your day in less than a 100 words!</p> <p>Practice different ways of recording information: spider diagrams, lists, text boxes, mind maps, venn diagrams, charts, graphs etc.</p>	<p>Learn language devices through acrostics:</p> <p>AFOREST (to persuade): alliteration, facts, opinions, rhetorical questions, emotive language, statistics, triples/ threes.</p> <p>CAMPERS (to describe): colour, adjectives, metaphor, personification, exaggeration, range of verbs, similes and senses.</p>	<p>Spot the difference games.</p> <p>Emoticon resources – encourage child to pick emotion they feel when reading a text, watching a programme, explaining why.</p>	<p>Guess the fact – 1 fact, 2 opinions. Which is the fact?</p> <p>Venn diagrams – what’s the same? What’s different?</p> <p>Read non-fiction texts – identify the facts.</p>	<p>BBC animated tales of Shakespeare – You-tube/ Vimeo.</p> <p>Watching/ reading the news and identifying bias.</p> <p>Favourite headline/ photo of the day – discuss.</p> <p>Watch documentaries about different time periods – build contextual knowledge.</p> <p>Rhyming game – 1 vs 1 challenge. Say a word and continue rhyming until you can’t!</p>

**Writing: (continued)**

	P4-6	P7-9	Stage 1	Stage 2
<b>Skills that they may be learning at this stage</b>	<p>Adding captions to pictures.</p> <p>Making marks on paper.</p>	<p>Writing lists of words.</p> <p>Labelling diagrams.</p> <p>Use capital letters in names, place and days of the week.</p>	<p>Verbalises simple sentences before writing it.</p> <p>Using the prefix 'un'.</p> <p>Joining words with 'and'.</p> <p>Using the pronoun 'I' as a capital letter.</p> <p>Using full stops.</p>	<p>Writes down personal experiences.</p> <p>Using suffix 'ly' to create adverbs.</p> <p>Using connectives: or, but, when, if, because.</p> <p>Using past and present tense accurately.</p> <p>Using commas to separate items in a list.</p>

Stage 3	Stage 4	Stage 5	Stage 6	Stage 7 - 9
Write a basic story with setting, character and plot.	Add detail to stories – expanding ideas.	Include speech in stories.	Identifying audience and purpose.	Constructing complex sentences with control.
Using 'a' or 'an' accurately.	Use correct form for verbs – 'We were...'	Using the prefixes: dis-, mis-, de-, over-, re-.	Using ambitious vocabulary.	Masters the following purposes: writing to advise, to inform, to describe, to narrate, to argue, to persuade, to review.
Use time connectives to sequence ideas.	Use adjectives to expand nouns.	Using modal verbs.	Be aware of formal and informal writing.	Conveys reasoned analysis through PEA chains.
Be aware of headings/ subheadings.	Use paragraphs to organise and group ideas.	Link paragraphs together.	Using layout devices: bullet points, tables, columns.	Varying paragraph length for effect.
Begin to use speech marks.	Use apostrophes for possession.	Use of brackets to include extra information.	Use of semi colon and colon.	Writing with appropriate style: formal or informal.
Use apostrophes for missing letters.				Planning, drafting, editing and proof checking work.
				Separating clauses in complex sentences accurately, avoiding comma splicing.
				Understands active/ passive voice.

	P4-6	P7-9	Stage 1	Stage 2
<b>Activities to support learning at home</b>	<p>Doodle pads/etch-a-sketch pads.</p> <p>Writing styles for i-pads or similar.</p> <p>What's happening in the picture? (print off or cut out of the newspaper)</p> <p>Write a sentence together.</p>	<p>elp write out the shopping list.</p> <p>Copy out an address.</p> <p>Labelling exercises – labelling machine to use around the house.</p> <p>A-Z fridge magnets – record day of the week etc.</p>	<p>Add in the full stops to a passage of writing without any.</p> <p>Brainstorm as many words that you can add 'un' before. E.g. grateful, happy, assuming etc.</p>	<p>Memory game: I went to the shop and I bought...add one item. Next person repeats and adds an items of their own. But between each item, they must say 'comma'.</p> <p>Keep a personal diary.</p>

Stage 3	Stage 4	Stage 5	Stage 6	Stage 7 - 9
<p>Writing short stories.</p> <p>Random story dice – roll the dice to see what you must include.</p> <p>Make up your own headlines for a news story or something that has happened to you during the day!</p> <p>Stick time connectives around the clocks in the house.</p>	<p>Organising ideas – reveal a list of words/objects and think of the word that links/ binds them.</p> <p>Synonyms/antonyms game.</p> <p>Pick objects and describe them using three adjectives. E.g. the vase: fragile, priceless, delicate.</p>	<p>Designing a comic strip and using speech bubbles to highlight dialogue, or rewriting comic strips in normal narrative style.</p> <p>Write advice columns to practice modal verbs: You should...You could...You ought to... (Agony Aunt!)</p>	<p>Word challenge – today, you must use...</p> <p>Formal hours – have set periods in the day where slang isn't allowed.</p> <p>Banned words – put up a list of phrases that aren't allowed in the house: coz, aint, fing etc.</p>	<p>Proof checking/editing – find the mistakes!</p> <p>Practice different forms: - Persuade (set them a challenge: persuade me let you eat dessert tonight...) - Review (watch a tv show and describe what happened, what the good points and bad points are). - Inform (research a topic and do a mini-presentation on it!) - Argue (set up a debate: e.g. animal testing, and give a side to argue for/against). - Describe (find paintings or picture stimulus or an object from around the house – describe it – make it come alive!)</p>

## Our Approach to Marking and Feedback

At Bower Grove we believe that marking pupils' work is an intrinsic part of excellent teaching and learning. We have a clear approach to what pupils and parents/carers can expect to see as feedback on the work produced in all subjects across our school. Marking codes can be found in classrooms and in pupils' work books. Parents and carers are encouraged to look at pupils' work whenever they visit school. Marking and feedback will be used sensitively depending on the emotional maturity of each individual pupil.

### Marking will:-

- Be regular, specific and motivational
- Recognise effort, success and progress
- Be understood by pupils and help them improve
- Use codes which are consistent and easy to understand

**In Key Stage 1** we use the following approach to marking:-

Pupil effort recognised by smiley face stickers  
A score of 1-5 will be used which recognises pupil's engagement.  
1=minimal engagement and 5=full pupil engagement  
Comments will also be written in books.  
Stickers will be used at the teacher's discretion.

The following codes are used in Key Stage 1 to recognise attainment:-

- ✓ = **correct**
- = **not correct yet**
- ✓ = **corrected**
- I = **independent work**
- A = **Adult assisted**



**In Key Stage 2** we provide opportunity for pupils to respond to marking and feedback. Marking and feedback has a particular focus on key literacy skills.

The following codes are used in Key Stage 2 to recognise attainment:-

**WWW = What went well**

**NTT = Next time try**

**Sp = Spelling**

**P = Punctuation/grammar**

**VF = Verbal feedback given**

**A = Adult assisted**

**I = Independent Work**

**PR = Pupil response to marking**

**In Key Stage 3 and 4** the marking codes continue from the previous Key Stage.

Marking and feedback will also provide more specific guidance on attainment, including marking criteria attached to accredited courses.