

# HOBBS HILL WOOD PRIMARY SCHOOL

## ASSESSMENT POLICY

<b>Committee</b>	School Improvement
<b>Author</b>	Hobbs Hill Wood Primary School
<b>Approved By Governing Body</b>	24 September 2025
<b>Frequency of Review</b>	4 years
<b>Next review Date</b>	Summer 2029

### Our Vision

Aiming for excellence; creating equal opportunities for each individual to develop academic and life skills so they can make a positive contribution to their community and become lifelong learners.

### Our Mission

Inspiring confident and independent learners

### Our Values

We believe that children should be able to enjoy the rights and uphold the responsibilities of the school charter.

### School Charter

We have the right to:	We have a responsibility to:
Be safe in school and online	Behave in a safe way
Learn	Listen and try our best
Be supported with our learning	Support and help each other
Be happy, play and have fun	Share, be kind, polite and considerate towards others
Be respected and treated fairly	Be helpful and responsible
A clean and purposeful environment	Recycle and keep the class and school environment tidy
Speak and be heard	Listen and respect each other's opinion

# **HOBBS HILL WOOD PRIMARY SCHOOL**

## **Assessment Policy (including Marking)**

### **Formation of the Policy**

- The policy was formed in 1996 and last reviewed in 2025.
- The policy has been approved by the Governing Body.

### **Statement**

Assessment, recording and reporting should:

- Offer all children an opportunity to show what they know, understand and can do
- Help children to understand what they can do and what they need to develop
- Relate to learning objectives and success criteria
- Enable teachers to plan more effectively
- Help parents to be involved in their children's progress
- Provide schools with information to evaluate work and set targets
- Teacher assessment is an essential part of the National Curriculum and EYFS assessment and reporting arrangements. It is carried out as part of teaching and learning in the classroom.

### **Assessment for Learning (AfL) – Formative Assessment**

Assessment for learning is central to all classroom practice.

### **Foundation Stage**

#### **1. Implications for Teaching:**

The Teacher will:

Through Planning :

- Take account of the importance of learner motivation. Ensure that each topic in long term plans is child-centred and focuses on their own interests and experiences as well as the next steps of learning for each child.
- Plan weekly to reflect ongoing assessments and show how learning is extended and moved forward.
- Show scaffold and challenge when planning for groups and individuals with the expected outcome for each identified. The support that the learners will receive is also highlighted.
- Listen to all pupils read individually on a weekly basis.

During Directed Tasks:

- Make learning objectives clear to all learners before they begin their activity and then review and reinforce these at the end of the session.
- Assess each child's understanding of the learning objective through observation, questioning and work produced.
- Identify and carry out next steps for each child and use these to inform future planning.
- Provide verbal feedback to children during and after each activity and celebrate their strengths and achievements. Give constructive guidance by outlining the next steps in their learning and how this can be achieved.

During Child Initiated Learning (CHIL):

- Carry out ongoing observational assessments on children.

- Record which areas of learning children engage in, the vocabulary they use and how they socialise with their peers.
- Interact with children during this time to reinforce and extend learning.
- Record observations on all children during CHIL. Use these to build up a comprehensive profile of each child.
- Use observational assessments to inform where children are working within the Early Learning Goals. The information provides practitioners with evidence of children achieving their learning goals and highlights areas for children to develop. These are then fed into the weekly plans.

Use Assessments to:

- Target the next steps in children's learning throughout the year.
- Make children aware of their targets and therefore understand what they are being asked to achieve and how they can do it. Practitioners support each child to achieve their goals.
- Record observations along with the assessments linked to it and next steps for each child on Tapestry.
- Use the HfL GLD predictor to highlight and target children for extra intervention. This will then inform interventions and planning for groups or individuals.
- Use the Development Matters statements to ensure pupils are meeting the correct criteria and assessments are made accurately.
- Moderate judgements half termly looking at a range of children throughout Foundation Stage. This moderation will include the Key Stage One team in the Summer term.
- Share and discuss the targets with parents at consultation evenings.
- Praise children's efforts and recognise and reward these through: team points, comments on Tapestry, certificates, stickers and verbal praise and encouragement.
- Celebrate achievements and good behaviour during whole school and FS assemblies and through comments on Tapestry.
- Use assessment on an ongoing basis to plan and identify children in need of further intervention/support.

## **2. Impact on Learning**

The child will:

- Understand how to improve their learning through discussions with practitioners and parents.
- Know the standards required by following established class routines, understanding learning objectives and expectations for behaviour in the learning environment.
- Show pride in their work by receiving rewards, e.g. certificates, comments on Tapestry, stickers and team points for their achievements.
- Gain confidence and motivation through interaction with all practitioners in the setting during CHIL and Directed Tasks.
- Take ownership of their own learning and develop confidence and independence.
- Make progress, achieve success and be challenged through the curriculum at a rate which meets the individual needs of the learners.

## **Key Stage One and Key Stage Two**

### **1. Implications for Teaching**

The teacher will:

Through Planning:

- Develop assessment for learning through effective planning.
- Develop a range of questioning allowing inclusion of all learners.
- Set learning objectives and success criteria that relate to the National Curriculum in all subjects.
- Set a priority for Early Reading including fast paced, progressive phonics learning based on regular assessment (KS1).
- Listen to pupils read aloud at least every two weeks in KS1 and at least every half term in KS2.

During Whole class teaching/ group work:

- Share challenging success criteria for each lesson through the sharing of learning objectives.
- Engage children in effective questioning with suitable “thinking time”.
- Use a range of resources for assessment e.g. white boards, number fans, thumbs up, stop and check for..., smiley faces, questioning, discussion, peer assessment, reading aloud their work and other’s commenting.
- Provide learners with developmental feedback on all work produced. This will often be immediate and verbal and through joint reflection, dialogue and decision making between the learner and the adult and opportunities for editing and redrafting.
- Mark and feedback on children’s work during the lesson or at the end of it in a variety of ways.
- Use a developmental feedback approach to provide written feedback once a child is able to read with understanding, especially in key areas e.g. maths and writing for key pieces of work.
- Use some of the following to show success: team points, gold cards, objective achieved stamps, Independent and TA assisted work stamps, use of checklist, quick notes or comments, verbal comments or questions to extend learning, annotated objective labels and lastly, praise.
- Provide opportunities for self-assessment through reflecting on success criteria and learning objectives.
- Assess pupil learning. Assessment is undertaken by all adults working with children.

Use Assessments to:

- Target the next steps in children’s learning throughout the year across all subjects ensuring a clear level of challenge for all.
- Input termly assessments to highlight and target children for extra intervention using Arbor. This will then inform interventions and planning for groups or individuals.
- Moderate judgements half termly within Key Stages looking at a range of children across reading, writing and maths. Moderation may include staff from other Key Stages in the Summer term.
- Share and discuss the targets and next steps in learning with parents at consultation evenings.
- Track progress in Early Reading including Phonics closely across Key Stage One using Bug Club phonics tracker.
- Provide children with the opportunity to reflect against the lesson objective.
- Make children aware of their targets and therefore understand what they are being asked to achieve and how they can do it. Practitioners support each child to achieve their targets.
- Praise children’s efforts and recognise and reward these through: team points, comments on work, certificates, stickers and verbal praise and encouragement.
- Celebrate achievements during whole school and KS assemblies.
- Communicate with parents and comment on reading, weekly multiplication and spelling results using Home/School books and as a motivational tool to encourage children to improve their scores.

## **2. Impact on Learning**

The child will:

- Make progress, achieve success and be challenged through the curriculum at a rate which meets the individual needs of the learner.

- Feel motivated, supported and have the confidence to be able to demonstrate their understanding and learning at their own appropriate level.
- Recognise and assess their own progress against the learning objectives through the school approaches to self-assessment.
- Understand their next steps to further enhance their learning reflecting on the developmental marking approach used by the teacher.
- Feel included in assessment through the use of a variety of practical resources ensuring the learning style of each child can be met.
- Improve their own learning throughout the lesson from immediate verbal or written feedback.
- Play a major role in setting and achieving their own individual targets.
- Recognise improvements in weekly maths and spelling scores. This motivates a desire to improve scores.

In practice the child will:

- Include in their work a learning objective or success criteria, if appropriate.
- Record the lesson objective in their books in maths (KS2).
- Use success criteria and other approaches to assess their own learning.
- Make progress as a result of meaningful feedback from the teacher that has impact on their future learning.
- Read and act on the advice given in the marking.
- Follow the school policy on homework and presentation.
- Ask an adult for help if they are unsure.

### **Formative Assessment**

Staff are encouraged to use the following strategies to formatively assess pupils and use this to inform planning:

- Adult led group teaching to be used from FS – Yr6 to obtain evidence to support planning and assessment.
- Observations of pupils' learning
- Written/recorded work with developmental feedback
- Focus on learning objectives at the beginning and during a piece of work (KS1 and 2)
- Post it notes/annotated plans to be used to support planning and assessment.
- Use of a range of questions and answer sessions to evaluate pupils' misunderstandings, gaps or misconceptions.
- Discussion around prior knowledge, use of focussed questions to evaluate and pupil contributions
- Whole class discussion
- Individual pupil discussions
- Evidence gathered by TAs to inform
- Individual/paired/group self-assessment
- Scaffolded approach through direct modelling e.g. I do, we do, you do,
- Use of subject specific vocabulary
- Explaining, showing, justifying, applying to demonstrate knowledge and understanding
- Use of homework tasks
- Pupils knowing their next steps

Subject Specific approaches to Formative Assessment can be found in Appendix 1

Formative assessment in the EYFS:

- Formative assessment is an integral part of teaching young children.

- Children’s development and learning is best supported by starting from the child and then matching interactions and experiences to meet the child’s needs.
- The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment.
- On-going formative assessment is at the centre of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.
- Formative assessment is primarily informal, as children learn best through play, exploration, and interaction. Through daily interactions and observation of the children, teachers can collect information on their achievements, needs, interests, social skills, and behaviour.

### **Summative Assessment**

Summative assessment is used to assess learning at the end of a unit of work, term, year or key stage.

- Current guidance and statutory requirements are followed.
- Teacher assessment and test/tasks are used.
- The whole range of assessment information is used to inform judgements.
- Programmes of Study are used for teacher assessment.
- Knowledge Organisers support the assessment of key skills and knowledge
- Teachers make summative judgements which are consistent with a shared understanding of standards developed through agreement trialling and levelling of work.
- Teachers use the information from summative assessment to monitor progress towards targets and plan interventions.
- Standardised assessments may be used to inform termly teacher assessment.

### **Ongoing termly records**

Schemes of work identify intended progression and targets for classes and indicate how achievement of the objectives will be recognised through assessment opportunities. Assessments take account of level descriptions where necessary. The following records are kept:

- Arbor marksheets for all subjects (Yrs 1 – 6) and Maths and English in FS.
- Teacher assessment Frameworks for Years 2 and 6
- Annotated knowledge organisers in pupils’ books in KS1/2
- Bug Club phonics tracker from EYFS to Year 2
- Age and Stage Learning Outcome Statements
- Children’s individual targets
- Parent Consultation forms

### **Long term (annual) records**

Assessment records kept for each pupil at the end of the year to provide information to help monitor progress throughout a key stage. Long-term records are drawn from on-going records. This is done by:

- End of year tests and tasks
- KS 1 (non-statutory) and KS2 Statutory test and task results and statutory teacher assessment
- Year One and Year Two Phonics check
- Multiplication Tables Check
- End of Year report to parents
- Early Years Foundation Stage Profile

## **Organisation of Assessment Records**

The following records are kept on assessment:

- Use of planners for daily/weekly assessments
- Arbor marksheets
- Results of annual tests and tasks
- KS1 (non-statutory) and KS2 Statutory test and task results and statutory teacher assessment.
- Annotated knowledge organisers in pupils' books
- Reading tests, spelling tests, tables tests, and mental maths tests
- A copy of end of year report to parents.
- Reading records
- FS Learning Journeys produced through Tapestry containing children's work and individual observations
- Assessment records (including Assess, Plan, Do, Review – APDR) to support children with SEN are compiled by the class teacher and SENCO. Specialist guidance is sought when necessary.
- Assessment records for DVP children are compiled by the class teacher and DVP Lead.

National Curriculum and other assessments are moderated by the Assistant Heads and subject leaders.

## **End of Year Reports**

The Headteacher is responsible for ensuring that a written report is sent to parents on their children's achievements at the end of the summer term each year. The report must contain:

- Comments and comparison to Age Related Expectation Statements for core subjects.
- Comments on effort and application
- Attendance record from Arbor. A comment may be made about children who are persistently late for/absent from school.
- The report should be open for discussion so that teachers are able to focus on targets for the future, and parents are aware of ways in which they are able to help.
- Results of SATs for Year 6, the Year 4 Multiplication test and the Phonics check for Year 1. TA for Years 1 – 6. FS profile and statements for Nursery and Reception children are available as part of Tapestry all year long but should be reflected in the report.
- The report should emphasise achievement, though positive and negative comments are equally valid, to provide an honest picture of the child.
- Each report should be signed by the class teacher and submitted to the Headteacher who should also sign the report, making additional comments as necessary.
- Reports will be emailed home.
- A copy of each annual report is kept by the school.

## **Monitoring, Evaluating and Reviewing**

- School improvement is monitored through summative assessment information including test results.
- Annual targets for each child are set at the beginning of the year and are reviewed termly. These are used to monitor progress and track children through school. Progress against these targets is part of the teacher appraisal process.
- Key Stage 1, 2 and Optional test results as well as termly teacher assessments are used to monitor the progress of cohorts throughout the school. Performance of gender, ethnic, EAL, SEN and CLA groups is identified.
- Benchmark information is used to show the 'value added' progress of each child.
- The annual Analyse School Performance report, Ofsted Data dashboard and Arbor reports are used to help analyse school improvement.
- Results are compared with national and local trends.

# Marking Policy

## Statement

- Marking complements and assists teaching and learning through a developmental approach. It serves as a tool for assessing individual and school performance.
- The school policy provides consistency of practice throughout the school.

## The nature of marking

- In general, marking should relate to the learning objective/success criteria.
- All work should be acknowledged.
- Marking can be done by the teacher to:
  - indicate achievement
  - show children how they can improve their work
  - enhance the child's self-esteem.
  - aid teacher assessment
- Marking can be done by the children or as peer assessment to:
  - encourage independent learning through self-checking
  - be more critical in their approach to their work
  - aid teacher assessment
  - support peer development

## Entitlement

- The implementation of a positive marking policy will assist in the assessment of each child's work and the delivery of the National Curriculum.

## Practice and procedures:

### Marking done by the teacher

#### Verbal Developmental Feedback

This means discussion of work and direct contact with the child. Such an exchange may be accompanied by a written mark or remark to serve as a permanent record for child, teacher and parent. In some cases, it may be helpful to add a record of the time taken and context in which the work was done. Comments need to be meaningful, motivating and have a prompt impact on the pupil's learning.

#### Written Developmental Feedback

This means notes or comments or the use of symbols and scores.

- Any marking should be developmental, supporting the child to identify his/her successes and the next steps.
- Notes and comments - These should be positive, neat and meaningful., directly relating to the learning objective and success criteria. They will serve as a permanent record for the child, teacher, parent and, in certain circumstances, outside agencies such as the educational psychologist.
- Symbols and scores - These take the form of ticks, stars, stamps. Achievement is also recognised by sending the child to an Assistant Head, receiving gold cards from the class teacher/Headteacher or by the award of a certificate. Children are often commended in assembly. Where appropriate a record of the scores achieved is kept by the teacher, e.g. weekly spelling tests, times table tests and mental maths tests. This can help to monitor the child's progress and overall performance.

- Highlighters are used to show children where they are being successful and to identify errors for children to be proof-read and self-corrected.
- Opportunities will be given for the child to read, act and comment on any teacher's comments.

### **Corrections**

Not all work or every mistake will be corrected. To correct everything might be counter-productive to child motivation.

- The point of teacher written correction (as opposed to written comment) is to point out to children their mistakes so that they can correct them and learn from that correction. There is no point in correcting unless children have the opportunity to learn by that correction (other than to act as a long term record to teacher or to prove to parents or others that teacher assessment is taking place).
- For redraft and display purposes children's work may be copied out, spell checked and amended to produce a 'final' copy but there would normally be an earlier draft available in books.
- There should be examples of children's unaided work so that a true picture of performance is evident to teaching staff, child and parents. These pieces will still normally be marked with a comment. However, if the audience is not the child, the comment may be wholly objective rather than purely 'positive', e.g. marking / comments on reading test paper.
- Children's self-correction is necessary. However, if correction is aided then this should be apparent and children should not rub out teacher correction.
- The marking of written work will vary with the development of the child. At an early stage, teachers will often take dictation for a child to copy - hence most marking will be verbal or based on the final product. As children develop they are encouraged to become more independent and use word banks / wordbooks. Some sentences will be corrected by the teacher. Marking then will take the form of commenting on attempted spellings and correcting and commenting on finished pieces. Independent writers will self-check their work for the teacher to mark (years 2 – 6).
- Any comparative wall charts will be motivational and will allow the individual to set personal targets for improvement.

### **Marking done by the child**

#### **Verbal**

This means contact with an adult or another child. Through discussion and exchange of comments the child is able to amend, correct or enhance work. Children are encouraged to read their work aloud either to themselves or to their peers in order to redraft.

#### **Written**

This varies with the development of the ability of the child. Independent writers will self-check their work for the teacher to mark. Any mistakes not identified by the child may be highlighted by the teacher so that further corrections may be made.

### **Marking of Maths**

Mistakes are identified by a cross. These are not erased. The correct answer is written alongside the original answer and, when corrected, is ticked. Where appropriate some corrections will be rewritten.

## **Responsibilities**

- It is the responsibility of all staff to ensure that this policy is followed.
- Assessment is led and managed by the Assistant Heads.

## **Equal Opportunities**

- This policy applies to all regardless of race, religion, ability, gender, background or disability.

## **Policy Review**

- This policy will be reviewed by the Head and Staff in 2029.

## Appendix 1

### **Subject Specific approaches to Formative assessment:**

The following strategies apply to **all** subjects:

#### Written

- Opportunities to record/share prior knowledge and understanding in a mind map or other method
- Use of high-quality vocabulary during teaching reflected in pupil's ability to use and extend key vocabulary in their written work
- Pupils can communicate subject-specific information through writing
- Pupils can demonstrate understanding through homework

#### Spoken

- Listening to pupils' discussions and using questioning
- Asking high order questions to assess understanding and using extended questioning to evaluate pupils' understanding and misconceptions
- Giving verbal feedback to pupils during lessons to move pupils forward to make progress
- Pupils use subject-specific vocabulary

#### Demonstrative

- Use of tools such as Kahoot quizzes to show knowledge of key content

#### Evaluative

- Work assessed against the learning objective for each lesson.
- Dedicated assessment opportunities at the end of each taught unit to check pupils understanding and to inform future teaching e.g. the introduction of mini quizzes to encourage application as well as retention of knowledge
- Additional greater depth challenges at the end of lessons which can be used to assess knowledge and how it can be applied to other situations and scenarios
- Self-assessment: does your end result work as intended? If not, why not? Provide a ticklist of what is meant to be included.
- Peer-assessment. Use ticklist to evaluate partner's work against objectives of the lesson and content to be included.
- Ask pupils – 'What are your next steps?'

## English

### Written

- Pupils complete a short writing task like a diary or a postcard.
- Pupils complete sentence correction/editing tasks.
- Pupils complete weekly spelling tests or dictation in a spelling lesson.
- Pupils can demonstrate their knowledge through a gap-fill exercise.
- Mind maps and story maps can show how a child has understood a text.
- Pupils can complete creative writing activities like a poem or a short story.
- Children respond to reading comprehension questions in a written

### Spoken

- Pupils can read aloud demonstrating their fluency and expression.
- Pupils can orally retell a story.
- Pupils can participate in partner or group discussions.
- Pupils can participate in role-play or drama activities.
- Pupils can answer questions aloud.
- Pupils complete listening tasks with verbal responses.

### Demonstrative

- Pupils can act out scenes from a book.
- Pupils can use puppets or props to retell a story.
- Pupils can sequence using picture cards or written prompts.
- Pupils can create posters or storyboards.
- Pupils can draw illustrations related to a text.
- Pupils can sort vocabulary cards or sentence strips.
- Pupils can use gestures or actions to demonstrate meaning.
- Pupils can use a dictionary or a thesaurus accurately.

### Evaluative

(strategies are already included in the 'ALL' section.)

## Maths

### Written

- Maths learning used in work across a range of subjects e.g. measuring in science etc.
- Multiplication weekly test/ weekly arithmetic test/ weekly addition and subtraction tests (Y1).

### Spoken

- High quality appropriate maths language in use – listen for how the words are used and, if necessary, asking follow-up questions to check depth of understanding.

### Demonstrative

- Pupils can be observed working successfully at the age-appropriate level within the Maths progression.

### Evaluative

- Testbase/ Essentials questions are used to assess learning at key points.

## Science

### Written

- Pupils can communicate their science knowledge and understanding through written explanations.

- Findings from experiments written up with features such as predictions, conclusions, diagrams with labels, tables of results, classification keys.
- Pupils' able to use scientific words appropriately in their writing
- Pupils can identify scientific evidence to support or refute ideas.
- Pupils apply their scientific knowledge and understanding to write about the positive and negative effects of hypothetical situations beyond the classroom.

#### Spoken

- Pupils apply their scientific knowledge and understanding to talk through the positive and negative effects of hypothetical situations beyond the classroom.
- Using 'Odd One Out' activities, pupils can use their knowledge and understanding to identify similarities and differences between objects and situations.

#### Demonstrative

- Pupils observed carrying out experiments, taking measurements, using a range of scientific equipment.
- Observe pupils working, using questions to probe understanding and reasoning, ask children to demonstrate their understanding through practical experiments.

#### Evaluative

- Dedicated assessment tasks used at the end of each unit taught.

### **Computing**

#### Written

- Can you record your algorithm as instructions?

#### Spoken

- Can you explain to me what the code does?
- What would you do if you accidentally deleted X from your code?
- Start a lesson with the output from the previous lesson on the board. Include a deliberate error. Ask pupils to activate prior knowledge by identifying and correcting.

#### Demonstrative

- What happens to the Sprite when you run the program?
- How can you adapt your program to show me X (something else)?
- Can you correct your code to achieve X (outcome)?

#### Evaluative

(strategies are already included in the 'ALL' section.)

### **History**

#### Written

(strategies are already included in the 'ALL' section.)

#### Spoken

- Retell historical events using subject specific vocabulary

## Demonstrative

- Explain physical objects using subject specific language
- Role play historical events

## Evaluative

(strategies are already included in the 'ALL' section.)

## Geography

### Written

- Pupils demonstrate their geography knowledge and understanding through posters or double page spreads that are a fun and colourful way to present their learning
- Pupils communicate information through maps (labelling) and writing at length

### Spoken

(strategies are already included in the 'ALL' section.)

## Demonstrative

- Pupils demonstrate how to use geographical tools such as compasses, maps
- Observe pupils carrying out fieldwork and recording their observations and analysing their data

## Evaluative

(strategies are already included in the 'ALL' section.)

## Music

### Written

- Composition – children document their creative process while composing through written reflections, sketches etc.

### Spoken

(strategies are already included in the 'ALL' section.)

## Demonstrative

- Who can you see has mastered the new skill that is being taught? Look at how the pupil is using the glockenspiel beater, recorder technique, breathing whilst singing etc.
- Performance – this determines how much the children have mastered the skill taught and areas in need of improvement.
- Ask children to demonstrate their understanding through practical skills e.g. can you show me how to change pitch with your voice? How can I change the dynamics on x instrument?

## Evaluative

- Using I pads to film and analyse their own work. What do they think of their work? Can they identified what they have achieved against the success criteria? Is there anything they need to alter or improve? This could be done verbally or on a self-evaluation sheet.
- After a performance, encourage pupils to reflect on their strengths and areas for improvement.
- Pupils perform to each other and afterwards have a feedback session. Provide children with a specific evaluation criteria e.g. pitch accuracy, stage presence etc. This encourages active listening but also develops critical thinking skills.

## Physical Education

### Spoken

- Listen to pupils' discussions to assess understanding of the rules of the sport being taught, building on previous learning,
- Pupils' ability to use PE key vocabulary words appropriately is an indicator of understanding of knowledge and skills.

### Demonstrative:

- Pupils can be observed carrying out skills or playing in competitive games or coaching.

### Evaluative

(strategies are already included in the 'ALL' section.)

## Modern Foreign Language - Spanish

### Written:

- Plan writing opportunities where pupils can demonstrate their Spanish knowledge through written translation, either recording both the Spanish and English or just the Spanish with increasing length as they move through the school,
- Monitor whether pupils are writing using their phonetic Spanish knowledge and are beginning to include accents on the appropriate letters/words,
- Check and ensure writing is reflective of a basic understanding of grammar in Spanish (depth of understanding dependent on year group), including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language including how to apply these to build sentences and how these differ from or are similar to English

### Spoken:

- Provide pupils with the opportunity to speak familiar words and phrases in Spanish using their Spanish phonetic knowledge
- Through high quality questioning check pupils can verbally create clear and fluent phrases/sentences in Spanish combining their knowledge and ideas to ask and answer questions in Spanish,
- Provide opportunities and then listen to discussion where pupils begin to converse (with increasing fluency) in Spanish using familiar vocabulary and basic language/grammar structure to a range of audiences

### Demonstrative:

- Monitor that pupils are approaching all Spanish lessons with an open mindset, prepared to challenge themselves to listen, speak, read and write in another language,
- Monitor that pupils are willing to make mistakes when conversing in another language, maintaining a positive mindset and the understanding that mistakes will be made when communicating in another language,

### Evaluative

(strategies are already included in the 'ALL' section.)

**RE:**

## Written:

- Plan opportunities for pupils to demonstrate a secure understanding of religious beliefs and practices through written explanations with increasing length and detail as they move through the school
- Check that pupils can write in response to a question on religious beliefs and practices,
- Use high quality religious vocabulary during teaching and check pupils' ability to use this appropriately in their writing to demonstrate understanding of knowledge and skills,

## Spoken:

- Listen to pupils' discussions to check pupils can provide factual and informative responses on a range of religions – building on this as they move further up the school. If necessary, use questions to check understanding,
- Through high level questioning ensure pupils can verbalise similarities and differences between one or more religions – not applicable to KS1,

## Demonstrative:

- Provide opportunities for pupils to share their own religious or non-religious beliefs and practices to demonstrate their ability to listen to the beliefs of others without judgement,

## Evaluative:

(strategies are already included in the 'ALL' section.)

**Art**

## Written

- Pupils can express an opinion on Art, and this can be shown through their written explanations.
- Pupils understand the artist that they are studying and can produce a piece of work based upon this.

## Spoken

- Pupils can be observed to express why they have chosen to use certain styles or mediums in their work, based upon the topic that has been taught.

## Demonstrative

- Pupils can be observed demonstrating the skills taught in the input of the lesson.
- Pupils can demonstrate they have built upon the skills that they have already learnt in previous years, further enhancing their work.
- Pupils are observed manipulating mediums with ease and confidence, for example when altering the pressure of a medium.

## Evaluative

(strategies are already included in the 'ALL' section.)

**Design and Technology**

## Written

- Pupils can record their research to inform the design of their product idea and know it's purpose.

- Pupils can draw diagrams and sketch ideas for the product they are making. Labelled diagrams and lists of materials and tools they need to be successful.
- Pupils can annotate, evaluate and refine their ideas, but showing how they have made improvements and consider the views of others to improve their work.

#### Spoken

- Children will be able to tell to how and why they have selected a particular material or tool and what their intentions are. They will be able to tell you what their end goal is.
- Present their final product to a small group or the class. Be able to explain how and why things did or did not work.

#### Demonstrative

- Through observing children whilst they are designing, making and evaluating children will demonstrate that they are using the 5 principles of DT. This will be demonstrated by the children using the correct layout, terms and vocabulary during the design process in their DT book, whilst they are making and finally when they are evaluating.

#### Evaluative

- Provide children with the opportunity to self-assess. Has their final product turned out as expected? Is it fit for purpose? Do they like it? Why? What could be improved and how?

### **Food technology**

#### Written

- Pupils can record their research to inform the design of recipes, dishes and menus.
- Pupils can record simple taste tests including how it looks, the aroma and the taste.

#### Spoken

- Pupils will engage in class discussion sharing their own food preferences, knowledge of hygiene, food safety, nutrition and knowledge of the origins of food.
- Through high quality questioning teachers provide children with the opportunity to refine and extend their ideas.

#### Demonstrative

- Through observing children whilst they are preparing and cooking food children will demonstrate if they are using the skills taught e.g. are they using tools safely, have they washed hands using soap, can they discuss food preferences.

#### Evaluative

- Provide children with the opportunity to self assess. Does the end result taste, smell as expected? Did you like it? Why? What could you do to make it better?

### **Phonics**

#### Written

- All pupils have opportunities to write in phonics lessons in the spelling and handwriting sections. This is assessed and immediate feedback given.
- Pupils use grapheme mats to write in English lessons. Spelling can be assessed through this.

- Weekly spelling tests based on phonics development and progress from Reception to Year 2 along with intervention groups throughout the school.

#### Spoken

- Pupils' ability to use phonics-based words appropriately in their speaking e.g. phoneme, digraph etc is an indicator of understanding of knowledge.
- Pupils use verbal strategies e.g. robot arms to sound out words appropriately.
- Pupils say phonemes and then blend them to read.
- Pupils say a word and break it into phonemes and find appropriate graphemes to spell.

#### Demonstrative

- Pupils observed reading appropriate Bug Club reading books using the phonemes being taught.
- Pupils observed reading and spelling using Bug club progression of phonemes/ graphemes.

#### Evaluative

- Writing using phoneme- correspondence becomes increasingly accurate from Reception to Year 2.
- Phonics checks undertaken at key points in the year to assess progress.

### **PSHE**

#### Written

- Draw and write (pupils respond in pictures and words to an open-ended, neutral instruction: e.g. draw someone doing something risky, draw a healthy person)
- Explanations/written informative reports/response to scenarios – Produce resources and materials to teach younger pupils

#### Spoken

- Revisit main arguments from baseline discussion; formal debate; presentations; scenarios or sorting activities
- Make valued contributions to group work

#### Demonstrative

- Observe group interactions and discussions/points of view
- Observe taking and sharing responsibility
- Express emotions in an age-appropriate manner
- Observe reasoning/points of view
- Observe pupils outside of PSHE lessons – behaviour/attitudes/values
- Make appropriate decisions
- Develop and maintain positive relationships
- Recognise and celebrate achievements

#### Evaluative

(strategies are already included in the 'ALL' section.)