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Assessment & Marking Policy

Aims:

At Dania Scandinavian we believe that a successful quality assessment and marking policy will reassure and motivate children and adults alike in the promotion of excellence in both teaching and learning. This policy aims to support teachers to make informed decisions about where to focus teaching and how to pitch activities to ensure the biggest impact on every child's learning and will contribute to all children being active participants in their learning enabling them to reach their academic and personal potential.

At Dania Scandinavian School every child is treated as an individual and our approach ensures that every child is enabled to achieve and be challenged. In taking account of how different children learn, and by engaging them in the assessment process, it is possible to create a learning pathway for each of our children that is motivational and allows them to reach their full potential. We use a variety of methods to achieve this to ensure a fully individualised education for all of our children. We are also mindful to balance their assessment with the Danish approach, which gives the children meaningful life experiences. The teachers at Dania are supported to make confident, accurate judgements based on what our children say, do, make or write - all of these are indicators of a child's knowledge, skills and understanding. Discrete assessment tasks will also be used as a means of supporting, not replacing, teachers' judgements. We also aim to provide an environment, where active play is a form of learning.

Preschool

We follow the EYFS guidelines, which allow both student and teacher to record their learning through Tapestry Online Learning Journals. We ensure their journals correspond with the Foundation Stage Profile, which include the prime areas: Personal, Social, Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design are clearly labelled and tracked through photographic evidence and examples of work.

Reception

We follow the EYFS guidelines, which allow both student and teacher to record their learning through Tapestry Online Learning Journals. We ensure their journals correspond with the Foundation Stage Profile, which include the prime areas: Personal, Social, Emotional Development, Physical



Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design are clearly labelled and tracked through photographic evidence and examples of work.

All of our Reception pupils moving up from our preschool have a report detailing achievements/areas of growth and next steps - this allows us to track each child's progress year on year, plan and implement Individual Learning Plans, as well as ensuring that our teaching is as individualised as it can be. We also like this form of assessment as it is more 'holistic' and takes into account the personal and social development of each child - this is central to our beliefs at Dania.

We ask that children joining us from other preschools have a report detailing their progress to date to assist our Reception teacher in creating an ILP for them.

Although formally 'testing' pupils is not part of the Dania Scandinavian School philosophy, we realise that it is important to assess where a child is in their education in order to identify a child's individual weaknesses and strengths; therefore, in Years 1-6 we use the CEM (INCAS) online assessments for all of our children during the first term in order to establish where each of our children are in Maths and English so that we may devise and implement ILP's (individual learning plans). Termly targets and goals are also set together by the teacher and child at termly learning reviews and daily observations are also recorded. We also have the flexibility to repeat these assessments when we wish to track progress and make further individualised plans.

Formative Assessment

Formative Assessment is a powerful way of raising pupils' achievement. It is based on the principle that children will improve most if they understand the aim of their learning, where they are in relation to this and what they can do to ultimately achieve the aim.

At Dania we:

- Observe the children in their learning environment each day and adapt and refine plans accordingly.
- Give pupils the opportunity to be inquisitive in their learning by encouraging them to ask questions and offer opinions.
- Ensure that our questioning allows for pupils to be challenged and develop higher order thinking skills.
- Identify children who may have specific needs (including those who are more able) and ensure that individualised provision is planned and implemented.



- Differentiate to ensure that all of our children's needs are met.
- Share learning intentions/goals with the children at the start of each lesson and encourage them to evaluate their own progress and identify next steps during plenary sessions.
- Set children targets in Maths, English, Language development and PSHE and evaluate these regularly with both parents and children.
- Encourage peer and self-assessment* where appropriate, based on specific criteria.
- Give our pupils the opportunity to respond verbally and in writing to any feedback given by teachers.

Towards the end of KS2 we will prepare our children for the 11+ exam and we will assist them in preparation for external assessments such as entrance exams and other external tests.

Reporting to Parents

Reporting to parents/guardians is vital in the assessment cycle - it allows for communication about children's achievements and future targets. End of year reports are written and at Dania we ensure that these are written in a way that will help motivate our children and boost self-esteem.

The cycle for reporting to parents is: (there will also be every day interactions in the playground after school where any issues can be flagged up by teachers immediately)

September: Parent/Teacher evening where new learning initiatives are introduced.

December and Apr/May: Parents/teachers attend 'pupil progress meetings' to discuss achievements and create ILP for the next term.

July: Written reports sent home.

(There will also be every day interactions in the playground after school where any issues can be flagged up by teachers immediately)

Special Educational Needs

Further assessments will be completed during the year in order to identify children with SEN. Many children may experience special needs at some time during their school life. The nature of these needs may be: short or long term, academic, behavioural, social or health. Parental partnership is vital when we are to ensure that these children's needs are met.



NB. Children identified as being 'more able' will also have extra provision to ensure they are challenged.

***Self-Assessment**

Self-assessment is a tool used each day by pupils to encourage them to reflect on their own learning - it gives useful insight into how well pupils feel they have performed - this evaluation then informs future planning for each child.

Some of the strategies that we use at Dania to check for understanding are:

- Pair/peer work - explain to partner what you understood
- Summarising what has been said
- Agree/disagree through 'thumbs up/down' or 'build on' hand signals
- No opt out - use whiteboard to write answer and all children show at same time

Marking/Feedback

Primary teachers will mark written work in pink ink - green ink will be used by the children to make a correction or in self or peer marking. In English incorrect spellings will be corrected above the word and incorrect punctuation will also be corrected. For high frequency or commonly misspelt words the teacher can model the correct spelling beneath the work for the child to correct up to three times.

Where possible, the teacher should provide verbal feedback in the moment to highlight pupils' achievement/areas for development (or written comment which child can respond to ideally on the same day so the teaching point is not missed).

Homework

No formal homework is set in Reception/KS1. This is done to ensure that children have the time to develop the necessary maturity, understanding and self-directed learning skills that they need to carry out homework tasks effectively. We believe children benefit greatly from having the space and time to play and explore independently at a young age. However, if the Headteacher, teacher and parents agree that meaningful homework would benefit individual pupils in their education then this be provided by the school.

Reading is not considered as homework, but a daily habit that we encourage all children and parents to engage in. Recommended guidelines are given to support parents in reading daily with their children.



It is our belief that all homework tasks must be meaningful in order to have the maximum impact. When our children reach KS2 they may receive weekly English and Maths homework, to help develop certain areas, as identified by their teachers, and which is designed to build on skills learned at school.

Equal Opportunities

At Dania School we also recognise the importance of the Equality Act 2010. This replaced and unified all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It aims to ensure that all people (pupils/teachers/parents/family/visitors etc) have equality of opportunity in accessing and experiencing the life of the school.

When carrying out our day to day work, we should have regard to the following:

- eliminating discrimination
- advancing equality of opportunity
- foster good relations across all people, whatever their characteristics may be