



### **Assessment Remote Learning COVID-19:**

Children have been receiving a full timetable of live lessons and so assessment, **although not as accurate as it would be in school**, should still be largely possible, following our usual procedures.

#### **SHS Trackers:**

Teachers should continue to use the SHS trackers, filling them in at the end of Spring 1 and updating where appropriate throughout Spring 2 so that they are reflective of where the children are by the end of the term.

**If there is an objective teachers are unsure of, previous assessment and professional judgement should be used to arrive at a 'best fit' colour (orange, yellow, green, light blue, dark blue) with a C in the box. If there is an objective you have no evidence for at all due to the child being absent from the lesson or not inputting work, input C.**

#### **SHS Assessments:**

In English, 'Cold Writes' have been completed at the beginning of lock down and independent writes should still be happening at the end of each unit. 'Hot Writes' will be completed at the end of term. In reading, 1:1 reading with pre-prep, weekly reading comprehension slots and a summative 7/8/10+ past paper for years 3, 4 and 5 (to be recorded on the year group's spreadsheet) will replace our usual Spring NGRT.

In Maths, end of unit White Rose assessments and 7/8/10+ papers should be completed with the results recorded in spreadsheets and in Science, end of topic tests should be completed with results recorded as usual.

Where a child has not completed an assessment, teachers should fill in the spreadsheet with a C. It is acknowledged that children may have had help with these assessments from parents.

#### **Pupil Progress Meetings:**

Instead of Pupil Progress Meetings this term, we will be keeping a record of children who have reason to be a concern either because:

- They have not been attending lessons/submitting work regularly during Remote Learning
- There are concerns over progress generally

Teachers should email the Academic Deputy with the names of these children along with the details of any follow up actions so that there is a record of these pupils (see example below). When we return to school, teachers must alert the Academic Deputy if they think further action needs to be taken in order to catch these pupils up so a plan can be put in place.

Name	Year Group	Subject/Concern	Action	Steps taken when school opened
VR	6	English- not regularly uploading work but attending lessons	Mum emailed to see if there is anything we can do to help- no response	Morning interventions in reading comprehension



### **Reports:**

With high levels of engagement in the core subjects, English, Maths and Science should be assessed as normal wherever possible. For all other subjects, if this is not possible, a grade should be given based on previous assessment and professional judgement, but with an added clause to be added, stating that grades, especially specialists subjects, ***are based on the best of our knowledge.***

### **Parents' Evening:**

For Spring term, class teachers will provide feedback in English and Maths, with a focus on wellbeing. If there is anything that specialists would like to feedback about an individual, they should let class teachers know. Class teachers should ensure that conversations are directed towards any observations parents may have of their child's learning and progress.