

Grateley Primary School

A School where every child becomes a lifelong learner and realises their potential.

Respect, Friendship, Peace



Assessment for Learning and Feedback & Marking Policy

Key Stage One and Key Stage Two

Reviewed: December 2017

Next review: December 2018

Assessment

National Curriculum:

Teachers in Y1-Y6 will track the achievements and progress of all pupils in every subject within the National Curriculum and RE. At Grateley Primary we experience higher than usual pupil turbulence, therefore the school ensures that those pupils are screened and assessed at the point where they transition into our school. As well as this, we liaise closely with the previous school and parents, to ensure that the transition into school has a limited impact on their learning and progress.

Continuous Diagnostic Assessment:

Continuous Diagnostic Assessment is *designed to:*

Gain an in-depth insight into learner's thinking & understanding;

Diagnose errors, gaps, misconceptions, barriers & provide the teacher with an insight as to how to address them;

Provide learners with insightful feedback and guidance as to how to improve;

Provide information whereby teachers can flexibly group pupils on a day to day basis according to their ongoing assessments.

Pre-assessments are undertaken in English and maths prior to a Unit of Learning. This is to initially identify the pitch required to challenge all learners and to identify specific groups for those specific National Curriculum objective(s). This will take form as a 'cold task' on blue paper in English.

Within lessons, assessment driven adjustments should be made to planning, provision and groupings, so that pupils are given further deliberate practice or moved onto an enrichment challenge as appropriate.

Flexible groupings, guided groups and split inputs are a key feature of best practice at Grateley Primary School. Here teachers group children according to assessment from the lesson before, ongoing assessment and within lessons. This ensures the learning is matched closely to their changing needs.

Hampshire Assessment Model - Assessment Processes

In reading, writing and mathematics the school uses the Hampshire Assessment Model (HAM). These identify clear phase objectives for 3 distinct assessment periods:

Phase 1 - September to November;

Phase 2 - November to February;

Phase 2 - February to April;

April to July is revision and move into next year phase if needed.

Teachers complete the phase assessments on the assessment software, Target Tracker, on an ongoing basis e.g. at the end of each unit of work to show which children are working towards/apprentice; mastering or showing a deeper understanding (fluent, accurate, flexible application across a range of contexts, whilst evaluating its use and creating new learning and links to current understanding). Teacher's meet regularly for pupil progress meetings (every 4-6 weeks), with either the Headteacher, Rachel Dance, or Deputy Headteacher, Amelia Allonby. Children who have been identified as not on track to achieve ARE or above by the end of the academic year, will have interventions put in place. At the end of each phase the class teacher will evaluate pupil's progress and ensure the tracking on Target Tracker is completed; this will be the assessment Milestones (data drops). Where pupils are working below their current year group, teachers will use Target Tracker to analyse gaps with the aim of accelerating progress in those areas in the next few weeks (in class intervention). Alongside this, teachers use a variety of screens and checks to triangulate their judgments, spot gaps and track progress.

Moderation and Evidence

The head teacher and subject leaders will carry out internal moderation of teacher assessments. This will involve looking at examples of independent and supported work from across the curriculum and across the academic year. The judgement as to whether a pupil meets a statement is made through **consistent performance** across a **collection of evidence** and not on individual pieces.

This moderation will involve:

- Pupils' books and other work;
- Observations;
- Specific tests / assessments/screens;
- Professional dialogue;
- Pupil conversations.

Teachers bring identified groups books (on a subject timetable) to each weekly staff meeting so that the moderation and discussion of pupil's outcomes and learning needs is an on-going part of our assessment culture; thus ensuring direct impact on the progress and outcomes of every child within the school.

There will also be **informal external moderation** with colleagues (head teachers, subject leaders and class teachers) from other schools, both locally and across Hampshire. Teachers in statutory assessment years will also attend Hampshire County Council formal moderations. It is the class teacher's responsibility to ensure that moderated work is collated and robust records kept of moderations including informal. It is subject leaders and the Assessments Leaders responsibility to ensure that these are collated and robust.

Aims, standard and aspirations

All pupils in **YR** are expected to achieve or exceed the Early Learning Goal (**ELG**) in reading, writing, number and shapes/measures if they have achieved the Early Learning Goal in the Prime Areas. This will enable them to achieve a Good Level of Development (**GLD**) unless they have a significant SEND need.

We aim for all pupils to achieve **Aged Related Expectations (ARE)** in reading, writing, maths and science. For those pupils who are not on track to reach this, teachers are expected to provide alternative and/or additional support to ensure they catch up quickly and keep up with their peers, through the implementation of Rapid Acceleration Plans (RAPs). Where children are off-track teachers must inform parents so that they can contribute towards supporting their child and are kept updated as to how the school is supporting their child make progress.

We aim for all pupils in **Y1-Y6** who have been identified as *Higher Attaining* pupils (*previously More Able*) to go deeper than ARE in reading, writing or maths (whichever of the three subjects they are identified in). (*See the Higher Attaining annual action plan*)

Pupils who have a significant **SEND** need may not reach Age Related Expectations; we aim for them make at least expected progress from the end point of the previous academic year (3+ phases of progress) in a year. For pupils with identified SEND we aim for them to make better than expected progress so that they catch-up over time where this is possible. (*See SEND Policy and action plan*)

The school's **ASP** and **Perspective Light** data will be analysed annually by the headteacher. This analysis will be shared with the Senior Leadership Team (SLT) and Full Governing Body (FGB).

Core Assessment Timetable

	Hampshire Assessment Model and Core Assessment	Other subjects and screens
September	<p>Review HAM assessments from previous teacher Pupil Progress Meetings</p> <p>Year 1 - review EYFS Windshields and Assessment Data against EYFS Profiles</p> <p>Implement update Learning Journey documents for SEN pupils - share with parents Write Rapid Acceleration Plan (RAP) for pupils who are off track and implement</p> <p>Review progress of pupils from previous years statutory assessments share with FGB</p>	<p>Analyse New Group Reading Tests from Summer term and carry out Miscue Analysis for reading for concerns</p> <p>Analyse any pupils screened in summer term for maths and plan catch-up</p>
October	<p>Review progress against PHASE 1 and previous years objectives for lower attaining pupils</p> <p>Review HAM and RAP at end of half term.</p> <p>Write new RAP for new group of target children Pupil Progress Meetings</p> <p>Update and review Learning journey's-share with parents Parents Evening - report outcomes from Phase 1</p>	<p>Phonics Screen Year 1 Science tracking updated</p> <p>Dyslexia Screening using DEST for Year One Pupils -share outcomes with parents and plan SIDNEY Interventions if appropriate</p> <p>Update Science tracking End of unit assessments for foundation subjects and RE</p>
November Early	<p>Phase 1 – DATA DROP Pupil Progress Meetings</p> <p>HT reports outcomes to Governors</p>	<p>Reading and spelling ages KS2 pupils</p> <p>Subject leaders analyse data from subjects</p>
December	<p>Update and review Learning Journey's -share with parents Pupil Progress Meetings</p> <p>Review progress of pupils who have not completed Phase 1 - adjust/rewrite RAP</p>	<p>Update Science tracking End of unit assessments for foundation subjects and RE Phonics Screens</p>
January/ February	<p>Pupil Progress Meetings Phase 2 – DATA DROP</p> <p>Review RAPs and IEPs Share IEPs with parents Parents Evening - report outcomes from Phase 2</p> <p>Review progress of pupils who have not yet mastered Phase 1 and/or not yet working in Phase 2 - inform parents if off track</p> <p>Phase 2 reported to governors ASP validated shared with governors (dependent on publication)</p>	<p>Update Science tracking End of unit assessments for foundation <i>subjects and RE</i> <i>Phonics Screens</i> Miscue analysis for reading for KS1, Year 3 and concerns in Y4-6</p> <p>Re-screen for maths</p> <p>Subject leaders analyse data from subjects Reading and spelling ages KS2 pupils Year 1 phonics screen</p>
March	<p>Pupil Progress Meetings</p> <p>Phase 3 – DATA DROP</p>	<p>Update Science tracking</p>
April	<p>Pupil Progress Meetings</p> <p>Review progress of pupils who have not yet mastered Phase 1 and/or not yet working in Phase 2 - meet with parent of pupils working below ARE and SEND pupil parents.</p> <p>Phase 3 outcomes reported to governors</p>	<p>End of unit assessments for foundation subjects and RE Phonics Screens</p>
May	<p>Statutory Assessments Y2 and 6 Pupil Progress Meetings</p>	<p>Update Science tracking</p>
June/July	<p>Statutory Phonics Screen Year 1 End of year – DAT DROP Pupil Progress Meetings – next year</p> <p>End of year data analysis for SATs and HAM End of Year reports for parents End of year report to governors (July once reported by Dfe) Transition meetings for teachers</p>	<p>New Group Reading Test screen End of unit assessments for foundation subjects and RE</p>

Details of specific dates on separate assessment timetable

Learning through feedback/marking

Marking and Feedback:

All learners have the right to feedback on their learning and guidance on how to improve. This is a core responsibility of the class teacher as well as classroom learning support staff.

At Grateley Primary School we believe that characteristics of effective feedback are:

- ✓ Immediate feedback where possible;
- ✓ Show successes and improvement against success criteria and ongoing targets linked to the Phase Model of Assessment;
- ✓ Feedback should take place throughout the lesson challenging, supporting and revealing/developing misconceptions;
- ✓ Leads to improvement both within the lesson and across time.

Pupils must know how to improve and be given discrete time to improve - pupils should have daily opportunities to respond to marking. In Key Stage One and Two this is at the start of the morning during morning job as well as in guided sessions within lessons.

Within English pupils are expected to practice and correct key spellings (the number and type of spellings will be decided by the class teacher); correct punctuation and grammar, as well as editing to improve composition and effect.

We use the following to provide feedback and develop children's self-evaluation skills:

- ✓ Marking should be a mixture of adult feedback and pupil self-marking;
- ✓ We use a generic marking code throughout the school (displayed in classes);
- ✓ Teacher marking and feedback is shown in purple with pupils making small improvements using green and longer improvements using pencil or pen if used.

Strong marking shows a clear strand of rapid and sustained improvement both within the piece and over successive work both within the subject but also within other subjects e.g. applied within English writing but also in history.

During a unit of work marking will be in-depth for key pieces and show genre specific and generic (ongoing) improvements. End of unit outcomes will focus on celebration, improvements and longer-term targets.

For writing, teachers will keep marking sheets to track progress of pupils against feedback and to aid organisation of guided groups (appendix 3). At least half termly the English leader will collect in marking sheets to evaluate the impact of marking, feedback and subsequent teaching.

Fix It Time

Fix it Five is used to allow pupils to make corrections to aspects of their learning such as spellings, calculations, letter/number formation etc. Children are given time at the start of the morning or lesson, to fix the key area.

Appendix 1

Marking Code

Next time/to improve...	Improvement points specific to genre/targets.
↔ two-way arrow	In-lesson feedback from adult
⚡	Check your spelling- for scaffolded pieces of writing. Pieces used for assessment purposes will have a generic spelling correction step: <i>‘Don’t forget to read through your work and correct any incorrect spellings.’</i>
∧	You have missed a word.
💬 *	You could improve this.
S	Supported by an adult
I	Independent
C	Punctuation needs correcting/adding
G	Guided NB state guided focused
✓ adult’s initials	Teacher has checked the pupil’s work
Challenge N5	Use the green pen to extend pupils’ learning during the lesson. N5= please amend this error <u>now!</u>

Parents Evening Performance

Name:	Class:
Term/Date:	Year Group:
Strengths:	
School Targets Linked to Hampshire Assessment Model	Way to help at home
Reading	
Writing	
Maths	
Personal and social.	
SEND Support? Yes / No	
On track to meet end of year expectations Y/N Agreed follow-up	
Parents Comments:	
Signed:	Date:

English Marking Sheet

Year _____ Date of extended writing/feedback _____

Key Objective	Key Objective e.g. full stops to show sentences					
						List in each box - children in year group not meeting this objective