



Abbas and Templecombe Church of England Primary School

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Assessment Policy

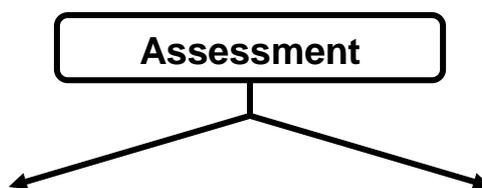
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Consultation	Teaching staff were fully consulted during the drafting phase of this policy. STA and Pupil Asset documentation has also been used to inform this policy.

At Abbas and Templecombe we believe that any assessment undertaken must have a direct impact on children’s learning. Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are: in their learning, where they need to go and how best to get there. Therefore this policy not only lays out how assessment takes place at Abbas and Templecombe but also features our feedback policy and our external testing procedures.

Aims

This Assessment for Learning Policy will support, develop and will relate directly to the school aims in helping to make all of our children proud of their achievements. It will provide opportunities for pupils to plan, share and develop their own skills and talents maximising their achievements to become independent learners.

Assessment at Abbas and Templecombe is made up of two strands.



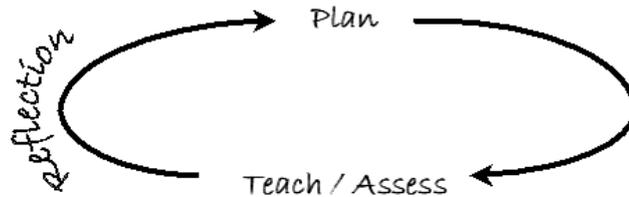
Assessment for Learning: (Formative)	Assessment of Learning: (Summative)
Assessment for learning involves both the teacher and pupil in a process of continual feedback, reflection and review. It is an ongoing process which provides pupils with opportunities to demonstrate what they know, understand and can do. As professionals we assess and evaluate all the time, making judgements about children’s needs and acting upon them. These evaluations shape the subsequent planning and delivery of lessons both for individuals and for the class as a whole. Assessment for learning also includes the practical application of information gained from the analysis of summative assessment.	Summative assessment is a tool which enables us to make judgements about pupil performance in relation to prior attainment and national standards. The progress of children (individuals and groups) is carefully tracked throughout the school using the results of summative assessment in order to provide pupil attainment data. This data, in conjunction with feedback from teachers and phase leaders, is used in order to monitor the quality of teaching and learning in the school; to ensure that we are providing a value added education for all children.

Assessment for Learning

At the most fundamental level teachers assess for themselves and for the children in their care. Teachers assess children's learning in order to better understand their needs and cater for them. Assessment is a natural ongoing part of teaching carried out through conversation, observation and marking.

Assessment for Learning or ongoing assessment has an immediate impact on children's learning through modified delivery, differentiation, extensions and the creation of a learning dialogue. Assessment should feed directly into planning.

The cycle of planning and assessment can be summarised as:



Principles:

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Is sensitive and constructive
- Fosters motivation
- Promotes understanding of goals and criteria
- Helps learners know how to improve
- Develops the capacity for self-assessment [and peer assessment]
- Recognises all educational achievement.

Key characteristics:

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals with learners.
- It aims to help pupils to know and to recognise the standards for which they are aiming.
- It involves pupils in self-assessment [and peer assessment].
- It provides feedback that leads to pupils recognising their next steps and how to take them.
- It is underpinned by the confidence that every student can improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.

Use of assessment

- Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes.
- Pupil progress meetings are held between teachers and leaders to ensure that all pupils are making appropriate progress and, where applicable, those identified as vulnerable or at particular risk of underachievement are suitably stretched and supported.
- Whole school moderation is undertaken regularly, with a particular focus during transition stages to assessing the 2014 National Curriculum on standardisation with local schools to ensure judgements are valid.
- At the end of each academic year, during transition time, teachers share assessment and pastoral information with the next class teacher / school to ensure end of year data is passed on and future staff know their new pupils.
- Governors have access to a range of anomalised pupil, class, year group and whole school data, in the form of termly assessment reports and the School Development plan, to support and challenge the school's progress.

Summative Assessment

Summative Assessment is a crucial tool for tracking pupil progress, identifying their needs, for providing information for grouping, resourcing and the allocation of staff.

Information gathered through summative assessment is kept on Pupil Asset, an online tracking tool. The information held on the database enables the progress of individual children to be carefully tracked throughout the school. Teachers have full access to this database. This summative data is combined with information gathered through formative assessment as part of the school's Target Setting procedures (both annual and end of key Stage). The same information is important for informing the School's Performance Management cycle. Strategic Assessment is an essential part of the schools quality assurance procedures.

Summative assessment is a management tool, which enables the school to communicate with outside agencies and to demonstrate accountability.

Monitoring

The Subject leaders will be responsible for ensuring the assessments are carried out according to the timetable and that the results of formal assessments are passed on to the relevant individuals. The subject leaders will thus have a valuable source of information regarding the level of work in their subject across the school. The subject leaders will review trends across year groups and/ whole school to look at specific groups, for e.g. gender, results to see whether they follow the school trends and targets. Following assessment weeks key stage meetings will focus on the trends and targets to ensure that all teaching staff are aware of the data findings and the impact on present and future interventions. Half termly data analysis by subject will be reported to the assessment coordinator prior to the half termly pupil progress meetings.

Class teachers will be responsible for ensuring the assessments take place. They will also be responsible for the data to be placed on Pupil Asset during assessment week. Teachers will be expected to analyse their pupil data to monitor progress and review their teaching to enhance individual children's needs. Using summative and formative assessments teachers identify target children for short intervention strategies to raise individual pupil attainment. Short interventions have to be reviewed and set prior to the half termly pupil progress meetings and copied to the assessment coordinator. At the pupil progress meeting some of the aspects covered will be the impact of present interventions, trends in the data, targets and future interventions.

Regular moderation of pupils' work, by the whole staff, within teams and by the SLT, will focus on agreed standards for all the National Curriculum Levels represented in the school. This will involve a rolling programme of English, Maths and Science during the course of the year. This work will inform the In-Service training that should improve the quality of assessment and teaching throughout the year.

Measuring Progress

- Progress is measured using Pupil Asset tracking systems. It measures progress from the end of the previous academic year to the latest data point. The expectation is that all children in Key Stage 1 and 2 will make 6 points of progress throughout the year with those who are not on track making accelerated progress to catch up. Pupils in Year Foundation will make 5 points of progress.
- Progress is also measured from one statutory assessment point to the next, with an expectation that all pupils will move from their current grade to the next step up, e.g. an emerging child on exit from EYFS will become an expected child by the end of KS1.
- On staff's performance management, a percentage of pupils will be selected as the target pupils to make this jump during the academic year so that each year is held accountable for moving some pupils towards their end of Key Stage progress target.
- Once a pupil has achieved the expectation they should maintain this level of achievement till the end of the Key Stage.
- For pupils exiting a key stage as exceeding, the expectation is that they will maintain this grade throughout the next key stage.

Assessment Folders

The results of all assessments will be kept in the individual class assessment folders and is passed on to each teacher from Reception to Year 6.

Contents of the folder:

- Targets for individual children (past and present)
- Pupil termly assessment levels in English, Maths and Science
- Standardised assessments scores
- Individual annual NC target levels in Reading, Writing, Maths and Science as agreed with SLT in the Autumn term.
- End of Key Stage targets, as agreed with SLT in the Autumn term.
- On-going teacher assessment levels/grades
- Letter and sound pupil attainment levels

Testing

The table below shows a calendar for the summative assessment that is recorded throughout the year.

Year Group	When?	Type of assessment
Reception	On going	<ul style="list-style-type: none"> • Rolling programme of observations carried out on each child • Tracking grids kept illustrating children's progress against the early learning goals, using develop matters on Pupil Asset. • Tapestry - containing samples of children's work, photographs and videos continually updated
Year 1	Termly	<ul style="list-style-type: none"> • Teacher Assessment: Maths 'multi-ticks and DNA' on pupil asset, White Rose end of unit tests • Teacher Assessment: Writing 'multi-ticks and DNA' on pupil asset. Assessment of independent writing against year group objectives • Teacher Assessment: Reading 'multi-ticks and DNA' on pupil asset • Science Scheme, End of unit test • Letter & Sound: Phonic, Pupil Tracking sheets
Year 2	Termly	<ul style="list-style-type: none"> • Teacher Assessment: as above and assessing against end of KS interim framework • Previous SATS papers for Eng/Maths: Autumn & Spring Term • Science Scheme, End of unit test • SATS papers for Eng/Maths: Summer Term
Year 3	Termly	<ul style="list-style-type: none"> • Teacher Assessment: Maths 'multi-ticks and DNA' on pupil asset, White Rose end of unit tests • Teacher Assessment: Writing 'multi-ticks and DNA' on pupil asset. Assessment of independent writing against year group objectives • Teacher Assessment: Reading 'multi-ticks and DNA' on pupil asset • Science Scheme, End of unit test
Year 4	Termly	<ul style="list-style-type: none"> • Teacher Assessment: Maths 'multi-ticks and DNA' on pupil asset, White Rose end of unit tests • Teacher Assessment: Writing 'multi-ticks and DNA' on pupil asset. Assessment of independent writing against year group objectives • Teacher Assessment: Reading 'multi-ticks and DNA' on pupil asset • Science Scheme, End of unit test
Year 5	Termly	<ul style="list-style-type: none"> • Teacher Assessment: Maths 'multi-ticks and DNA' on pupil asset, White Rose end of unit tests • Teacher Assessment: Writing 'multi-ticks and DNA' on pupil asset. Assessment of independent writing against year group objectives • Teacher Assessment: Reading 'multi-ticks and DNA' on pupil asset • Science Scheme, End of unit test

Year 6	Termly	<ul style="list-style-type: none"> • Teacher Assessment: Maths ‘multi-ticks and DNA’ on pupil asset, White Rose end of unit tests • Teacher Assessment: Writing ‘multi-ticks and DNA’ on pupil asset. Assessment of independent writing against end of KS interim framework • Teacher Assessment: Reading ‘multi-ticks and DNA’ on pupil asset • Science Scheme, End of unit test • Previous SATS papers for Eng, Maths & Science: Autumn & Spring Term • SATS tests in Maths, Eng & Science: Summer Term
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On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed each term to ensure that the next steps in learning are appropriately planned in order to help children make progress. During the reception year children will be assessed using development matters.

Teacher assessment is used in all year groups across the school. It is used to level individual pupil attainment in English, Maths and Science. The teacher needs to show that the judgements that are made are in line with national standards. The evidence presented demonstrates the children’s ability to work at that judgement. Evidence is drawn from a selection of material which results from normal classroom practice. Pupil progress meetings are held with the Head Teacher to moderate the teacher assessments.

The levels achieved by the pupils, are added to Pupil Asset and progress tables are produced to enable the teachers to easily track individual pupils. Assessment tracking grids are used for reading, writing and maths. The data is also used to check trends such as value added, gender differences, EAL and SEN within a class, across a year group and throughout the school.

Target Setting

- In the Autumn term we use a range of data, to set end our key stage targets for Years Foundation, 2 and 6. We also set a target for the Year 1 phonics outcome.
- The results of tests undertaken termly are also used by teachers to identify which areas require greater focus for future teaching. These areas inform each teacher’s curriculum targets. Papers are discussed with the pupils so that they have an understanding of what they need to do to improve.

Reporting

Parents receive a written report in the second half of the summer term. The report identifies the child’s effort and attainment for each subject in comparison with national expectations. For pupils in Year Foundation, 2 and 6 the results of national assessments are also included.

Parents are invited to discuss the report towards the end of the summer term. Both parents and pupils also have the opportunity to make written comments about the report.

Pupil Asset

Recording Formative Assessment

Maths, Writing, Science and Reading all have multi-tick options where all NC objectives are displayed for teachers to make judgments based on the work the children have completed. The 3 judgements mirror the framework:

- Working Towards
- Working at
- Greater Depth

This is completed after each objective is taught and is used to inform further planning and interventions.

Recording Summative assessment

- Using the results section class teachers' record summative assessment judgements 6 times a year, this data is then analysed, reviewed by SLT and used to inform pupil progress meetings and future interventions.
- Using the DNA ticks section Pupil Asset will auto level pupils based on teachers ongoing tracking data, although this is a good guide teachers should apply their professional understanding of the pupils, testing outcomes and work in books.
- If a pupil is judged to be working significantly below their year groups expectations then, in consultation with the SLT, they can be assessed against a younger year groups objectives and therefore receive a grade from that year group.
- In exceptional circumstances pupils that are operating significantly above their year groups objectives can, in consultation with the SLT, be assessed against an older year groups objectives and therefore receive a grade from that year group. This can only happen if it can be proved that they have fully mastered their year group's objectives and have a suitable understanding of the year group's objectives they will be assessed against.

This table details the judgements available to teachers, the equivalent judgements across year groups and the stages of the year that pupils on track for WA would be judged as.

Reception		Year 1		Year 2	
Start of Year	40-60+ Emg		40-60+ Emg		
Aut. 1	40-60+ Dev		40-60+ Dev		
Aut. 2	40-60+ Sec		40-60+ Sec		
Spr. 1	ELG Emg (1)		ELG Emg		
Spr. 2	ELG Dev (2)	Start of Year	1 Starting		
Sum. 1		Aut. 1	1 Starting+		
End of Year	ELG Sec (2)	Aut. 2	1 Emg		
		Spr. 1	1 Emg+		
	Exceeding (3)	Spr. 2	1 WT		
		Sum. 1	1 WT+		
		End of Year	1 WA	Start of Year	2 Starting
			1 WA+	Aut. 1	2 Starting+
			1 GD	Aut. 2	2 Emg
			1 GD+	Spr. 1	2 Emg+
				Spr. 2	2 WT
				Sum. 1	2 WT+
				End of Year	2 WA
					2 WA+
					2 GD
					2 GD+

Year 3		Year 4		Year 5		Year 6	
Start of Year	3 Starting						
Aut. 1	3 Starting+						
Aut. 2	3 Emg						
Spr. 1	3 Emg+						
Spr. 2	3 WT						
Sum. 1	3 WT+						
End of Year	3 WA	Start of Year	4 Starting				
	3 WA+	Aut. 1	4 Starting+				
	3 GD	Aut. 2	4 Emg				
	3 GD+	Spr. 1	4 Emg+				
		Spr. 2	4 WT				
		Sum. 1	4 WT+				
		End of Year	4 WA	Start of Year	5 Starting		
			4 WA+	Aut. 1	5 Starting+		
			4 GD	Aut. 2	5 Emg		
			4 GD+	Spr. 1	5 Emg+		
				Spr. 2	5 WT		
				Sum. 1	5 WT+		
				End of Year	5 WA	Start of Year	6 Starting
					5 WA+	Aut. 1	6 Starting+
					5 GD	Aut. 2	6 Emg
					5 GD+	Spr. 1	6 Emg+
						Spr. 2	6 WT
						Sum. 1	6 WT+
						End of Year	6 WA
							6 WA+
							6 GD
							6 GD+

Testing Policy

This policy is written and reviewed in line with the latest DFE and STA guidance

Ordering the test papers

- The DfE pulls pupil information directly from the October Census which generates the schools test paper order – if there is a dramatic increase or decrease in pupil number after the census then NCA should be contacted and notified.

Storage of Test Papers

- Test papers are received at the front office and signed for by a member of the office staff.
- The test papers are then checked, as soon as is practicable, against the delivery note and pupil numbers to ensure that all test papers and prompts have been delivered. This check is carried out by two members of school staff; under no circumstances should these be members of staff that are administering the specific Key Stage tests. In the event that there is a query as to whether the test papers match the order the Office Manager will supervise a check of the queried packs by the Head Teacher or Deputy Head Teacher – no packs will be opened and these members of staff will be supervised by the Office Manager at all times.
- The checked delivery note is kept in an accessible location, by the Office Manager, ahead of being requested for during any moderation visits.
- Once checked and authorised the boxes are resealed and locked in the test paper cupboard.
- All test papers are locked in the stationary cupboard in a locked draw unit. This is located in a highly visible location in the corridor by the school offices.
- The stationary cupboard has its own lock as does the draw unit. The keys are held by the Office Manager and are assessable to the Senior Leadership Team in her absence. These members of staff fully understand the guidelines around maladministration and the consequences for themselves and the school.
- A log is kept of when the Head Teacher / Office Manager remove the test cupboard keys in order to access the papers, e.g. for Head Teacher checks.
- In the event of a key being lost or stolen the Head Teacher will be informed and he will take whatever action he deems appropriate; this is likely to involve checking the test materials have not been accessed and fitting a new lock.
- There is a signing in and out sheet which should be signed when the draw unit is accessed.
- The Head Teacher carries out at least two spot-checks before and during the testing period, once in the weeks before the test week and once midway through the actual test week. These checks are always supervised by the Office Manager.

Applying for Special Access Arrangements

- The Assessment Leader will, using the latest guidance contained in the ARA, coordinate with the Year 6 staff, Year 2 staff and the Inclusion Team to see if any pupils require modified tests – this will occur before the end of October.
- The Year 6 staff, Year 2 staff, Assessment Leader and relevant members of the Inclusion Team meet in early February to discuss pupils that may require additional time, readers, prompts and pupils that would benefit from rest breaks.
- This group will then go through the online application process located on the NCA tools website. We will abide by whatever the decision is at the end of this process and follow the advice given, unless an Educational Psychologist's report states that they should receive the requested support.
- The Assessment Leader will hold all evidence of applications from the NCA tools website.
- The Assessment Leader will coordinate the collation of evidence to demonstrate that any pupil having 'Special Access Arrangements' is entitled to this provision and that it is a part of normal classroom practice.
- The evidence for 'Special Access Arrangements' will be made available to County and STA staff during inspection visits.

Administration of the tests

General Arrangements:

- The Year 6 staff, Year 2 staff and any additional assisting staff follow the guidance laid down in the 'Assessment and reporting arrangements' document, the 'Test administrators' guide, 'How to introduce the key stage 2/1 tests' scripts and Local Authority guidelines to administer the tests.
- All staff administering tests in any capacity attend a training session covering this guidance and have copies of the guide for each test when administering.
- All elements of administering the test papers are rehearsed during a Mock testing week held during the Spring Term, where a senior leader monitors to ensure all elements of this policy are followed. All staff are encouraged to report potential issues during this week.
- Test papers are not opened, at any point, before the test is administered.
- The Office Manager takes the sealed papers from the locked cupboard approximately 15 minutes before the test and moves them to the Year 6 or Year 2 teaching base. The papers will be supervised by the Office Manager until the test administrators begin administering the test.
- When visited by County or STA representatives for a compliance inspection this will be facilitated by the Office Manager and / or Head Teacher depending upon availability.

Key Stage 2 Specific Arrangements:

- After the test has been completed all papers are collected together and collated into alphabetical order by the Head Teacher and Office Manager to be immediately placed in the locked assessment cupboard, until they are packaged ready for collection.
- The Head Teacher and Office Manager will collate the test papers and appropriate paper work into the postage bags ready for their collection, with the Office Manager preparing the postage bags, e.g. sticking the correct postage labels on to each bag, etc.
- All papers, even once packaged for collection, will remain in the locked cupboard until they are collected and signed for by the designated collection company.
- Uncompleted papers, due to pupil absence or spares, will be locked back in the testing cupboard, separate from the completed papers until all the completed tests have been collected. These papers will then be stored in the Year 6 classroom cupboard.
- Parents of absent children will be phoned immediately after the test has started and be informed that their child must not have any contact with other Year 6 children, from any school, and have no access to the internet until they have taken the missed tests.
- Any missed tests will have to take place within 5 school days and an application for a timetable variation applied for by the Assessment Leader. See 'Key stage 2 tests: how to apply for a timetable variation' on the .gov website in this instance.
- If a pupil arrives late but before the rest of the pupils have completed the paper they should be given the full time to complete the paper. If they arrive late but after the rest of the pupils have completed the paper they should be kept away from all other Year 6 pupils and have no internet access until they have sat the missed test. See 'Key stage 2 tests: how to apply for a timetable variation' on the .gov website in this instance.

Key Stage 1 Specific Arrangements:

- After the test has been completed all papers are collected together by the Year 2 teacher ready to collate/mark the papers.
- Remaining papers will remain in the locked cupboard until all tests are completed.
- KS1 SATs Tests are monitored through random spot checks by the Head Teacher and Deputy Head Teacher.

Year 1 Phonics Screening Specific Arrangements:

- A teacher will administer the Phonics Screening Check Tests.
- All elements of administering the test papers are rehearsed during the previous term.
- Test papers are not opened, at any point, before the test is administered.
- If a pupil is absent during the check week, the teacher will administer the test the following week. If a pupil doesn't take the check during the testing period they must be recorded as absent.
- At the beginning of each pupil's check, the teacher will follow a script to introduce the check to ensure the test is consistently administered.

- At the end of each testing session, the tests are collected together and returned to the Office Manager and are to be immediately placed in the locked assessment cupboard, until the designated member of staff is ready to resume the testing.
- The 'answer sheets' will be securely stored in the locked cupboard.
- The Phonics screening check will be scored as the child works through each word in order.
- Each child's score will be checked against the threshold mark when it is made available to establish whether they have achieved the expected standard.
- Phonics Screening Check Tests are monitored through random spot checks by the Head Teacher and Deputy Head Teacher.

Ongoing Writing Assessment

- When pupils return after Christmas they begin work on their independent writing assessment.
- Teachers introduce a theme for the week, giving guidance and stimuli to ensure pupils fully understand what is required to be successful.
- Over a series of days lessons pupils will draft their work in an independent writing book (English book) and teachers will ensure that they offer advice and provide tools for the pupils to proofread and improve their writing. We call this part of the writing process 'purple polishing', with pupils being offered additional time to up level their writing. Following the schools feedback policy (page 12-14 of the assessment policy); Teachers may place minimal marking codes, in the margin, to indicate spelling, punctuation or grammar errors within that line. Teachers will also give next steps for pupils to action.
- Teachers will assess pupils work using the STA descriptors in the writing exemplification document.
- Moderation of the writing assessments is led by the Assessment Leader. The Year 6 and Year 2 teachers moderate the levelling of writing on regular occasions. The Assessment Leader, English Leader and Head Teacher regularly moderate the levelling of writing. The whole teaching staff meet in May to agree pupil assessment grades in recognition that the writing judgements area whole school judgement. We also attend the local area schools (TLC) moderation meetings and County events and trainings, ensuring we always comply with the local area moderation processes and requirements.

Results

- As directed, teacher assessment of the pupils' attainment will be placed on the STA assessment website / County equivalent by the given deadline – this will be completed in consultation with the Assessment Leader and Head Teacher.
- When test results and marked scripts are returned to school they will be checked by the Year 6 teachers for errors – if any errors are found action will be taken by the Head Teacher.
- The Head Teacher will complete and submit the Head Teacher's declaration form to confirm the school has administered all testing according to the published guidance.

Reporting Procedures

- In the event of an issue in relation to the ordering of test papers this should be reported to the Assessment Leader.
- In the event of an issue in relation to the ongoing writing assessment this should be reported to the Assessment Leader.
- In the event of an issue in relation to the storage of and access to the test papers before and after the tests this should be reported to the Head Teacher.
- In the event of any incident where a member of staff suspects that there might have been a breach of security of the test materials or maladministration this should be immediately reported to the Head Teacher who will report it onto the National Curriculum assessments helpline - telephone: 0300 303 3013.
- If a staff member suspects the Head Teacher of maladministration they should refer their suspicions directly to the National Curriculum Assessments helpline - telephone: 0300 303 3013.

Staff Administering Tests

Key Stage 2

Name	School Role	Testing Role
Melissa Brazier	Deputy Head Teacher	Administering tests to allocated children - large groups
Helen Bishop	Year 6 Teacher	Administering tests to allocated child – 1to1
James Webb	Head Teacher	Administering tests to allocated child – 1to1
Maxine Mewitt	SENCo	Administering tests to allocated child – 1to1
Gill Morris	Teaching Assistant	Administering tests to allocated child – 1to1
Kim Benjafield	Teaching Assistant	Administering tests to allocated child – 1to1
Michelle Tiffin	Teaching Assistant	Administering tests to allocated child – 1to1
Donna Russell	Office Assistant	Administering tests to allocated child – 1to1

Key Stage 1

Name	School Role	Testing Role
Glenn Hampson	Year 2 Teacher	Administering tests to allocated children - small groups
Kirsty Nugent	Teaching Assistant	Administering tests to allocated child - 1to1

Year 1 Phonics Screening Check

Name	School Role	Testing Role
Molly Wicks	Year 1 Teacher	Administering tests to allocated children – 1to1

Staff Responsible for Test Papers

Name	School Role	Testing Role
Michelle Greene	School Office Manager	Deliver, collect and collate test papers

Planning

The long-term plans for the school provide an overview using NC objectives ensuring continuity and progression across the year groups. Teachers use this as the basis for selecting project foci.

Medium term planning is devised by class teachers in line with the National Curriculum. These plans are a working document and therefore are subject to review. The focus for the whole Unit of Work is directly linked to the relevant descriptor in the National Curriculum. These objectives reflect those outlined by the programmes of study in the National Curriculum. The learning objectives for the individual lessons should be skills based/small steps designed to ensure that the unit's main focus is met. Opportunities and priorities for assessment are identified by class teachers in liaison with leaders. These could take the form of end of unit assessments and/or on-going assessments. Medium term plans are reviewed by the subject leaders before they are used in order to take into account the year group's prior learning and abilities; coverage across the year groups (mixed classes) and the availability of new resources.

Short term planning should be completed on the weekly planning document. This should include the LO and a process success criteria as well as the activities to be undertaken, including differentiation, how IT and computing are to be used to support the learning, cross-curricular links and resources. Deployment of support staff should also be evident on this form. Subject leaders and SLT will regularly monitor short term planning and feedback will be given to staff. All planning is expected to be saved on the shared drive weekly – this is monitored by leaders.

Learning Objectives & Success Criteria

As part of both their medium and short term planning, teachers ensure that the specific learning objectives are incorporated into their plans. These learning objectives cover the attitudes, skills, knowledge and concept that the lesson is designed to teach. The intention should explain what the learners will know, understand, believe or be able to do by the end of the lesson or unit. It should not simply be a reflection of the activity to be carried out.

Learning objectives are written up on the board and should be discussed with the class at an appropriate point in each lesson. This enables the children to focus their minds and the teachers to gain an insight into the knowledge that the children are bringing to the lesson. It also provides the opportunity to establish 'success criteria' for each lesson i.e. '*how will I know you have achieved the learning objective*'. These should be recorded at the start of each piece of work in the pupil's books.

At Abbas and Templecombe school, we use a 'Process driven' success criteria as we believe this aids the children in achieving the LO in an independent manner.

Discussion

During the main activity the teacher supports the children's learning by working with small groups or individuals. During this period the teacher encourages the children to explain what they are doing and why they are doing it. The act of discussion and verbalisation helps children to structure and clarify their understanding.

Plenary/Reflection

At the end of the lesson the teacher holds a discussion or plenary session. The plenary is designed to be a period of reflection and consolidation. Children should be encouraged to comment on their learning in light of the lesson's objective. During the plenary the teacher summarises and reviews the lesson objective and asks the children questions designed to reinforce the lesson and to encourage self-evaluation. These answers can be shared with the whole class or recorded in the children's books (but only after discussion). The plenary or reflective time allows the teacher to assess the pupils understanding and the progress they have made.

Purpose of Feedback

We believe that a clear and child centred Feedback Policy will contribute to children's learning by encouraging a child and giving him/her the confidence and self-esteem to continue the learning process positively. As often as possible, marking is done by or with the child.

- To assess the child's achievement against Learning Objectives and/or Success Criteria and Expectations. Personal Targets may also be referred to.
- To show the child that his/her work is valued and checked through positive comments.
- To indicate to the child how and where improvements can be made.
- To raise expectations of high standards and accuracy.
- To encourage the child to be self-critical, edit, check and improve work.

Points To Consider When Giving Pupils Feedback

- There needs to be a consistency of approach which this policy fosters.
- Teachers/HLTAs/TAs need to recognise that different types of work require different types of feedback.
- Teachers/HLTAs/TAs need to be sensitive to the needs/abilities of children.
- Teachers/HLTAs/TAs need to recognise that expectations of accuracy and presentation increase as the child's levels of achievement develop.
- The extent of feedback should depend on the subject and its purpose/objectives.
- Teachers/HLTAs/TAs need to recognise time constraints on both children and themselves.
- Marking in depth is not expected for every piece of work.
- Speaking and listening opportunities may be recorded e.g. LO "To perform a play script in a small group".

General Principles

- All work should be dated.
- Feedback and marking should be regular and up-to-date.
- Comments related to a piece of work should be constructive, challenging and relate to the Learning Objective, Success Criteria and Expectations /child's target(s).
- Praise should be given for specific success and not as a 'blanket affirmation'.
- Teachers/HLTAs/TAs must constantly review previous comments to monitor and support children's progress towards next steps.
- Children should be given opportunities to self and/or peer assess.
- Where appropriate a child may be asked to re-do his/her work.

Across the School

- Feedback needs to be age appropriate.
- Marking will be done in a different colour ink to that which the child has used.
- Children may use a purple pen (purple polishing pen) to edit and up-level their work.
- Teachers/HLTAs/TAs comments must be spelt and punctuated correctly using accurate grammar.
- Teachers/HLTAs/TAs will sometimes provide verbal feedback. This will be shown by a "V" on the work.
- TAs will initial the work they mark.
- When the child has had help or support, this will be shown by "MS" for minimal support or "SS" for more significant support.
- Not every spelling error in a child's work will be corrected but where an error is to be corrected the Teachers/HLTAs/TAs will underline the misspelt word placing an 'sp' in the margin or for pupils with the ability to find and correct the missing spelling themselves they should just mark an 'sp' in the margin.
- Teachers/HLTAs/TAs will circle the incorrect or missing punctuation when needed and should mark a 'p' in the margin for pupils with the ability to find and correct the missing punctuation on that line themselves.
- Some letter reversals or incorrect formation will be corrected. Teachers/HLTAs/TAs will write the correct letter formation for the child to practise.
- Symbols may be used to provide feedback (see marking code); e.g. a smiley face for good work or progress and a ^ to show an omission that needs to be re-edited.
- Presentation of teachers/HLTAs/TAs and children needs to be of the highest standards.

- Appropriate space needs to be given by teachers/HLTAs/TAs for their comments and responses.
- Children should be given opportunities and time to use and respond to feedback and marking.
- Learning Objectives, Success Criteria and Expectations should be clear so that the feedback and marking is specifically related to them.
- For all subjects teachers show whether pupils have met (✓), exceeded (★) or not met (?) the Learning Objective by using these symbols next to the LO.
- Children will be given the opportunity to self and peer mark as this is important to their understanding and learning experience. This will be evident in their work by the children initialling their marking on their own work or on a peer's work.

PPA Teachers/HLTAs

- HLTAs leading PPA must work entirely in accordance with this policy.

Supply Teachers

- Supply Teachers must initial, date and annotate any work that they mark.
- It is the school's expectation that any written work carried out when a supply teacher takes a class should be marked in line with this policy before the supply teacher leaves at the end of their working day.
- Any work marked by a supply teacher must state this e.g. ST in the margin.

Years Foundation, 1 and 2:

- As often as possible, marking is done by or with the child. Teacher only marking is kept to a minimum.
- Teachers/HLTAs/TAs will correct the spelling of some key words or subject specific words such as the names of places or famous people. Teachers/HLTAs/TAs will write the correct spelling for the child to practise.
- In Emerald class; where marking refers to the Learning Objective, Success Criteria and/or Personal Targets; Learning Objective and Success Criteria sheet (with date) will be stuck into each piece of work and highlighters will be used, where appropriate – GREEN for goal and PINK for achieved.

Marking Code for KS1

V = verbal feedback given

Underlined in green– Goal not achieved/ improvements needed

Underlined in pink - achieved

☺ = indicates good work or progress

MS = minimal support

SS = significant support

I – independent (when level of support has changed)

Years 3 to 6:

- The teacher/HLTA/TA will mark against the Success Criteria and Expectations for a piece of work. They will also take into account spelling and grammar when appropriate.
- Where written feedback has been given the teacher/HLTA/TA will give a positive comment to say how the Learning Objective, Success Criteria and/or Personal Target(s) were met and a editing comment (what to improve when editing) or a next time comment (for their next piece of work).
- Where a editing comment has been given, time will then be given in an editing lesson to respond to this.
- Where appropriate teachers highlight in green areas where development is needed and in pink areas where pupils have shown success against the criteria. These areas of success do not need to have a written comment if highlighted. Any highlighting should not be excessive but be as an example to the child to assist in understanding their successes and areas for improvement.
- Depending on the ability of the child and the difficulty of the word some teachers/HLTAs/TAs will write the correct spelling for the child to practise; others will ask the child to use a dictionary to locate the correct spelling of the word to be practised.
- Where written feedback has been given it is the expectation that children will respond to this feedback by answering any questions posed.
- The marking code is expected to be followed for all extended written pieces across all subjects.
- Pupils who have misunderstood a task should be put forward for key skills support. This is to be marked as 'KS' by the teacher. A record of this support should be kept in each class.

Marking Code for KS2

V = verbal feedback given

MS = minimal support

SS = significant support

Underlined in green– Goal not achieved/ improvements needed

Underlined in pink - achieved

.... = spelling error (dot it, don't dodge it – child code for spellings they are unsure of)

Sp = spelling error (in margin)

Gr = grammar error (in margin)

P = punctuation needed (in margin)

// = indicates where the new paragraph should be

^ = to show an omission that needs to be re-edited

KS = key skills support group required