

# LITTLE THURROCK PRIMARY SCHOOL



## Teaching, Learning and Assessment Policy.

Signed: *Deoise Hanson*

Chair of Governors

Signed: *Can Robert Boyd*

Headteacher

**Date:** November 2023

**Next Review:** November 2024

### Changes since last review

The policy has been created from the previous assessment, marking and feedback policy and key sections of the school's teaching and learning handbook.

## Contents

1) Teaching of English	Page 3
2) Teaching of Mathematics	Page 8
3) Teaching of Science	Page 9
4) Teaching of other subjects	Page 10
5) The Principles and Aims of Assessment	Page 11
6) Arrangements for governance, management and the evaluation of assessment	Page 11
7) How assessment outcomes will be collected and used	Page 12
8) Arrangements for ensuring teachers are able to conduct assessment	Page 12
9) Detailed guidance on different forms of assessment	Page 13
10) Sharing information with Stakeholders	Page 14
11) Marking and Feedback	Page 15
12) Implementation and review of the teaching, learning and assessment policy	Page 19
13) Appendix 1 – examples of next step marking	Page 20

Please refer to the school's teaching and learning handbook for more information.

## 1) The Teaching of English

### Rationale

Reading and writing is taught through a book-based approach using The Write Stuff as a basis; lessons are built around engaging texts, encompassing a wide range of text types, genres and authors. The structure of effective lessons may vary; however, each lesson should have a clear objective and the teaching is driven by what is to be learned using engaging texts as a stimulus.

The text-based approach involves:

- Word reading (encountering unfamiliar words).
- Grammar & Punctuation – seeing words in context and considering how they are employed for effect.
- Comprehension – through listening to, reading and discussing challenging texts.
- Vocabulary and spelling – encountering new language.
- Spoken language – through participating in discussions about books, learning from specific language modelled by the teacher and also that of peers.
- Writing – transcription and composition.

Through this multi-dimensional approach and by placing rich texts at the heart of English teaching, we aim to develop a love of reading with opportunities to read/listen to a diverse range of texts children may not have chosen themselves. This facilitates the development of a positive reading and writing culture in school, whereby children are able to read fluently, at an age-appropriate level, widely, and express preferences and opinions about the texts that they read. Through the use of quality texts and methodical planning (whereby grammar and punctuation are taught in context and skills are carefully linked to the texts), children will acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying spelling patterns and rules. Children should write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

### Reading – Planning, Teaching and Marking

Reading in KS2 and Year 2 (on completion of RWI) is taught for 30 mins per day through a whole class text based on the VIPERS approach. The whole class read and discuss a text which is at an appropriate level. The children complete a variety of activities linked to the focus VIPERS. Five focus words are displayed each week selected from the focus text and the meaning of these words is discussed. The focussed words are collected over the term and displayed in the blue wall pocket hanger. The reading lesson should include the following elements:

- Skill based learning objective.
- Reading the text – the children participate in echo, choral and paired reading.
- Clear adaptation which may include split input, differentiated tasks, reasonable expectations, different levels of support including peer support.
- At least one lesson per week should involve written answers to comprehension questions.
- Marking/feedback is up to date - Next Step recorded 1x per week (which the child responds to).
- Basic expectations of presentation in children's books are met.
- As well as good quality whole class texts, teachers use examples of non-fiction, film and poetry to ensure children are exposed to a wide range of genres.

**Story time** is carried out daily in every class. This is at the following times –

Year 3, 4 and 5 - 1.30pm – 1.45pm.

Reception, Y1, 2 and 6 – 3.00pm – 3.15pm.

All children are required to take a reading book home suitable to their level and record their reading on Boom Reader.

Teachers in KS2 must ensure that suitable phonics books are sent home for those children who still require them.

### Phonics

Phonics is taught using the Read, Write, Inc. scheme. In Reception and Year 1 phonics is taught on a daily basis for 30 minutes by teachers and LSA's. Each week's teaching must consist of:

- New sounds being taught (1 sound a week for Reception, 2 sounds for Year 1).
- Reading book (based on the colour group the children are assigned to).
- Comprehension questions (from the book).
- Alien words, green words and red words.
- Hold a sentence.
- Spelling test (based on sounds taught and the red words for the week).

Children are assessed every 6-8 weeks using the RWI assessment (completed by classroom LSAs). Children are then grouped based on the results of the most recent assessment (completed by the phonics lead). Children are tracked using an EXCEL spreadsheet (completed by the phonics lead). Alongside this, Year 1 children are assessed 3 times throughout the year using previous phonics screenings (completed by the phonics lead). This does not have an impact on the grouping of the children but is to provide additional data for teachers on how the children might perform on the National Screening. The National Screening takes place in June for all Year 1 children and the Year 2 children that did not pass in Year 1. Although it is not an expectation that phonics is taught daily in Year 2, it still needs to be covered within English lessons and interventions must take place for the Year 2 children that will be required to re-sit the screening.

### Book Corner Expectations

All classrooms contain a book corner which should be a comfortable space in the classroom for children to sit and read. Book corners should include the following:

- Attractive, appealing and comfortable seating/space
- Books and reading material housed in appropriate furniture/shelving
- All texts should be in good condition and well kept (dictionaries)
- A range of books appropriate for the range of ability of the class
- A range of texts including fiction and non-fiction, and different genres within those categories.
- Books linked to topic to be displayed in the reading area.
- Appropriate non-book reading material e.g., relevant leaflets, newspapers, etc.
- Texts organised into sections as appropriate to allow easy access e.g. baskets to promote specific topics/authors
- Specific books showcased to promote and enthuse
- Posters/information promoting focus genres and authors.
- Interactive, thought-provoking questions to stimulate research, opinion etc.
- Feedback/children's reviews of books they have read (e.g. book review folder/book tree reports, etc)
- Audio books (if available)
- Story bags, puppets (Foundation/KS1)
- Tidy environment maintained by all

### RWI Teaching

- Ensure teacher models excellent 'pure sounds' consistently
- Fred Talking in our school is referred to as Frog talking
- Use correct lesson resources; large speed sound cards, small speed sound cards, word time cards, red word cards
- Use the RWI teaching strategies, terminology and non-verbal signals
- Teachers are expected to refresh their phonic knowledge by revisiting the Ruth Miskin Training portal and using the CPD relevant to the current phonic level being delivered

- Teach the speed sound lesson, the word time lesson, alien word lesson, word time review, spelling lesson, partnered reading and hold a sentence. We do not use the Get Writing elements of the scheme. Our writing is taught through The Write Stuff strategies.
- Use the planning sheets relevant to your book colour.

### Reading at Home supporting phonic development

- Children will take home a 'Book Bag Book' from the same colour band they are working on in school.
- Children will have an Oxford Owl account with access to the RWI e-book library. They should be allocated the entire books and resource quizzes available for the previous book band colour to review at home. Their current book band colour can then be added and updated weekly. The e-books are the exact titles that the children have been using in school.
- Use the speed sound videos from the Ruth Miskin portal as phonic homework and or additional support for children who need it. Copy the portal video link and send to parent via dojo if necessary or add to the child's Google Classroom account.

### RWI Display

- Display in RWI teaching area must include a simple speed sound chart and blue wall pocket hanger.
- Display in Reception classrooms must include Set 1 and Set 2 sound frieze added to display as these are taught to the children and a blue wall pocket.
- Display in KS1 classrooms must include Set 1 and Set 2 sound frieze, simple speed sound chart, complex speed sound chart and blue wall pocket.
- Display in KS2 classroom must include a display area or blue wall pocket for spelling words and common exception words relevant to year group. The blue pocket is also used to display VIPERSS words learnt throughout the term.

\*\* Designated areas around school where catch – up and intervention RWI lessons are held will also display the above to match the needs of the children.

### Writing

Planning for English should include the elements listed below. Planning should take the form of a presentation using 'PowerPoint', rather than paper-based planning:

- Skill based learning objective and success criteria.
- Grammar and punctuation incorporated into Sentence Stacking lessons and highlighted on steps to success
- The Write Stuff followed for planning
- PowerPoint plan created
- Plot points/shapes displayed and cover of focus text
- Writing rainbow and lenses displayed
- Sentence stacking/WAGOLL displayed to refer to
- Each unit consists of Experience days, Finding the shape (non-fiction/poetry), Sentence Stacking, Independent planning and writing.
- Sentence stacking to be recorded over a double page in yellow English books
- Date and LO to be underlined with a ruler. Steps to success for Sentence stacking lesson to be stuck in under date and LO.
- Independent writing must be marked using the new marking policy
- Clear adaptation which may include split input, differentiated tasks, reasonable expectations and different levels of support.
- Modelled writing.
- Activities and tasks should give children the opportunity to practise the skill that is being learnt and therefore achieve the 'L.O'
- Pupils' independent work is monitored/assessed frequently and adapted as required.
- Basic expectations of presentation in children's books are met.
- Marking/feedback is up to date - Next Step recorded 2x per week (which the child responds to).

- Children should be allowed the time and opportunities to evaluate their work against the learning objective/success criteria, throughout the lesson.

### Writing Displays

Each class should have an English 'Working Wall' which should exhibit the following:

- A working wall/washing line displaying aspects of writing being taught (relevant to the current topic).
- Modelled writing
- Shared writing
- Vocabulary specific to the text/genre – key words etc.
- The Write Stuff Plot points.
- Sentence stacking display of current writing.

### The Write Stuff in Reception

Children experience meaningful moments to fully immerse and engage them with the text. These are planned to take into account our children's cultural capital. The children are introduced to the EYFS Rainbow of symbols with particular emphasis on the 'Fantastics' symbols. The character Grandma Fantastic is used to introduce new and ambitious vocabulary. This is taught explicitly, modelled and used by staff in different learning contexts across the 7 areas of learning. Plot points are used to enable the children to sequence the story and develop their comprehension skills. The plot points act as a signpost through the week for the children to engage in planned opportunities for writing. There is a reflective discussion of the plot points for the children to develop their PSE and comprehension skills by thinking about how the characters are feeling. Writing is modelled and displayed on the sentence stacking wall.

### Grammar KS2

#### Grammar and Punctuation

The book-based approach aids understanding of Grammar & Punctuation by enabling children to see words in context and consider how they are employed for effect. As well as this, Grammar and Punctuation should be taught in the following ways:

- Through lesson starters
- Woven into the lesson – fed into the success criteria
- Stand-alone grammar and punctuation 'exercises' which develop a range of skills.
- One 30-minute Grammar lesson a week planned using year group objectives and gap analysis.
- Work to be recorded in yellow English books.

### Spelling

#### Spelling

Children encounter new vocabulary through the book-based approach, however spelling should also be taught as a discrete subject. Spelling is taught as follows:

- Spelling planned using Twinkl and RWI spelling
- Activities include a PowerPoint teaching spelling rules, spelling games and Look, Cover, Write, Check and practice linked to handwriting lessons.
- 2 x 20 min lessons p/week using the resources from Twinkl alongside RWI videos (to introduce spelling patterns) as well as other resources.
- Spellings are sent home weekly on Class Dojo or on paper.
- Spellings are adapted based on the needs of the children. For example, high frequency words or 5 spellings to learn instead of 10. Each week, children receive 10 words from each of the RWI or Twinkl units to practise at home.

- Teaching should cover specific spelling patterns and then give children the opportunity to practise those patterns.
- Spellings are tested weekly.
- Once RWI spelling units are complete, teaching should involve spending time recapping those words and identifying misconceptions.

### Handwriting

- Handwriting should be taught for 10-15 minutes per day in KS1. In KS2, the teaching of handwriting should be based on the needs of the class. Handwriting is also taught through interventions.
- Pencil should be used for writing (for all years). Once handwriting is deemed to be neat, legible and joined, children can write in pen. They may write in pen but should be given the choice – they choose the appropriate implement for the task.
- There are opportunities to model correct letter formation during daily English lessons
- Teachers must model appropriate handwriting
- Handwriting interventions should be carried out according to the need of the children.

### Assessment of Reading

The school's principle means of assessing the progress of Reading is by using day-to-day formative assessment. All teachers must mark reading at least once a week and provide positive feedback (What Went Well) and a next-step comment which the children will action. For younger children verbal feedback is acceptable. All other work will be ticked to acknowledge that the teacher has looked at the work.

As well as all statutory tests, the school uses NFER tests for assessing Reading twice a year to support teacher assessments and identify gaps in learning. The school also uses FFT Reading Assessment Programme FFT's Reading Assessment Programme which is a simple and effective online assessment tool designed to assess pupils on their GPC Accuracy, Decoding Accuracy and Fluency Levels (Words Correct Per Minute).

Year 6 carry out practice assessments in October, December and February. Year 2 carry out practice assessments in Spring 2 in readiness for KS1 tasks.

### Assessment of Writing

For extended writing, the school uses a set of marking symbols (see marking policy). All teachers must mark writing at least twice a week and provide positive feedback (What Went Well) and a next-step comment which the children will action. For younger children verbal feedback is acceptable. All other work may be ticked to acknowledge that the teacher has looked at the work.

Each term, children (Years 1-6) complete two assessed pieces of writing which is sufficiently independent and is intended to demonstrate the skills the children have been learning during the unit of work. It is then assessed using the teacher ITAF (see example below) appropriate to the level the child is working at. For most children, this will be the current year group ITAF. The assessed piece of writing should be annotated/coded referring to the relevant ITAF criterion and should be stuck into the writing book next to the assessed piece.

As of December 2023, independent writing will be assessed using a writing assessment framework. A judgement will be made across the last 3/4 pieces of independent writing.

### Monitoring

Monitoring of English takes the form of learning walks/observations, book scrutinies, examination of assessment data and professional learning dialogue. Writing moderation involving all teachers takes place at least once per year and if possible, with a partner school within the trust.

### Further Support

For additional support in the teaching of English/phonics, consult the English subject lead and/or phonics leader.

## 2) The Teaching of Mathematics.

Maths lessons are planned and taught adopting the Teaching for Mastery approach. Each lesson is designed to provide sufficient time to develop a range of mathematical concepts, skills and processes – using and applying mathematics, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data.

All teaching is based on the National Curriculum to ensure that all pupils:

- 'become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.' (National Curriculum 2014)

### Principles of mathematics teaching

1. Maths lessons are taught daily for approximately one hour, including arithmetic skills.
2. Through careful assessment, planning and preparation, we aim to ensure that children are given opportunities for:
  - Practical activities and mathematical games.
  - Developing fluency.
  - Problem solving.
  - Reasoning.
  - Individual, small group and whole class discussions.
  - Investigative tasks.
  - A range of methods of calculating.
  - Working with ICT.
  - Outdoor learning.
3. **Lesson structure**
  - Get Ready (starter): Times Tables/Oral work, games, problem solving and mental calculation linked to previous (about 5 to 10 minutes). This will involve whole-class work to develop and improve mental and oral skills.
  - Main teaching activity (about 30 to 40 minutes): This will include both teaching input and pupil activities and a balance between whole class, guided groups, paired and individual work. Teaching for mastery includes using concrete, pictorial and abstract (CPA).
  - Deeper Understanding: Every lesson will provide an opportunity for all learners to deepen their understanding through varied group and independent tasks.
  - Reflection and assessment (5 – 10 minutes at the end of the lessons and, where appropriate, short 'plenaries' interspersed throughout the lesson): Consolidate learning and develop reasoning and understanding.
  - Each lesson will involve work with the whole class to identify and address misconceptions, assess progress, summarise key facts and ideas, make links to other mathematical concepts and to discuss next steps.

### Maths Books

- Presentation to be of a high standard.
- Short date (3.2.21) and Objective to be underlined.
- Use of pencil ONLY.
- Work from left to right across the page.
- Digit in each square.
- Self and Peer assess – evidence in books.
- Reasoning - evidence of pupils understanding in their own words.



- Greater Depth tasks to be clearly presented.
- Rulers must be used to underline dates, L.Os and to draw lines for calculations etc.

### Classroom learning Environment

- Every class to have a Maths Working Wall that includes:
- Concrete/Pictorial/Abstract examples as relevant to the age of the child.
- Challenges/Next Steps.
- Interactive tasks/questions.
- Vocabulary.
- Current topic – modelled/class examples and pupil's work.

### Planning

- All planning and teaching to be based on the National Curriculum and Key Stage framework.
- White Rose Overview, supported by NCETM spines and ready to progress documents, to be used in all year groups in KS1 and KS2, for sequence and coverage of maths topic areas.
- Planning and resources to be consistent across year group and shared.
- High quality input screens/slides that evidence CPA, reflective of objective.
- Use of varied resources.
- Use of concrete resources, as well as a range of online interactive activities.

### Marking

- As per marking policy – all work to be marked, including peer and self-assessment.
- Next Steps to be set 2 times per week minimum, and be responded to.
- Marking symbols: ✓ - correct and ● – incorrect.

### Assessment

- Year 2 and 6 to use practice SATS papers throughout the year.
- Years 3 to 5 to use mid-year and end of year assessment papers.
- All years to use teacher assessment to inform planning, progress and achievement on a daily basis.
- All years to regularly update SONAR pupil tracking system: end of term data drop.

## 3) The Teaching of Science

### Overview

- Each lesson will include a range of up-to-date, quality resources specifically for teaching and learning and no lesson will be paper based only.
- At least once a term, children should have the opportunity to undertake learning outside the classroom in science.
- Pupils are taught to work and think scientifically and one objective is evident in every lesson. (check Curriculum Long Terms and Medium-term plans for year group scientific objectives).
- Working scientifically must always be taught through and clearly related to the science content for each half-term.
- Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

### Expectations for Science

- All work is presented to a high standard in the green Science book.
- LO and learning objective to be underlined neatly.
- Work is evidenced in a variety of forms; photographs, graphs, simple tables, labelled diagrams, keys, drawing conclusions, questions, science experiment write-ups, and observations.
- Planning and teaching are based on the National Curriculum and Key Stage framework.
- PlanBee is used to assist with Medium Term planning.
- Each classroom should have a science display with the current topic, vocabulary, questions, pupils work and relevant information.

- All science resources are stored in the resource room. All equipment must be returned as soon as it is finished with and put back in the correct location.

#### **Assessment arrangements**

- Science work is marked in accordance with the marking policy; if the work is a piece of extended writing, then it must be marked in accordance with the marking policy for extended writing if it counts as one of the two pieces of marked writing during a week.

### **4) The Teaching and assessment of other subjects. (Please see the school's teaching and learning handbook for more detailed information).**

#### **Resources to support teaching, learning and assessment**

The school uses the following resources to support teaching and learning in foundation subjects.

Geography – Oddizzi and Digimaps

History – Key Stage History

Computing – NCCE computing curriculum

French – Language Angels

RE – Local SACRE syllabus

PSHE – PSHE Association scheme

DT – Design and Technology Association materials

Art – Access Art

Music – Charanga

PE – Is taught by Star Sports in years 1-6 using Val Sabin resources as a starting point and supplemented.

#### **General Principles**

- Lessons must follow the school's agreed long term and medium-term plans.
- Lessons should be planned as carefully as lessons in core subjects.
- Lessons should include adaptations where necessary to allow all children to access the lesson.
- Work in foundation books must be of a comparable quality to work in core subject books.
- Foundation subjects are summatively assessed once a term and the information is recorded on SONAR.
- All work foundation subject work should be ticked to acknowledge it.
- Learning passports are used in science, history, geography, RE and PSHE from September 2023. Other subjects will be added to this in due course.
- Each foundation subject should be marked once a half-term with a WWW and Next step comment. This can take the place of a piece of English or Maths marking for that week.

### **5) The principles and aims of assessment:**

The school believes that the overarching aim of assessment is to help teachers understand what their pupils know and what they still need to work on in order to plan and teach more effectively.

The specific aims of the assessment policy are as follows:

**To give reliable information to parents about how their child, and their child's school, is performing**

- a. Allows meaningful tracking of pupils towards end of year expectations in the curriculum, including regular feedback to parents.

b. Provides information which is transferable and easily understood and covers both qualitative and quantitative assessment.

c. Is reliable and free from bias.

**To Help drive improvement for pupils and teachers**

a. Is closely linked to improving the quality of teaching.

b. Ensures feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

c. Produces recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

**To Make sure the school is keeping up with external best practice and innovation**

a. Is created in consultation with those delivering best practice locally and nationally.

b. Is created in consideration of, and is benchmarked against, international best practice.

## 6) Arrangements for governance, management and the evaluation of assessment.

- The assessment leader in conjunction with the headteacher is responsible for ensuring the assessment policy is maintained and followed.
- The SLT will monitor the effectiveness of assessment practices in the school.
- The primary mechanism for this will be through the monitoring of teaching and learning.
- The effectiveness of the policy will be judged by the triangulation of the school's formative assessment data (SONAR), the work that pupils have completed that shows evidence of mastery of particular objectives and summative tests/tasks in reading, writing, maths and GPS.
- The school assessment leader is responsible for ensuring that the school attends all relevant local authority moderation and that school systems reflect best practice.

## 7) How assessment outcomes will be collected and used.

The school believes that assessment and pedagogy are inextricably connected and that assessment of pupils' attainment and progress should be directly linked to the curriculum.

**There are three main types of assessment:**

- **Day –to-day in school formative assessment**, for example question and answer sessions, marking of pupils' work, observational assessment, regular recaps and quizzes, scanning work for pupil attainment and development.
- **In-school summative assessment**, for example end of unit tests, end of year tests and reviews of pupils with SEN and disabilities.
- **Nationally standardised summative assessments**, for example KS1 and KS2 tests.

The school recognises the fundamental importance of formative assessment and that high-quality formative assessments are an integral part of teaching and learning. With this in mind, the school's assessment procedures place a strong emphasis on formative assessment. In-school summative assessment is used up to twice a year, but only to validate our formative assessment model and to provide further diagnostic data. In the school ensures that all statutory National standardised summative assessments are carried out.

### SONAR

The school uses SONAR to track children towards mastering the relevant end of year objectives. Teachers decide when a child has demonstrated that they are working towards an objective, have achieved an objective or have mastered an objective. This information must be updated regularly and must match the demonstrable skills that the children possess as seen in their books, through informal progress checks and in conversation with school leaders and external agencies. There are many ways that teachers build up a picture of what their children can and can't do, for example:

- Through question and answer sessions.
- By effective use of plenaries and key questions.
- By recording marks in spelling tests, times tables tests, short end of unit tests etc.
- Pre and post assessments in mathematics.
- Through effective marking of children's work.
- Through observation of children working.
- Recording of assessment data

The school expects teachers to keep a record of how their children are doing day-to-day, for example spelling results, times tables results and arithmetic test results but this data does not need to be entered into SONAR. Whether a child has met an objective or not, is down to the professional judgement of the teacher, but must triangulate with the knowledge and skills that the child can demonstrate and what they have shown day-to-day in their work.

**The primary purpose of the school's assessment policy is to confirm what children know and what they need to learn next.**

Twice a year, children in years 3-5 will undergo summative testing arrangements in reading, maths and GPS.

Once a term, children in years 1 to 6 will have a piece of writing formally assessed.

The purposes of these assessments are twofold:

- 1) To provide a quality assurance check that our formative assessment procedures are working, i.e. that the data derived from summative testing matches what our formative assessment model (gap analysis) shows.
- 2) To provide diagnostic data to be used as a starting point for teaching moving forward.

### **The importance of effective high-quality feedback**

Teachers build up an understanding of what their children know and what they need to know next in many different ways, for example through dialogue, performance in class, short progress checks etc. but the importance of effective feedback cannot be underestimated.

The school expects that feedback is provided to children in accordance with the information contained in this policy and recognises that marking/feedback in writing in particular is crucially important for building up a detailed picture of what the child is able to do and what they still need to work on. Feedback should be purposeful and should not create unnecessary workload on teachers, but should be completed with enough regularity to ensure that teachers build up an effective picture of their children as learners and that pupils understand what they have done well and where they need to go next.

## **8) Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

The school expects all of its teachers to be able to competently assess the attainment and progress of their children and will support them to this end by providing good quality continuing professional development.

**This professional development may take many forms:**

- a) Regular INSET/Staff meeting sessions on a Wednesday after school focussed on assessment.
- b) Attendance at local authority training.
- c) Attendance at other training courses deemed necessary by the teacher or assessment leader.
- d) Professional discussions between colleagues for example as part of weekly PPA sessions.

If any member of staff is unsure of any part of the assessment policy or feels they need additional guidance, they should speak to the assessment leader or other member of the SLT for guidance.

## **9) Detailed guidance on different forms of assessment**

The school believes that all children can achieve if taught well and that the vast majority of children will meet the demanding age-related expectations. However, the school does recognise that for a small number of children with pronounced Special Educational Needs, the age-related curriculum may be inappropriate, but that they can still achieve well relative to their starting points.

Specific arrangements for formative assessment vary within each phase/key stage, but the basic principle of : Plan based on pupils' strengths and weaknesses, teach, assess and use the results of assessment to inform future learning is consistent throughout the school.

In Nursery and Reception, formative assessment is primarily through observation, which is used to inform progress towards the Early Learning Goals. Formative assessments are recorded using Tapestry.

In Key Stage 1 and 2, teachers plan lessons using objectives drawn from the National Curriculum/School's curriculum that are appropriate to the children's ability and then record their progress towards achieving those specific objectives using the subject Pupil Learning Passports.

In every phase/Key Stage, it is essential that work is marked/discussed with the children regularly in order that teachers can build up a detailed picture of attainment and also plan effectively for future learning.

### **Day-to-day formative assessment**

- The starting point for all teachers is what the children already know and the specific objectives that children need to learn as defined in the relevant part of the National Curriculum/school's curriculum.
- Teachers will measure progress towards meeting these expectations.
- Question and answer sessions will be used to evaluate pupil understanding and address misconceptions.
- Plenaries will be used to enable pupils to demonstrate their understanding of different concepts.
- Teachers will record the results of spelling tests, times-tables tests and arithmetic tests.
- Teachers will mark children's work purposefully and will provide worthwhile feedback to children.
- Children will undertake peer and self-assessment as a means of understanding where they are as learners and what they need to do next.
- Gap Analysis from NFER tests will be used to decide what different pupils need to be taught next.
- For some pupils, this may mean setting up small-scale timely interventions to ensure that they meet age-related expectations. The phase group leader in conjunction with class teachers and the SLT will be responsible for overseeing these.

### **In school summative assessment**

The school does not believe in testing for testing's sake. Summative assessments have two purposes:

- 1) To validate what teachers know about their pupils' learning through formative assessment.
- 2) To yield useful diagnostic data from which next steps may be taught.

The school uses the following summative assessments.

- On exit assessment in Nursery.
- Reception Baseline assessment.
- End of EYFS assessment.
- Commercially purchased end of year tests in reading, maths and GPS for Years 3 to 5.

### **Nationally standardised summative assessments**

The school understands that nationally standardised summative assessments are important for benchmarking the performance of the school against other schools and for helping all stakeholders to understand how well the school is performing. The school ensures that all statutory tests are carried out as follows:

- Year 1 pupil sit a phonics screening check
- Some Year 2 pupils retake a phonics screening check if they have not met the required standard
- Year 2 pupils take externally produced and internally marked KS1 tests (These are non-statutory from 2024)
- Year 4 pupils undertake a multiplication tables check exercise
- Year 6 pupils take externally produced and externally marked KS2 tests

### **Early Years Assessment**

Within the first six weeks of a child beginning school they must carry out a Reception Baseline Assessment (RBA) which is a statutory standard assessment for all children. If a child starts school later in the year they will still need to carry out this assessment if they have not already done so in a previous setting.

At the beginning of the year teachers also carry out their own baseline assessments in the form of observations and activities to build their understanding of the child's strengths and needs.

In the early years (both Nursery and reception) at Little Thurrock Primary, assessments are gathered daily for individuals and groups of children. Knowledge of the children is obtained through adult-led activities, observations made as children play and explore and information shared from parents. The information gathered is transferred to Tapestry and SONAR by linking it to the relevant statements from the EYFS profile. Evidence such as observations, children's work, child comments, photos and practitioner knowledge all contribute to the teacher's judgement about a child's development and progress. Development in all seven areas of learning is tracked and this ongoing formative assessment informs planning on a daily and weekly basis.

Throughout the year summative assessments are made using SONAR to indicate if a child is meeting their age-related expectations. In order to track development, summative assessment records whether a child is working at significantly below, below, just at, at, above or significantly above the age-related expectation.

At the end of the reception year Teachers make an assessment on the statutory Early Learning Goals (ELG) for each of the 17 aspects within the 7 areas of learning. The ELG are referenced as the expected level for this age. There are two judgements at the end of reception. The teacher will decide whether a child has met the expected level (expected) or not yet reached this level (emerging).

End of year reception judgements contribute to the school's national measure which is governed by the number of children that are operating at expected level, for all aspects within Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy and Mathematics. These children have therefore achieved a Good Level of Development (GLD).

## 10 ) Sharing information with Stakeholders.

### Sharing information with pupils

Assessment is important for pupils because they need to know what they have achieved and what they still need to work on in order to make good progress and achieve their potential. The school believes that a dialogue between pupils and their teacher is essential, if children are going to understand the specific skills that they still need to develop. With this in mind, all teachers in years 1-6 must give regular individual feedback to pupils. During this feedback, children and teachers should discuss what they think they have done well and also what they still need to work on in terms of their age-related objectives in reading, writing, maths, science and GPS with their peers or their teacher. The school does not believe in giving children scores without contextualising them. Scores on their own are meaningless, the dialogue should always be around what the child has done well and what the child still needs to do to improve.

### Sharing information with parents

Once a term, the school holds parents' evenings when parents and carers are invited to a meeting to discuss the progress of their children. **The school expects teachers to meet the parent(s)/carer(s) of every child every term and it is the responsibility of class teachers to take every reasonable step to ensure this is the case.** During parents' evenings, teachers discuss with parents/carers what their child/children have achieved; what they still need to work on and how they can be helped at home. At all times the discussion must be focused on what the child needs to do to achieve age-related expectation unless the child has an identified special need(s) which means they are working on an adapted curriculum. All teachers must impress upon parents the school's belief that all children can make good progress and the vast majority of children can achieve age-related expectation.

Once a year, parents receive an annual report on their child's progress and attainment relative to National Expectations.

The school also operates an open-door policy and teachers, phase leaders, the senior leadership team and headteacher must be prepared to meet with parents to discuss the progress of their children at other times throughout the year as necessary. For children who have an Educational and Health Care Plan (EHCP), separate meetings are held with the head/class teacher/SENCO and parents, where their progress is discussed.

### Sharing information with governors

The school recognises the importance that good governance can play in helping a school to run successfully. Information on how well the school has performed in National Summative Assessments is discussed annually. As well as this, information on how well children are progressing towards end of year objectives is discussed at every governing body meeting through the mechanism of the headteacher's report. Information on how well specific groups are progressing, for example children who receive pupil premium funding and children with SEN is also regularly discussed. As well as this, governors play an active part in the life of the school and undertake monitoring visits to better understand how well specific groups of children are progressing towards their end of year objectives.

## 11) Marking and Feedback

### Overview:

- Work in all subjects is marked in accordance with the assessment, marking and feedback policy
- Work is marked by adults in blue pen
- Pupils mark their own work in purple pen
- Pupils are given time to respond to marking
- All teaching staff are expected to mark pupils' work

### Rationale

Effective oral or written feedback, is essential in enabling pupils to know where they are in their learning; what their next steps are and in ensuring all pupils make good or better progress. Marking completed in good time allows staff to understand the strengths and misconceptions of individuals and groups of pupils in order that planned work can be amended where necessary to reflect the needs of the pupils.

The principal function of marking is to provide feedback to pupils in terms of:

- What is good about a piece of work
- What the pupil needs to do next in order to improve
- Engaging pupils in the development of their learning and enabling them to take some responsibility for their own progress

### Aims:

Through thorough and effective marking, pupils are clear about their own strengths and next steps as learners and adults hold a very clear understanding of the needs and abilities of all pupils within their class or group.

Marking is only effective if:

- the comments made are specific and relate to the learning objective/success criteria
- a clear indication is provided of how the pupil can improve the piece of work
- the pupil has time to review the marking and take action as a result
- it informs teachers of the level of support a child has had
- it informs teachers of gaps in children's knowledge and understanding in order that they can plan effectively

### Strategy:

The quality of marking across the school must be consistent (within and across year groups) and highly effective - it is the responsibility of the SLT and phase leaders across the school to ensure this is happening by regularly monitoring the quality of marking.

Discussions between a pupil and an adult about a piece of work are a valid and highly effectively form of marking, if verbal feedback is given, the child should be expected to respond appropriately.

Marking must be done in accordance with the learning objective/success criteria to ensure pupils are clear about what it is they have / have not achieved.

Pupils mark and edit their own work (against the learning objective, success criteria or next step) and make written or oral comments on their own progress and attainment in purple pen.

### Expectations with regard to frequency of marking

Clearly, there is more potential benefit to be gained from marking a piece of extended writing, which can then be revisited and possibly edited, than in slavishly marking numerous pages of addition problems.

The school expectation is that all pieces of work should be looked at to support formative assessment. In most cases, simply ticking/stamping the work is evidence that this has been done. This can be completed during the lesson.

Please, however, see the marking of writing and Mathematics below. This expectation should not, however, be followed in a robotic manner - teachers must use their professional judgement to identify which pieces of work would offer most benefit to the pupil if marked more fully and any misconceptions or issues will need addressing. Each week the school expects that five pieces of work will be marked with 'What Went Well' and 'Next Step' comments. Generally this would be 2 pieces of English marking, 2 pieces of maths marking and a piece of foundation work. It is expected that each foundation subject is marked once a half-term and twice a half-term for science.

### Peer and Self-Assessment.

The aim of Peer and Self-Assessment is to involve children in the analysis and constructive criticism of their own work. It is important that:

- Feedback is incorporated into the structure of the lesson.
- Time is allocated within the lesson for reflection, in a structured way.
- Pride in successes, amendment and improvement become a natural part of the lesson.

The key Principles of Peer and self-assessment are:

- Children can constructively mark their own work against agreed success criteria for the task, sometimes with a partner.
- Children should be trained in the process of self-evaluation/peer assessment, looking for success measured against criteria and suggesting improvements.
- There needs to be ground rules about paired marking to maintain self-esteem.
- Feedback can be oral or written.
- Teachers should monitor the quality of the self and peer assessment.
- At the end of some lessons children should be encouraged to indicate their own level of understanding by placing their work in the appropriate coloured tray (KS1) – green (fully understood), yellow (partially understood), red (require support). In KS2 children can indicate their confidence by using one tick (require support), two ticks (partially understood), three ticks (fully understood).

### Key Questions

Five Key questions are asked in the majority of lessons.

**What are you learning today?**

**How does your learning link to the previous lesson?**

**How does your learning link to last year and the year before?**

**How does your learning link to other subjects?**

**What are you going to learn next?**



### Marking of writing

Extended writing should be marked more thoroughly, annotating work to indicate positive aspects and next steps in the children's writing as follows:

- use the agreed school marking / editing symbols (see below)
- identify where the pupil has met the learning objective
- identify next steps where the pupil could improve using the NS symbol
- a combination of observations and questions as a comment



### Marking / editing symbols for use with all written work:

Not every error needs to be identified and the level to which they are signposted will vary dependent on the ability of the child. For example, less able children, may have the individual mistake identified, whereas more able children may have a correction symbol placed in the vicinity of their error, the expectation being that they spot the error themselves.

For children with spelling difficulties/dyslexic difficulties, it is expected that only spelling errors that you know a child can spell e.g. known high frequency words or spelling patterns should be identified. Children's work must be marked for each individual and the level at which they are working. Use your professional judgement to prioritise the next steps. The main aim of their use is that it is clear to the children what they have done well and what they must do in order to make progress.

**Children at age-related expectation and above in KS1 and KS2-** strengths and areas for development annotated in the writing in blue pen

Spelling errors (no more than three) to be indicated by sp.

Grammatical errors to be underlined with a straight line.

Punctuation errors to be circled.

Capitalisation errors to have a box around them.

Meaning not clear to be indicated with a question mark.


Change the word order to be indicated with a double-sided curvy arrow.

Missing word or letter to be indicated with an inverted V.

New paragraph to be indicated by two backslashes.

See below for a table of the symbols to be used.

It is important to note that when children are at the end of a Key Stage and may have their writing formally moderated, teachers should not over use marking symbols as this could be construed as too much scaffolded support that signposts children to the improvements to be made to their work.

sp	sp = spelling error. Children to correct no more than three spellings.
_____	Straight line = grammatical error
○	Circle = punctuation error. In maths = where the calculation is incorrect.
□	box = capital letter error.
?	Question mark = meaning not clear.
	Change the word order/ change the letter order.
^	Add something else.
//	New paragraph.

Throughout the school, WWW (What Went Well) will indicate a comment on success and a Next Step symbol will indicate a comment on next steps. These comments should link to the learning objective and be focused on enabling

the child to clearly identify what they were successful at and what they need to do in order to make progress in their writing.

Children must be provided with next steps (footprint symbol) twice a week in writing and mathematics and once a week in reading. If children are undertaking extended writing in another curriculum area, then a teacher may decide to provide a next step in this subject rather than in writing. Teachers should mark all curriculum subjects at least once a half-term and provide feedback, this can be in place of a piece of marking in English or Maths. In some subjects pre and post assessments are used and these can be counted as one piece of marking a week.

Next steps can take the form of a specific skill that the child needs to practice, an action, a challenge or a question.

Opportunities for children to respond and make changes in purple pen must be planned.





Teachers must monitor children's responses to next step comments.

### EYFS and Year 1

In EYFS the majority of feedback given to the children is verbal.

In Year 1 whilst the majority of feedback may be verbal, four marking symbols are used at the start of Year 1 (capital letter, finger space, full stop, frog talk) – leading to introducing all of the marking symbols by the end of Year 1.

Year 1 marking symbols

	Full Stop
	Capital Letter
	Frog Talk
	Finger Space

### Marking of Mathematics

Mathematics must be marked thoroughly just as any other core subject would be marked. In this way, the teacher will become aware if a child has or has not understood the concept being covered. In addition to this, the school's method of formative assessment relies on teachers being able to confidently say whether a child has or has not met the specific learning objective being covered on a daily basis. Teachers can mark mathematics using the WWW to identify elements of the success criteria that they have met if relevant and the NS symbol to identify next steps. The use of ticks and dots to indicate which calculations/work is correct/incorrect is used in mathematics along with a circle to indicate where a calculation is wrong. Underlining can be used to draw attention to where key information has been misinterpreted. Sometimes children can work in pairs or small groups to mark their own work using the agreed symbols, but this can never replace regular marking by the teacher.

## Marking of Homework

The school does not expect homework to be marked, but it does expect it to be acknowledged. Each half-term children in years 1 to 6 produce a homework project which must be acknowledged and shared with the class. Teachers may mark specific homework tasks if they wish.

## Marking of Foundation Subjects

It has been agreed that any extended writing in the foundation subjects or Science should be marked using the Marking Guide. The marking must be linked with literacy skills as improvement in writing is a whole school development target.

Other work can be acknowledged with a tick or discussed with the pupil.

### Other codes to be used

VF should be used to acknowledge verbal feedback.

AS (Adult Support) should be used to show that the child was supported individually or as part of a group.

I should be used for children who normally work with adult support, but have completed work independently.

HLTAs should initial work to show that they have covered a lesson.

Supply teachers should follow the school's marking policy and initial work.

## 12) Implementation and review of the teaching, learning and assessment policy.

The headteacher and SLT have overarching responsibility to ensure that the teaching, learning and assessment policy is implemented and adhered to. Phase leaders have a responsibility to ensure that all members of their team follow the policy robustly. The consistent and effective implementation of the teaching, learning and assessment policy is a core component of every teacher's performance management review.

The policy will be reviewed and updated annually to ensure that it always reflects best practice.

## Appendix 1 – Examples of next step marking.

Reading :

KS1: How is the character feeling?

What would you do differently?

Lower KS2: Based on what you have read so far, what do you think the main character will do next and why?

Circle the word in the text that has the same meaning as.....

Upper KS2: Based on what you have read so far, how is the text similar or different to the last text you read?

What impression does the word slithered give you about the character?

Writing :

KS1: Where should there be a capital letter in this sentence?

Which word best describes the character? (choice of words).

Lower KS2:

Add a fronted adverbial to one of your sentences.

Create an expanded noun phrase to describe the .....

Upper KS2: Write a sentence demonstrating that you can use a semicolon correctly.

Write a sentence of three to describe the contents of the room.

#### Maths

KS1: Tom has fewer than 8 sweets, how many sweets could he have?

Show me two different ways to make 10.

Lower KS2: Spot the error in this calculation.

Use the inverse to solve this problem.

Upper KS2: Complete the calculation  $87 \times 46$  using a formal method.

One bag of flour weighs  $3\frac{1}{3}$  Kg, the other bag weighs  $1\frac{1}{2}$  Kg, what is the difference in weight between the two bags?