

Planning, Assessment for learning Recording, Reporting and Marking and Feedback Policy

Introduction

At Roach Vale Primary School our aim is to combine high standards with a broad and rich curriculum. We understand that high standards, particularly in English and maths are the key to success in learning and in life. Children learn better when they are excited and engaged by excellent teaching which challenges them and shows them what to do. The emphasis at Roach Vale is on personalised teaching and learning where children and their teachers have a really good understanding of where they are in their learning, where they need to go next and how best to get there. This is assessment for learning [AfL], a powerful way of raising children's achievement, which is central to effective teaching and learning.

It is essential that:

- planning is rigorous and clearly identifies the objectives to be taught for the children;
- marking is of value to the child in giving feedback about strengths and suggestions for future developments;
- assessments are based on accurate judgements and on evidence, are made regularly and are used to plan next steps of learning;
- recording is of value to adults and children, is based on accurate and regular assessment and is used to build up an accurate picture of the individual child;
- reporting is clearly presented so that it is accessible to those for whom it is intended and is based on accurate assessment and evidence.

Our main aim

We aim to use regular individual assessments to plan the next stage of learning, to review and evaluate our planning and to ensure that learning objectives are being met. Assessment also helps to identify and focus upon individual children's needs and record their overall achievement.

We encourage all children at Roach Vale to become reflective learners, to make assessments about their own work and to be part of the planning in moving their learning forward. In order to do this, children need a clear picture of expectation and of where they are aiming to get to. They need to know what their next step targets are.

Planning

Planning is divided into long term, medium term and short term.

Long term planning

- Curriculum Overview covers the whole year and identifies the key foci for each curriculum area.

Medium term planning covers a half term

- Covers each week in the half term and each curriculum area
- Follows the Inspire Curriculum cross-curricular topics, Abacus maths and
- MTP should include at least one 'wow' factor and/or one visit or visitor
- Learning objectives to be covered in that week in each curriculum area are clearly shown
- Learning objectives are taken from development matters, published schemes of work, the National Curriculum and the National Curriculum 2014
- Foundation Stage plans for the seven areas of learning
- These plans are emailed to the headteacher by the first day of every half term
- SMSC opportunities must be highlighted in red on the MTP
- Opportunities to teach about British Values must be highlighted in green.

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Short-term planning covers one week:

- Separate maths and English plans clearly showing the objectives and differentiated learning, phonics (Letters and Sounds) and/or spellings (Support for Spelling), key vocabulary, assessment opportunities, Mega maths focus
- Both of these plans are emailed to headteacher on Monday morning. Annotated plans are kept in the orange planning file on the teacher's desk.
- Teacher and TA groups should be highlighted on the plan
- Foundation Stage plans for the seven areas of learning.
- Children are encouraged to add their ideas for learning into the plans.
- The vulnerable groups are identified on English and Maths planning

As much as possible, plans should follow a cross-curricular approach with subjects being linked together where possible.

Assessment strategies

Assessment is not an isolated activity. It is based on a thorough understanding of a child's achievements. At Roach Vale we use both formative and summative assessment. Assessment takes place throughout the year. We assess against the 2014 National Curriculum statements, using Target Tracker to record assessments

Day to day

- Observation of children engaged in practical activities
- Learning intentions made explicit and shared with children
- Peer and self assessment in use
- Children engaged in their learning and given feedback
- Amendments made to short term planning through the class teacher's annotations

Periodic

- Broader view of progress across the subject for teacher and learner
- Use of national standards in the classroom
- Improvements to medium term curriculum planning
- Individual maths & English targets are updated fortnightly, the literacy targets coming from Big Write outcomes

Transitional

- Formal recognition of children's attainment
- Reported to parents and next teacher
- Uses external tests or tasks

Formative assessment

Formative assessment is assessment for learning [AfL]. It involves using assessment in the classroom to raise children's achievement. It is based on the idea that children will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their learning).

Effective assessment for learning happens all the time in the classroom.

It involves:

- sharing learning intentions with children
- helping children know and recognise the standards to which they aim

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- providing oral or written feedback that helps children to identify how to improve
- believing that every child can improve in comparison with previous achievements
- both the teacher and children reviewing and reflecting on children's performance and progress
- children learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

Research has shown that being part of the review process raises standards and empowers pupils to take action to improve their performance.

The Big Write and Mega-Maths activities are used to set next step targets for each child every two weeks.

Summative assessment

These assessments provide a summary and an overall attainment of each individual child. Summative assessments are often statutory and standardised and involve judging children's performance against national standards. Teachers often make these judgements at the end of a unit of work, year or key stage. Test results also describe children's performance in terms of levels. However, an important aspect of assessment for learning is the formative use of summative data.

1. All children entering the Foundation Stage are assessed using the national baseline assessment scheme, CEM produced by Durham university. This is completed during the first week of term. Assessments then continue throughout EYFS with children being assessed against the Early Years Foundation Stage Profile [EYFSP] Final assessments are made at the end of the summer term in EYFS [EYFS Attainment] and these are used to set targets for attainment at the end of KS1. The Year 1 teacher uses this data to plan an appropriate and challenging curriculum based on the interests and needs of the cohort and individual children.
2. Year 1 Baseline – in order to accurately enter data onto Target Tracker at the start of Year 1, all children are assessed in reading, writing and maths within the first three weeks of the autumn term.
3. Year 1 Phonic screening – this takes place in June at the end of Year 1. All children are individually screened using statutory material and results are submitted to the local authority.
4. S.A.T.s
At the end of both Years 2 and 6 children complete "Standard Assessment Tasks and Tests". At year 6 maths, reading, grammar, spelling and punctuation are externally marked to ensure consistency.
The results of Year 6 S.A.T.s are published in national league tables – available to all parents and other interested parties. Parents also receive detailed information about S.A.T.'s results through parent consultations and the end of year report.
5. The following summative assessments are completed by the children in KS1 and KS2 termly
 - Hertfordshire reading test [Within the first full week of each term]
 - Writing progress test [First Monday of each term]
 - Schonell reading test (KS2)
 - Letters & Sounds assessments (KS1)

All assessments will be marked moderated and analysed. The outcomes will be fed back into planning.

Recording

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Each teacher is responsible for recording the assessment and progress of the children in their class.

- Termly Tracker [from Target Tracker] is used to record progress in reading and writing and maths on a termly basis

Reporting

During the summer term each parent receives a written report detailing progress in all curriculum subjects. The report will also include the children's targets. End of Key Stage results are also given at appropriate times. Parents are invited to add their own comments which will be added to the child's individual file. At Parent Teacher consultations in October and February class teachers will report verbally on the child's progress towards their targets and the outcome of assessments.

Transfer document

As the majority of record keeping is whole class we use the transfer document supplied by Essex County Council. This document is designed to give other schools all relevant information concerning the child.

Individual Targets

These are provided for all children (Years 1-6) and are updated regularly. Writing targets come from the Big Write; maths targets come from Mega-Maths.

Marking and Feedback

At Roach Vale we recognise that positive and appropriate marking and feedback are integral to both pupil esteem and progress.

In-depth or 'Quality' marking

Not all learning will be marked in-depth (quality marked) by the class teacher. Every child will have at least one piece of English and one piece of maths work marked in-depth every week. In-depth marking will involve detailed feedback and Green for Growth comments. All work will be marked in some way before the next lesson in that subject. There will be no work in children's books that is unmarked in some way.

In depth (Quality) marking

- Shows children where they have achieved success against the learning intention.
- Shows children where they could improve against the learning intention.

Class teachers will use a pink highlighter [tickled pink] to indicate where the learning intention has been met and a green highlighter [green for growth] to indicate where some improvement can be made.

If the LI has been achieved a complete pink highlighter line will be put through the LI.

If the LI is partially achieved a pink highlighted dotted line will go through the LI.

If the LI is not achieved a green highlighter dot will be put next to the LI. A written comment or response would also be evident. Teachers will then write a 'Next Step' prompt to help the child make some improvement.

At Roach Vale we use three types of 'closing the gap' prompts.

- A reminder prompt – reminds children of what could be improved
- A scaffolded prompt – a question, a directive or an unfinished sentence
- An example prompt – gives the child a choice of words or phrases

Teachers will write the next step prompts in blue. TAs, LSAs, HLTAs and will write their comments in green.

Children will be given the opportunity to read the prompts and act upon them. They will also have the opportunity to reply to any comments in their book. Children are encouraged to mark their own work and to use a red pen to highlight dialogue with the class teacher. Children will also RAG rate (Red, Amber, Green) their work. They will put a colour mark next to the Learning Intention to show their confidence/understanding of the work. If the child has put a red or amber mark the teacher/LSA should respond to this. Comment or a Green for Growth are appropriate. Marking in all subjects will be to the learning intention with up to 3/5 (KS1/KS2) other corrections if appropriate (spelling, punctuation, grammar, handwriting)

Sometimes children's learning will be marked using symbols. A copy of these symbols is displayed in each classroom.

Acknowledgement marking

Sometimes the children's learning will be marked with 'DT' (along with what has been discussed—usually 1 word) which implies that some dialogue has taken place during the lesson. This acknowledgement tells others that the learning has been dealt with orally.

When a closed question, for example in mathematics or in a reading comprehension, is incorrect it will be marked with a small asterisk.

Foundation stage

- verbal feedback is given immediately and recorded
- some learning is annotated [for the benefit of other adults]
- next steps are always verbal
- smiley faces, stickers and simple comments are recognition of good learning
- meeting a target is recognised with a teddy bear point.

Self assessment and peer assessment

At Roach Vale we encourage the children to take responsibility for their own learning. They are given opportunities to assess their own learning and also that of their peers. The RAG system is used. In EYFS children are encouraged to assess their own learning during discussions with the class teacher or LSA.

How will this policy be monitored and evaluated?

The headteacher, Assistant Heads and curriculum teams will monitor books and talk to children about their learning and feedback to staff.