



**Thorns Community**



**Infant School**

## **Park Hill Thorns Federation**

Successful, confident learners. Responsible, compassionate individuals.

### **Assessment for Learning Policy**

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Agreed by governors:

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Next Review February 2019

# Assessment for Learning Policy

## 1. Planning, Learning Intentions and Success Criteria

- Long, medium and short term planning is driven by assessment and children's identified needs.
- Weekly lesson plans have clearly identified **learning intentions** and **success criteria**. These will form the main focus for assessing pupil progress in a given session and provide the basis for feedback to pupils and self-evaluation.
- **Learning Intentions** are referred to explicitly in the class during the session although this need not always be at the start of a session. In some lessons it is more appropriate to review what we all now know at the end of a session.
- **Success criteria** will be shared and, where possible, co-constructed with the children in the lesson, and written in child-friendly language. This is best done just prior to children starting independent or group tasks. Success criteria will be displayed in the classroom as a learning aid and reminder for children and adults.
- Plenaries are normally used for a focussed discussion to review the learning, using progress towards learning intentions and success criteria as the starting point for the conversations; this can happen at any point in the lesson through the use of mini plenaries.
- Maths and English planning will indicate the identified Achievement Statements which are being addressed during that unit. Stickers / target slips will be put into children's English and Maths books to identify which writing, maths statements are being covered in the unit.

## 2. Feedback on Learning

Feedback will usually be, and is most effective when specific, linking to the success criteria. It can be given by teachers or teaching assistants.

Children should be given time to act on the feedback given by adults, this may be immediately (often the case with verbal feedback) or at a later time (often the case with written feedback). Opportunities for children to follow up on feedback when any difficulties have been identified will be given at the earliest opportunity. This is often done in purple pen from Year 2 upwards and Year 1 children use pencils.

Feedback to children is a form of conversation between the adult and child about the learning that is taking place. Marking is carried out for this purpose only and teachers are not expected to add information that provides a context/code for any audience other than the learner.

Teachers have a positive attitude to children's difficulties and discuss these problems with the children. Occasional errors in children's work are not a negative indicator of learning but can signal that the task is offering a positive learning challenge to an individual.

An individual's self-esteem is fostered at all times when giving feedback. The effort that children have made in an activity may be acknowledged through the reward system (pegs at Thorns and house points at Park Hill).

### Feedback on Learning; Verbal Feedback

- **Verbal feedback** is the most effective form of feedback, given to the children as part of the learning process and activity.
- Feedback will usually be, and is most effective when specific and linked to the success criteria.

## Feedback on Learning; Marking/Written Feedback

**Written feedback/marking** is often, but not exclusively, done after the lesson and when children are not present. All recorded work is marked, some with a light touch and other pieces in more depth. We will mark work of disadvantaged children first so that they receive the best possible feedback. Teachers must ensure that all children have a balance of each type of marking in all subjects. Sometimes children's work just needs celebrating rather than areas to improve or change and this type of marking is used whenever needed.

- Green pen is used to mark the children's recorded work.
- Supply teachers are asked to initial marking.
- When creating a worksheet or photocopied format for children to use staff consider adding the success criteria prior to photocopying. Teachers may also use marking ladders.

**Light touch marking** is used where in depth feedback is not given. Light touch marking will use symbols to indicate a child's success or difficulty with a task.

The symbols below are used for light touch marking.

Feedback comment	Thorns	Park Hill
Learning intention has been met	☺	LI met
Learning intention has been exceeded	Sticker and a peg for effort	LI met and house points for effort (Stickers are used for exceptional work and signify a house point as well)
Learning intention not met and follow up action is required  Follow up action is required to a  . A discussion or additional support is given and a member of staff then initials the symbol to show that the issue has been addressed.		
Teacher feels child has made significant effort	peg	HP

**In depth marking** includes comments relating to the success criteria and may include other comments linked to children's skills and knowledge. Comments may be in the form of brief statements rather than full sentences. Work marked in depth will usually have a developmental comment often using the →.....structure to take the child's learning forward. We would expect in depth marking to happen at least weekly.

The symbols indicated above can also be used for in depth marking.

Where an improvement to a piece of work has been requested by the teacher children are expected to respond and they must be given time to undertake this task at the earliest opportunity. Improvements to written work in books is made using purple pens at Park Hill and in Year 2 at Thorns.

Where a developmental comment has been given where it was not appropriate for children to immediately respond, staff must ensure that they refer back to the comment in their marking in a future task. This should be at the earliest opportunity that arises. In this way children know that all marking by their teacher should be responded to in some way and we build an expectation of such a response with all children.

### Written feedback; additional symbols

✓	placed immediately next to a good word choice, accurate use of punctuation
○	indicates an error e.g. missing punctuation. It may not be appropriate or necessary to indicate every error in a piece of work.
sp	a spelling error which children should have used correctly. The spelling errors are corrected by children as part of purple pen editing or in response to the marking comment.
	Maths calculations are marked with a ✓ or a ● for an error

### 3. Questioning and Dialogue

- Teachers plan for a range of questioning approaches (Blooms, multi-choice etc.)
- Opportunities for extended dialogue are periodically planned for e.g. PSHE, Circle time discussions, ‘Socratic dialogue’ style structures
- Talk partners are used in all classes; in Reception partners are changed periodically; in KS1 are partners changed half termly and KS2 partners are changed regularly but at least half termly.
- Teachers allow ‘thinking time’ before pupils are required to respond to questions
- Whole class participation is encouraged when answering questions through the use of ‘lolly sticks’, whiteboards, number fans etc; a ‘hands up’ approach is used where appropriate.

### 4. Peer and Self-Assessment

Opportunities for peer and self-assessment are regularly planned for:

- Teachers will refer to key learning questions during fortnightly class learning forums when children consider, which are also displayed in the classroom to support a review of learning.
- In Reception the key learning questions are :
  - What has gone well?
  - What did we find tricky?
- In Key stage 1 and 2 the key learning questions are :
  - What has gone well in our learning this week?
  - What do we still need to work on?
  - What will we do about it next week?
- In KS2 and in Y2 children reflect on their learning using the success criteria shared at the start of a task and indicate their view in a variety of formats including traffic lights, effort ladders and written comments.
- Children also reflect on their own learning over a longer period of time, at the end of a topic, either verbally, or sometimes in the form of a written evaluation.
- Children feedback their opinions to their teacher on their learning. They are taught how to use the success criteria for the learning activity to aid the judgements that they make.
- Teachers have a positive attitude to children’s difficulties and discuss these problems with the children. Children are able to share their honest opinions and an individual’s self-esteem is fostered at all times when giving feedback.

- Children are encouraged to contribute positive feedback comments to peers through plenaries, group and paired discussion and in KS2 comments are occasionally written. The children are taught how to use the agreed success criteria to generate these comments.

## 5. Observational Assessment

- In the Early Years Foundation Stage, all members of staff undertake continual observational assessments in the form of notes on grids, learning stories, photographs and focus group assessment records. Together these form the basis of an individual 'Learning Journal' for each child, together with examples of their work. Observational assessments are supplemented by input from parents. They are recorded in an online journal using *Tapestry*.
- In Reception and Year 1 observational assessments for all children continue in the form of notes on a grid and photographs.
- In Year 2 and KS2 teachers use observational assessment as an informal day to day approach to assessment, however it is rare that observations are recorded.

## 6. Learning Targets

- All learning targets are shared with children.
- In Key Stage 1 and 2 teachers choose achievement statements which will be covered during each unit of work, typically over a week/two week period. These are displayed on the learning wall display in the classroom and are stickers are placed in children's English or Maths books at the start of the unit of work.
- A child may also be given a personal learning target which addresses a particular area for them to work on, these will be set at an individual learning conference. A personal learning target might be drawn from English or Maths or relate to learning behaviours and attitudes and drawn from the core learning skills. Personal learning targets are recorded and children are encouraged to be involved in some self-assessment for these targets.
- Pupils with a PLP have individual targets which run alongside normal class practice. These are discussed with children and parents and updated during review meetings or where a target has been met. (See Special Needs Policy).

## 7. Record Keeping

- On-going assessment information is kept by the class teacher in Key Stage 1 and Key Stage 2 and we use otrack (an online record system) to record progress against Achievement Statements in reading, writing and maths. Teachers are expected to update otrack on a regular basis, typically at the end of a unit of work.
- In the Reception Year teachers assess children using the development matters bands through the year and recording this on otrack, completing the Early Years Foundation Stage Profile at the end of Reception for each child. Learning assessments are recorded on tapestry (see observational assessment).
- In KS1 records are kept as follows:
  - **Reading:** Group records for Guided Reading, which, together with other data, is used to complete assessments against the achievement statements
  - **Writing and Maths:** Assessments made against the Achievement statements at any point.
  - **Science :** Teachers select I can statements which will be covered in a unit and assess against these. These are recorded on paper and passed to the next teacher.

- **Foundation** subjects, including **RE**: Subject leaders create statements for assessment purposes and teachers use these to record judgments. This happens when the foundation subject is a key focus for the topic unit.
- In KS2 records are kept as follows:
  - **Reading**: Group records for Guided Reading, which, together with other data, is used to complete assessments against the Achievement statements.
  - **Writing and Maths**: Assessments made against the Achievement statements at the end of a unit of teaching.
  - **Science** Teachers select I can statements which will be covered in a unit and assess against these. These are recorded on an excel spreadsheet.
  - **Foundation** subjects, including **RE**: Subject leaders create statements for assessment purposes and teachers use these to record judgments. This happens when the foundation subject is a key focus for the topic unit.

## 8. Moderation

- Termly staff development meetings provide an opportunity for staff to standardise their assessment judgements and moderate pupils' work, against Early Years expectations and Achievement Statements.
- Pupil Progress Meetings, which occur three times a year, allow for further in-depth discussion of standards within a class and across the year group. Three informal pupil progress catch up meetings also take place.
- As both schools are two-form entry, teachers also regularly informally meet to discuss work of individuals or groups, in order to moderate their own assessments.
- Subject leaders in English and Maths and other senior leaders carry out regular moderation of assessment judgements to check for accuracy.
- Moderation with other schools also takes place within the Kenilworth cluster of schools and the partnership with Binley Woods Primary.

## 9. Statutory Assessments

All statutory assessments are carried out in accordance with the Assessment and Reporting Arrangements published annually by the Standards and Testing Agency. This document is shared with key staff.

The Head of Teaching and Learning in each school is responsible for coordinating the statutory assessment process, including ordering test materials and arranging cover, timetables etc.

Teachers who are new to a year group which is involved in statutory testing will receive relevant professional development in order to support them in carrying out their role.

Statutory assessments include Early Years Assessment, Year 1 phonics screening, KS1 and KS2 SATs.

## 10. Reporting to Parents

- Parents are able to meet with their child's class teacher to discuss progress three times per academic year: in the autumn and summer terms individual appointments are offered; in the

spring term an informal opportunity to meet with the teacher is offered to parents following the publication of reports.

- A formal, written report documenting each child's progress in all curriculum subjects is shared once a year at the end of the spring term.
- Parents in key stage 1 and key stage 2 also receive a computer printout from O track of their child's attainment in reading, writing and maths in December and July.
- Reception parents have access to their child's online Learning Journal throughout the year via Tapestry. They are given a window of time to download their child's tapestry journal at the end of the academic year.
- Reporting is carried out in accordance with the Assessment and Reporting Arrangements published annually by the Standards and Testing Agency.
- Staff are also available to meet with parents when concerns or issues arise during the year.

## ANNUAL CYCLE OF ASSESSMENTS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Reception</b>	Baseline	Assessment points 3 times a year Pupil Progress Meeting following each assessment point				Pupil Progress meetings. EYFS Profile completed and reported to parents.
<b>Year One</b>	Continuous on-going assessment against Achievement Statements Assessment points 3 times a year. Pupil Progress Meeting following each assessment point					Pupil Progress meetings. Phonics Check. Phonics and End of year progress against achievement statements reported to parents.
<b>Year Two</b>	Continuous on-going assessment against Achievement Statements Assessment points 3 times a year Pupil Progress Meeting following each assessment point				KS1 SATs	Pupil Progress meetings. Phonics Check for some children. SAT results reported to parents. End of year progress against achievement statements reported to parents.
<b>Year 3</b>	Continuous on-going assessment against Achievement Statements Assessment points 3 times a year Pupil Progress Meeting following each assessment point					Pupil Progress meetings End of year progress against achievement statements reported to parents <b>End of Year NFER tests in reading and maths</b>
<b>Year 4</b>	Continuous on-going assessment against Achievement Statements Assessment points 3 times a year. Pupil Progress Meeting following each assessment point					Pupil Progress meetings End of year progress against achievement statements reported to parents. <b>End of Year NFER tests in reading and maths</b>
<b>Year 5</b>	Continuous on-going assessment against Achievement Statements Assessment points 3 times a year. Pupil Progress Meeting following each assessment point					Pupil Progress meetings End of year progress against achievement statements reported to parents. <b>End of Year NFER tests in reading and maths</b>
<b>Year 6</b>	Continuous on-going assessment against Achievement Statements Assessment points 3 times a year Pupil Progress Meeting following each assessment point				KS2 SATs	Pupil Progress meetings SAT results reported to parents <b>Teacher assessments reported to parents.</b>