



POLICY :

Progress and Assessment

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BROADSTONE FIRST SCHOOL Progress and Assessment Policy

Our Mission:

“At Broadstone First School we want to enable each individual to succeed in whatever they choose in a way that reflects their passion”.

Assessment is the keystone of any successful teaching and learning process. It enables the recognition of achievement and informs future planning to ensure progression.

Effective assessment encompasses a variety of methods to capture, measure and evaluate each learner’s progress, skills acquisition and knowledge. The assessment cycle supports teachers to identify how they can challenge and move all children forward in all areas of learning. It informs children about how they are succeeding and where they can improve. Importantly, effective assessment measures help set the climate for nurturing growth mind-sets and aspirational learners.

Aims and objectives

- To provide a holistic view of the children as learners, identifying how the child’s character has developed as well as progress made in National Curriculum subjects.
- To enable children to demonstrate what they know, understand and can do;
- To encourage children to take responsibility for their own learning and have high aspirations for themselves, providing opportunity and a climate where constructive feedback is valued and sought after.
- To be responsive and informative; supporting children to move between KPAS stages within a lesson or over a week or half term, identifying what they have achieved and what they need to do next to get better. Formative assessment processes will guide teachers to make decisions on time given to particular objectives as we work towards the notion of ‘*teach until they’ve got it*’, and to plan and deliver experiences with the needs of all children in mind.

Planning for assessment

There are opportunities for summative and formative assessment during the year.

Summative Assessment: measures what has been learnt

Formative Assessment: finds out what needs to happen and helps to make it happen by deepening and furthering the learning and actively involving the children.

- Our curriculum overview identifies the learning that will take place in year groups across the school. There is planned time for evaluation throughout the learning experiences to enable teaching staff to make summative and formative judgements about children’s learning in addition to a ‘reflect and review’ period at the end of the learning journey.
- Key skills and knowledge in each learning experience are broken down to identify criteria for achievement in each National Curriculum area of learning.

- The National Curriculum provides criteria for attainment in each area of learning to support teaching staff's judgements. Information from the Borough also supports these judgements.
- Clear learning objectives are identified by teachers and children. Criteria for success are generated with the children ensuring both teachers and children can clearly identify successes and areas for improvement in all aspects of learning.
- Our school's core values wheels are used as a tool to help teaching staff and children to identify progress and next steps for learning in their character development as responsible citizens, confident individuals and independent learners
- Summative assessments are made regularly throughout a child's time at Broadstone First School.
- Teachers complete attainment and progress matrices each half term which demonstrate children who are making accelerated progress and those who may be making less than expected progress.

Assessment Procedures

On Entry Assessment

This takes place when children arrive at school in Reception. This purpose of this assessment is to

- To provide teachers with relevant and specific information as a basis for planning to meet children's individual learning needs.
- Measure children's attainment so that value added analyses of the children's progress can be made later.

The Early Years Foundation Stage Profile

The purpose of this assessment is to:

- Sum up each child's development and learning achievements at the end of the EYFS
- Measure progress during the Reception year
- Support target predictions for the end of Key Stage 1 statutory assessments

Statutory Phonics Screening Check

- Children in Year 1 undertake a statutory Phonic check to assess phonics knowledge and application. Should children not reach the expected pass mark, they have to undertake a retest in Year 2.

Statutory Testing in Year 2

- Children in Year 2 undertake statutory tests during the Summer Term and the results are used to support and inform teacher assessments.

- Summative assessments are made at the end of the year in Maths, Reading, Writing and Science indicating whether a child is ‘working towards’, has ‘met the expected standard’ or beyond this and is working at a ‘greater depth’ are reported nationally, to the Borough and parents.

Target setting

- We are required by law to set targets in Mathematics and English each year for those pupils who are in Year 2, using the EYFS profile data and knowledge of the children. This process is supported by our School Improvement Partner.
- Class teachers set targets for the following year based on each child’s end of year attainment. These are reviewed by SLT using School Pupil Tracker Online data and Fischer Family Trust data.

Assessment Methods

School Pupil Tracker (SPTO) is accessed by teachers regularly during PPA time. Curriculum objectives in Reading, Writing, Maths & Science are tracked and monitored closely using curriculum progress sheets and this information is used to inform planning. Teacher judgements are made against core objectives using the principles;

Working Towards: The child has been taught/exposed to the learning intention

Mostly Achieved: This is used if the objective is multi-layered and is partially achieved

Achieved: The child has proven he or she understands or can do the given objective independently with fluency

Greater Depth: The child consistently applies their learning independently to a range of cross curricular and more complex contexts

SPTO provides opportunity for a summative assessment snapshot to be carried out by teachers, each half term. Summative assessments take into consideration the amount of objectives a child has achieved and the extent to which they have applied their learning in the ‘Apply It’ and ‘Solve It’ stages.

Our values wheels are used monitor the progress of individual children in creativity, respect and independence. Teachers identify where a child is on the continuum at the beginning and at the end of the learning journey, by highlighting the statements in their year group’s colour.

Throughout learning, a variety of evidence is collected to show achievement. For example, incidental notes – ‘bubble ups’, feedback sheets, running records, photographs, learning journals. Occasionally, written questions will be answered independently by children. In reception, photographs are uploaded to SPTO regularly and make up the children’s learning journey.

Learning conferences are held which enable rich discussion to take place around successes and improvement steps with children on an individual basis.

Our Foundation Subjects Planning for Excellence documents are used as a reflective tool at the end of a learning journey. Judgements are made about the extent to which children have achieved the intended learning outcomes and the degree of scaffolding and support required.

Teachers complete attainment and progress matrices each half term which demonstrate children who are making accelerated progress and those who may be making less than expected progress.

Monitoring and Moderating

- Teachers record achievement in reading, writing, maths and science on the school's data app.
- Children who are causing concern in terms of their progress towards their targets are reported to the Progress and Assessment Leader and the SENDCo so that strategies and interventions can be put in place. Concerns are discussed with SLT during formal progress discussions each half term.
- Phase Leaders carry out a detailed vulnerable group analysis termly to focus on attainment and progress across the phase. Phase meetings then follow up the analysis, during which trends and actions being taken are discussed. We use School Attainment Data and our own data conversations to identify the vulnerable groups across the school.
- PPA time is an opportunity for teachers to work in year groups to moderate levels across their classes
- Whole staff meeting time is used for agreement of assessment judgements across the whole school
- Book Looks of Learning Journals during the year, monitors progress and attainment
- Progress discussions take place each half term with class teachers and the Senior Leadership Team to monitor progress and identify ways forward

Reporting to parents

- Teachers will inform parents throughout the year if they have specific concerns regarding their child's progress. Parents are encouraged to contact the school if they have concerns about any aspect of their child's learning during the year.
- Each term we offer parents the opportunity to meet their child's teacher, to discuss their child's progress in all aspects of school life.
- At the end of the school's year, teachers share a report with parents about their child's year of learning in each class. The report provides a summative assessment of the child's successes in all areas of learning in the National Curriculum and for each of the school's core values. Additionally, parents are informed about how they can help move their child's learning forward.
- In reports for pupils in Year 2 we also provide details of whether they are working below, have met or are working beyond (at greater depth) the expected standard, at the end of the academic year.

- Parents of Year R children, are also informed of whether a child is Emerging, Met, or Exceeding against the Early Learning Goal. School reports also detail progress against all characteristics of learning.
- At the beginning of each new learning experience, parents receive an outline of the plan for the topic which identifies the areas of learning and how parents can support their child at home.

Feedback to pupils

- Children are given feedback about their learning from teaching staff, through learning conferences and marking. Their peers provide feedback and they self assess so that they can take their learning forward.
- In Maths, children work through the four step pedagogy; Know it, Prove it, Apply it and Solve it (KPAS). Verbal feedback is given by T/TA before a child can progress to the next stage of learning. The process is highly responsive to the progress made within a lesson and informs planning of subsequent lessons.
- Learning Objectives and Success Criteria are generated by teachers and children to support children in understanding expectations for learning and how they can succeed.
- Marking slips are used by teachers for recorded work. These include the learning objective and success criteria. The teacher uses the marking slip to highlight the successes that they have seen evidence of in the recorded work. Any criteria that hasn't been achieved is left so that the teacher is able to plan effectively for those children in the next lesson. The children are supported to reflect on their learning by initialling the success criteria they have achieved on the marking slips.
- Teaching staff provide written feedback by highlighting three successes against the criteria and indicating one area for improvement. This links directly to the marking slips allocated to each piece of work.
- Verbal and written prompts are used with reference to the learning objectives and success criteria to help move the children's understanding forward. The children are given time to respond to the feedback. A yellow box is drawn by the teacher to show the children the expectation of the length of the improvement as well as drawing the child's attention to it.
- Children are encouraged to consider ways to improve their own learning and ways to support and prompt each other to take their learning forward. This may be evident through the use of a green pen 'Green for Growing'.

Consistency

- We are all responsible for assessing the learners in all areas of the National Curriculum.
- Opportunities are made during PPA time within year groups to moderate pieces of work.

- Time in management meetings is given over to moderate pieces of work to ensure consistency. Judgements are discussed and agreed to ensure a common understanding of the expectations in each subject. Therefore, consistent judgements are made about standards in the school.
- Clear opportunity for teachers to attend internal moderation with SLT and external moderation session are planned regularly.
- Children’s Learning Journals provide evidence to support Teacher Assessment. Planned opportunity for the children to apply their learning independently in writing will be identified by a green slip, indicating that they are learning to write for different purposes. Children doing this at a greater depth level will do this free of direct input.

Equality Impact Assessment

This policy has been reviewed with the equality impact considerations as laid down in the school’s Equality Policy.

MARKING GUIDELINES

Research has shown that the greatest influence on learning is effective feedback, improving the rate of learning by over 50%. Feedback includes telling learners what they have done well and what they need to do to improve. Feedback includes making assessment criteria or success criteria explicit to learners so that they have a clear goal to aim for. Feedback must be informative - *‘now you need to be able to...’* - rather than evaluative- *‘well done, you are good at this’*- for it to have such a significant impact on learners’ progress. (John Hattie)

At Broadstone First School, marking is used to inform planning for teachers so that they know where the children are and the next steps they need to take in their learning. Planning is responsive to this. However, most importantly, the purpose of marking at BFS is to provide learners with information that they can use to independently make greater progress and take their own learning forward. Time is given for learners to respond to prompts and feedback. Informative feedback and response times will look different depending on the abilities of the children and the stage of their learning.

In maths, teachers and TAs will highlight progress against the marking slip however lengthier written feedback prompts should only be used in exceptional circumstances. Instead during each lesson, verbal feedback is given by T/TA before a child can progress to the next stage of learning (KPAS). The extent to which a child has met each stage will inform the teacher’s planning.

What will effective marking and feedback look like?

Objectives and success criteria will be explicit in the children’s learning journals. Marking will respond directly to the success criteria identified using highlighters which will provide feedback for the learners. Teacher led and Teaching Assistant led groups will also provide prompts to further support the learner so that they can make greater improvements in their understanding. Time will be planned in to allow learners to respond to feedback and teachers will initial to show they have acknowledged these responses. There are general expectations – particularly in writing – that will be identified in ink using a ‘drafting code’, any colour other than red. These expectations will link to ability and year groups.

Who will mark?

Teachers will ensure all work is marked using success criteria and the drafting code with detailed prompts and feedback given to groups they have worked with.

Teaching assistants will mark work produced by the group of learners they have been working with, within the session and they will give immediate feedback to the learners. Any progress and problems should be discussed with the teacher.

Where appropriate children will assess their own learning in line with the success criteria and will identify where they feel they can improve. They will tick the success checks on the marking slips which can then be reviewed by the teacher. Peer assessment may also take place, particularly to support proof reading and improving drafts using the drafting code.

Guest teachers are expected to mark work in line with the teacher expectations.

All adults should initial the work that they have marked.

Learning conferences may take place with teachers, teaching assistants or other appropriate adults in the classroom.

Foundation Stage

- Annotations clearly link to the 17 areas of learning and dated
- Independent or assisted learning will be identified with the following code:
 - I – independent work
 - CI – Child initiated
 - TA – supported by teaching assistant
 - T – supported by teacher
 - GT – supported by/ marked by guest teacher
- Verbal feedback will be given in relation to Success Criteria and where necessary, this conversation will be recorded

Key Stage 1

- Objectives and Success Criteria will be identified
- Independent or assisted learning will be identified with the following code:
 - I – independent work
 - TA – supported by teaching assistant
 - T – supported by teacher
 - GT – supported by/ marked by guest teacher
- Teachers will highlight the three best examples of meeting the success criteria in their year group colour highlighter
- An asterisk will be used to show learners where they can improve their work using marking pen.
- Success Checks (Criteria) will be highlighted if achieved and left if not to indicate what the children will need to improve

- Highlighting will often take place and discussed with the child present. This verbal feedback will be recorded where necessary and the learners will improve their work accordingly using blue pencil – ‘improve in blue’
- If feedback is not discussed immediately, Teacher and TA led groups will record written prompts for the children to act on as soon as possible following the lesson. This may take place through learning conferences with an adult.
- Children who edit their own work, free of adult input, will show this by using a green coloured pen ‘green for growing’
- The drafting code will be used to identify improvements that are needed to meet the expectations of the year group. Teachers will use this when they feel the child will be able to understand and respond to the marks made.
- Up to three appropriate spelling errors will be identified on a piece of work and corrected for children to practise three times in their improving time.

Key Stage 2

- Objectives and Success Criteria will be identified
- Independent or assisted learning will be identified with the following code:
 - I – independent work
 - TA – supported by teaching assistant
 - T – supported by teacher
 - GT – supported by/ marked by guest teacher
- Teachers will highlight the three best examples of meeting the success criteria in their year group colour highlighter
- An asterisk will be used to show learners where they can improve their work using marking pen.
- Success Checks (Criteria) will be highlighted if achieved and left if not to indicate what the children will need to improve
- Highlighting may take place and discussed with the child present. This verbal feedback will be recorded where necessary and the learners will improve their work accordingly using blue pencil – ‘improve in blue’
- If feedback is not discussed immediately, Teacher and TA led groups will record written prompts for the children to act on as soon as possible following the lesson. This may take place through learning conferences with an adult.
- Children who edit their own work, free of adult input, will show this by using a green coloured pen ‘green for growing’
- The drafting code will be used to identify improvements that are needed to meet the expectations of the year group.
- Up to three appropriate spelling errors will be identified on a piece of work so that children can correct them and add them to their personal spelling log or dictionary.

Drafting Code

<u>Error</u>	<u>Mark</u>	<u>Guidance</u>
Spelling sed	Underline 	For a spelling you would expect to be correct (max 3 per piece)
Capitals (wrong or missing)	Circle letter  Together	When expected to use a capital letter independently
Punctuation (missing or not needed)	Arrow to show incorrect punctuation or space where it should be "Hello, said Bob." 	For punctuation you would expect to be correct
Missing word/sentence	Arrow to show where to add	
Doesn't make sense	? in the margin	
New paragraph	Double forward slash 	Where expected independently
Improvement	Yellow Box	Lengthier, extended written tasks

Monitoring

- Our Progress and Assessment leader is responsible for monitoring the implementation of this policy.