

**THAKEHAM PRIMARY SCHOOL**

'Small School, Big Opportunities, Great Achievements'



# Assessment & Feedback Policy

## Thakeham Primary School

Date approved by Full Governing Body: 4<sup>th</sup> May 2021

Review Date: September 2022

Signed

Headteacher: *S. Norton*

Chair of Standards, Teaching & Learning Committee:

*Judith James*

## **Rationale**

Following the introduction of a new National Curriculum from September 2014, the government removed level descriptors to assess pupil progress and attainment. From this date it has been responsibility of schools to decide how they assess pupils' progress.

This policy intends to:

- support further improvement and the raising of standards of achievement and attainment for all our pupils
- communicate our vision of the role of assessment as part of the teaching and learning at Thakeham Primary School – why are pupils being assessed?
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices– what is being assessed and what do we intend to measure?
- define responsibilities and outline accountability
- provide clear definitions and purposes for different types of assessment – how will the information be used?

Assessment is an integral part of planning, teaching and learning. It provides a framework in which educational objectives may be set and children's progress tracked. It should enable teachers and children working in partnership to identify what children know and understand in order to help support them in recognising what they need to learn next and how this may be achieved. This partnership also extends to working closely with parents/carers to help raise standards for all our children.

This policy document reflects our school vision in relation to assessment to “nurture and celebrate each child's individual talents and skills to enable them to be happy, confident and resilient individuals with a passion for learning, inspired to achieve their very best. We believe that effective assessment provides information to improve the quality of children's learning and raise the standard of pupils' achievement. This is achieved through provision of a stimulating creative curriculum which supports the needs of all our learners encouraging our children “to be happy, inspired and resilient individuals, with a love of learning and of life, and a strong sense of responsibility, both within our local community and the wider world.”

Children will be involved in meaningful discussions about their achievement and in purposeful planning to build confidence and motivation for their future learning.

## **Aims and Objectives of Assessment**

At Thakeham Primary School we use assessment to:

- raise standards for all pupils and ensure progress is at least in line with school/national expectations
- have a positive impact on children's learning through their direct involvement in evaluating their work.
- provide a baseline or starting point to inform planning and the next stage of learning.
- enable the next steps in the child's learning to be identified through effective partnership between the teacher and child.

- motivate children to improve their work, developing their confidence and self-esteem through celebrating their achievements.
- ensure equality of access to the curriculum through appropriate and effective continuity, differentiation and progression.
- provide rich, open-ended learning activities that are well matched to the children's starting points and that allows pupils to extend their skills and develop their thinking
- provide a basis for monitoring the effectiveness of teaching and learning at individual pupil level and across the school.
- provide the school with information to evaluate work and set appropriate and challenging targets.
- to provide information on pupil progress to pupils, parents and staff that enable them to support the child's learning.
- provide the Headteacher and Governors with information that allows them to evaluate the effectiveness of teaching and learning and set targets at whole-school, class and individual pupil level
- to ensure systems and process used for assessment and recording are rigorous yet manageable.
- ensure effective information at transition points in a child's education

## Different Types of Assessment

### 1. Formative Assessment

This is a very powerful form of assessment and is underpinned by a strong and effective child-teacher partnership. It is based on the principle that pupils will improve most if they understand the objective of what they are learning, where they are in relation to this aim and how they can achieve the aim. It enables children to take more responsibility for their achievements by encouraging pupils to reflect on their progress, understand what their strengths are and identify what they need to do improve. It is known as '*assessment for learning*'.

*"AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners."*

(Assessment Reform Group)

At Thakeham Primary School, we use the following Assessment for Learning strategies:

- **Learning Objectives:** these are shared with the children each session and differentiated depending on the year group and their needs. We try to find different ways to introduce the learning objective and actively involve the children in identifying the point of the lesson wherever possible.

Our learning objectives are expressed as 'Can I.....?' statements and are written at the beginning of a piece of work.

- **'Toolkits':** these are the key skills, knowledge and understanding needed to achieve the learning objective. This supports the children in knowing what the teacher is looking for in their piece of work. The Toolkit is always discussed with the children, however with practice, children in Maple through to Elder should be become more proficient with identifying the 'Toolkit' needed for the session (or series of sessions) with the teacher.

- **Providing oral feedback and marking work:** In weekly English plans, teachers will identify key pieces of work that they will mark in detail. They will provide constructive and informative oral and written feedback on what the children are achieving in relation to the learning objective/'toolkit' – known as 'Tickled Pink'. They will also provide feedback as to how learning can be improved (in relation to the learning objective/'toolkit') and or provide a further challenge – 'known as 'Green for Growth.' For example:

- You have written in the correct tense- 1<sup>st</sup> person.
- Include detail as to how your character felt.

It is really important that feedback is seen as a dialogue between teacher and child. Time must be built in for the child to respond to teacher/peer marking either within the lesson or at key points across the week e.g. first thing in the morning. Children should show that they are responding to the feedback wherever possible in an age appropriate manner. For example, for younger pupils this will be through discussion with an adult and may involve the adult scribing the child's response.

For all other marking teachers are free to use pink/green comments if they chose, though this is not a requirement, a comment will suffice, though any positive feedback should be justified (rather than simply 'well done'). Teachers should mark in pink and green when focus marking and black pen at all other times. We also have a marking code to ensure consistency of approach throughout the school (see appendix 1) and a ~~grammer~~grammar marking code (see appendix 2). Not all of these codes may be used with younger pupils and will be used as appropriate to the task and learning objective.

In weekly maths plans, teachers use 'PECS' (Prove, Explain, Choose, Solve (see Appendix 3) as a strategy which requires children to reflect on their learning. This links to our Super Learning Hero, 'Reflective, Reviewing, Ruby.' All other marking or teacher comments should be in pink and any errors identified in green. Information collected through marking about individual successes or misconceptions (formative assessment information) will influence what is taught in following lessons, and may result in planning adaptations.

Progress against the year group objectives is recorded on a target card at the back of the children's maths books and updated half-termly.

All lessons are evaluated and teachers note children not meeting the lesson objectives as well as those exceeding them in order to inform future planning.

**Self-Assessment:** Self-assessment actively involves children in the feedback process and target setting for improvement, challenge and development. Children are encouraged to **evaluate** their progress against the learning objective and 'Toolkit' through discussion in

(mid-lesson) plenaries and by responding to questions from the teacher/teaching assistant or peer. Children may be asked to respond in a variety of ways from use of the use of 'thumbs up/down', scaling etc.

Furthermore, at points across the week, teachers' planning should identify opportunities for children to be involved in more reflective self/peer assessment (when there is not focused teacher marking planned). This helps children to identify specifically what they have been successful with, and what they need to improve on to help them with the next steps in their learning, thus developing independence. Children will model the feedback system used by the teacher, but using pink/green coloured pencils at the end of the piece of work:

- **Tickled Pink-** the child identifies something from the 'Toolkit' which they feel they have been successful at e.g. 'I have used exciting adjectives to describe my character'
- **Green for Growth-** the child identifies something from the 'Toolkit' which they might not have used or needs further improvement or they are supported to identify a challenge to move their learning forward e.g. 'I needed to use a wider range of sentence openers'

They should use the code 'SA' in their book to show they have self-assessed their work.

Children in Reception and for the first/second term of Year 1 will undertake self-assessment orally through discussion with an adult. From the 2<sup>nd</sup> term in Year 1 onwards, children will be supported to begin to make a written comment, depending on ability (or an adult may scribe their thoughts as part of focussed group work). Throughout each year group, the adult will model good feedback verbally and in their books too and will also need to spend time modelling 'Tickled Pink' and 'Green for Growth' comments.

Pupils should use HB pencil to write their comments (or pen if they have earned their pen award). They can also edit their work using their 'Purple Polishing Pens'.

- In the foundation subjects, the children will complete a self-assessment at the end of the topic against a set of key learning objectives (see Appendix 4). The teacher will then complete the same assessment and next steps for learning are agreed on. **Peer assessment:** this encourages pupils to collaborate to share standards and expectations, again in relation to the 'Toolkit'. It can take place in pairs or groups. As with self-assessment, teachers' planning should identify opportunities for peer assessment to take place and the 'Tickled Pink' and 'Green for Growth' approach should be used. Children should use the code 'PA' in their book to show their work has been peer-assessed their work and the child involved in this should be identified. Comments should be written in HB pencil (or pen if they have earned their pen award).

**The teacher must check and initial all self/peer assessed work to ensure comments are accurate. They do not need to pink/green the piece of work as well as the child.**

**Use of self/peer assessment at Thakeham Primary School is closely linked to our Super Learning Hero 'Reflective, Reviewing Ruby'.**

- **Questioning:** using a range of skillful **questioning** and allowing sufficient 'thinking time' will help engage children in the learning process. Children are also encouraged to use effective questioning and this links to our Super Learning Hero 'Curious Questioning Quinn.' We use targeted and random questioning, so there is the expectation every child should be prepared to contribute and 'the same' children are not always drawn upon (e.g. use of lollystick/randomizer etc.)
- **Reviewing and re-shaping the learning:** at different points within the lesson, children's understanding is assessed e.g. through 'questioning, thumbs up', 'scaling etc. Where the teacher (or TA) identifies that the learning is not secure or the activity does not present enough challenge then reinforcement/taking a fresh approach or moving the learning on through greater extension will happen
- **Target setting:** individual, challenging **targets** in Maths and English are set on a regular basis and discussed with the pupils so that they are involved in the process. See English and Maths policies. Targets are communicated to parents at parents' evenings for information and to include them in supporting their child's learning if appropriate

#### **To summarise:**

#### **Implications for teaching:**

##### *The teacher will:*

- Provide targeted oral and written feedback which identifies strengths and the next step for improvement
- Allow time for children to respond to feedback
- Make standards, expectations, objectives, intentions, key questions and/or 'Toolkits' explicit to pupils
- Promote pupil involvement in self and peer assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'thinking' time (planned waiting)
- Build in time for focused observation of teacher-directed and child-initiated activity
- Impact on learning and the learner

#### **Impact on learning and the learner:**

##### *The pupil will:*

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known 'Toolkits' and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress
- Increase their awareness and understanding of their own learning style(s) and of how they learn best
- Improve their feedback, encouragement and critique skills

#### **Teacher assessment evidence in support of AfL**

This may include the use of:

- Children's work completed in class
- Home-learning and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)

- Speaking and listening activities
- Specific assessment tasks, such as spelling tests, times tables tests, phonics assessments.

### Summative Assessment - Assessment of Learning & Statutory Assessment

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment. Summative assessment helps schools to:

- identify attainment through one-off standardised tests at any given point in time
- record performance in a specific area on a specific date
- provide age standardised information
- provide end of key stage test data against which the school will be judged
- set targets for the year ahead and predict and measure progress and attainment
- provide information about cohort areas of strength and weakness to build from in the future

Some of the summative assessments that we carry out at Thakeham Primary School are our own choice and some are statutory and provide nationally standardised assessment information on how pupils are performing in comparison to pupils nationally, which is helpful for parents/governors and teachers to assess performance in the broader national context. These are shown in the table below:

| Year Group | Frequency                        | Statutory | SUMMATIVE ASSESSMENT  | Reported   | Stored  |
|------------|----------------------------------|-----------|---|--|---|
| Reception  | At the beginning of the year     | No        | <b>Baseline Assessment</b><br>Traditionally teacher make assessments using the assessment strands in the guidance material for the Development Matters in the Early Years Foundation Stage.   | Internally<br><br>Governors  | Class & School Assessment file<br><br>Individual pupil file |
|            | At the end of the academic year. | Yes       | <b>Early Years Foundation Stage Profile (EYFSP)</b> which is based on the teacher's ongoing assessments and observations in the following areas:<br><br><b>The Prime Areas of Learning:</b><br>Communication and language<br>Physical development<br>Personal, social and emotional development<br><br><b>The Specific Areas of Learning:</b><br>Literacy<br>Maths<br>Understanding of the world<br>Expressive arts and design<br><br><b>Characteristics of Effective Learning:</b><br>Playing and exploring<br>Active Learning<br>Creating and thinking critically | Internally<br><br>Governors<br><br>Local Authority<br><br>DfE<br><br>Parents | Class & School Assessment file<br><br>Individual pupil file |

|               |      |            |  |   |  |
|---------------|------|------------|--|---|--|
|               |      |            | <p>There are 17 ELGs (Early Learning Goals) together with a short narrative describing the child's three characteristics of effective learning.</p> <p>For each ELG, teachers must judge whether a child is meeting the level of development expected at the end of Reception year ('expected' = 2) or not yet reaching this level ('emerging' = 1)</p> <p>Parents receive this information.</p> <p>Schools are assessed on the number of children achieving a Good Level of Development (GLD). This is defined as the those that reach an 'expected' level of development in:</p> <ul style="list-style-type: none"> <li>• ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;</li> <li>• ELGs in the specific areas of mathematics and literacy.</li> </ul> <p>The GLD measure is supported by a measure of the average of the cohort's total point score across all the early learning goals in order to also help to promote the attainment of all children across all the early learning goals.</p> <p>This data is used as a comparative measure against other schools nationally.</p> <p>See also Tracking Progress section on page 11 below.</p> |   |  |
| <b>Year 1</b> | June | <b>Yes</b> | <p><b>Year 1 Phonics Check</b></p> <p>Pupils are assessed on their phonics skills, knowledge and understanding. The test checks children's ability to read and decode words to an age appropriate standard. We are required to re-test any child in Year 2 who did not pass/sit the test in the previous year.</p>   | <p>Internally</p> <p>Governors</p> <p>Local Authority</p> <p>DfE</p> <p>Parents</p> | <p>Class &amp; School Assessment file</p> <p>Individual pupil file</p> |
| <b>Year 2</b> | May  | <b>Yes</b> | <p><b>Key Stage 1 SATs</b></p> <p>In Year 2 children take end of Key Stage SATs 1 tests which assess their skills, knowledge and understanding in reading, writing and maths.</p> <p><b>Tests in spelling, punctuation and grammar are non-statutory.</b> Tests and teacher assessment will be used to assess whether pupils are:</p> <ul style="list-style-type: none"> <li>• Working towards the standard</li> <li>• Working at the standard</li> </ul>  | <p>Internally</p> <p>Governors</p> <p>Local Authority</p> <p>DfE</p> <p>Parents</p> | <p>Class &amp; School Assessment file</p> <p>Individual pupil file</p> |



|                           |                                   |            |   |  |  |
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|                           |                                   |            | <ul style="list-style-type: none"> <li>Working at greater depth within the standard</li> </ul> <p>Test information informs teacher assessment which is provided for each child in reading, writing, maths and science at the end of Year 2.</p>   |  |  |
| <b>Year 4</b>             | June                              | <b>Yes</b> | Children will undertake a Mathematics Times Tables Check. The purpose of the MTC is to determine whether year 4 pupils can recall their multiplication tables fluently. The children will be tested using an on-screen check answering answer multiplication questions in six seconds. The questions are selected from the 121 number facts that make up the multiplication tables from 2 to 12, with a particular focus on the 6, 7, 8, 9 and 12 times tables as they are considered to be the most challenging. | Internally   | Class & School Assessment file                                     |
| <b>Year 6</b>             | May                               | <b>Yes</b> | <p><b>Key Stage 2 SATs</b></p> <p>In Year 6 children take end of Key Stage 2 SATs which assess their skills, knowledge and understanding in reading, spelling, punctuation grammar and maths. Biennial science sampling tests occur for some selected schools too.</p> <p>Teachers provide assessments on pupils for writing and science.</p>   | Internally<br>Governors<br>Local Authority<br>DfE<br>Parents | Class & School Assessment file<br><br>Individual pupil file        |
| <b>Year 1 to 6</b>        | Per Maths White Rose Unit         | <b>No</b>  | When Maths Rose Units are completed and taught in class, children will be assessed through the end of unit assessment.  | Internally   | Class & School Assessment file                                     |
| <b>Year 1 to 6</b>        | End of each term                  | <b>No</b>  | Children will be assessed through the end of term White Rose Assessments.   | Internally   | Class & School Assessment file                                     |
| <b>Year 1 to 6</b>        | End of a medium term unit of work | <b>No</b>  | Children and teachers will complete a self-assessment (See Appendix 4) on the key objectives in the topic.  | Internally   | In children's exercise books.                                      |
| <b>Reception – Year 5</b> | At the beginning of each term     | <b>No</b>  | <p><b>Individual Learning Plans (ILPs)</b></p> <p>The Inclusion Co-ordinator, classteacher, TAs, parent and pupil are involved in setting targets linked to the needs of children with SEN&amp;D. This will determine the support provided in line with any advice provided by outside agencies. These are reviewed at the end of each term.</p>  | Parents  | SEN&D folder on Staff Common<br><br>Class & School Assessment file |

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|  |  |    |  |   | Individual pupil file  |
|  | At the end of taught 'units' throughout the year | No | <p><b>Tracking progress using West Sussex/National Curriculum objectives</b></p> <p>Using the West Sussex/National Curriculum objectives in English and Maths, children are assessed on an ongoing basis through discussion, questioning, their written work and small assessments where necessary. Teachers use SIMS to enter data to show the extent to which a child has met the objectives taught.</p> <p>For each objective teachers report whether a child is:</p> <ul style="list-style-type: none"> <li>• 'Emerging': this means the objective has been taught but at this stage the child shows limited understanding and cannot yet achieve this objective without support and direction. They are at an early stage of understanding this objective.</li> <li>Or</li> <li>• 'Developing': this means the child has moved along in their understanding of objective and there is evidence to show this, though this may only be on 1 or 2 occasions (and not independently). They are not yet secure as they haven't shown evidence of applying this independently or are not yet completely confident in this objective.</li> <li>• 'Secure': this means there is evidence that a child has shown they understand this objective and has been able to use and applied this independently on a number of occasions.</li> <li>• 'Greater depth': this may be linked to a statutory end of KS1 definition or for other year groups (Year 1/3/4/5) teachers award this grade if the child has a thorough understanding of the objective, and shows a good level of independence and application of their skills, knowledge and understanding at a much deeper and broader level</li> </ul> <p>At 4 points across an academic year (Autumn 1, Spring 1, Summer 1 and end of the academic year, teachers make an overall summary of</p> | Internally<br><br>Governors<br><br>Locality<br><br>Parents (at parents' evenings) | SIMS<br><br>In individual pupil files at external transition point |

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|  |  |  | <p>achievement for reading, writing and maths. They award 'E' (emerging) if the sum of 'E's' and untaught objectives is &gt; the sum of other grades.</p> <p>Teachers award 'D' (developing) if the sum of 'D' and 'S' (secure) and 'G' is &gt; the sum of 'E' and untaught objectives.</p> <p>Teachers award 'S' if ALL objectives are secure.<br/> <b>NB a pupil must reach 'secure' (S) on all objectives of the previous academic year before being judged to be 'secure' on the current year's objectives.</b></p> <p>This can be used both to help inform and set further targets and support and to report final outcomes at the end of the year.</p> <p>We use a programme 'School Analytics' to help measure pupil progress. This utilises the grades teachers enter from SIMS and compares these over the course of a year. This has been designed to meet our school needs.</p> <p>From the end of one academic year to the next we measure 'expected progress' as 3 steps for example:</p> <p>End of Year 1 (secure) to end of year 2 (secure). This means a child has passed through the 'emerging' and 'developing' stages as outlined above</p> <p>However, although a child may not have met the previous year's objectives and may be classed as developing at the end of the year, expected progress would still be 3 steps i.e. moving to 'secure' in the previous year's objectives though to emerging and developing at the end of the current year's objectives.</p> <p>The aim over time would be for the child to reach 'secure' at the end of the academic year and 'diminish any attainment gap'.</p> <p>Our 3 steps of progress have been designed to enable children to move straight from 'secure' at the end of an academic year onto 'emerging' in the following academic year. Children do not have to reach 'greater depth' in the previous academic year's objectives before moving on.</p> <p>'School Analytics' also helps us identify trends for different groups of children e.g. SEND, boys/girls/Pupil Premium etc in terms of progress.</p> |  |  |
|--|--|--|--|--|--|

|  |  |            |   |                                     |  |
|--|--|------------|---|-------------------------------------|--|
|  |  |            | <p>Pupil work and video evidence should reflect progress across the year and is a key progress measure alongside data.</p> <p>As Reception children have a separate curriculum (EYFS), they have a different electronic tracking system that they use but a similar progress and tracking measure of 'emerging', 'expected' and 'exceeding' is used across the following age bands:</p> <ul style="list-style-type: none"> <li>• 22-36 months</li> <li>• 30-50 months</li> <li>• 40-60 months</li> </ul> <p>Progress is also measured in 3 steps.</p> |                                     |  |
|  | Mid-Autumn, Mid-Spring and Mid-summer term | <b>No</b>  | <p><b>Pupil Progress Meetings</b></p> <p>Each term Senior Leadership and the Inclusion Co-ordinator meet to discuss the progress of every child with the classteacher. The information is used by staff formatively to help tailor support and teaching further to improve pupil attainment. Pupil progress data is also communicated to governors and also used comparatively across the locality schools to identify further support that could be provided through funding.</p>  | Internally<br>Governors<br>Locality | Class & School Assessment file<br><br>Staff Common |
|  | Mid-Autumn and Mid-Spring                  | <b>No</b>  | <p><b>Parents' Evenings</b></p> <p>Pupil progress information in line with the National Curriculum is discussed ie whether the child is 'on track' to achieve their age related expectations and progress being made. Details regarding personal and social information is also discussed and ILP shared (if the parent has been unable to attend the ILP meeting). Key discussion areas are recorded on a proforma.</p>  | Internally<br>Parents               | Pastoral Support File                              |
|  | July                                       | <b>Yes</b> | <p><b>Annual Report to Parents</b></p> <p>Attainment and progress are reported to parents at the end of the academic year. Personal development and strengths relating to our Super Learning Heroes are also shared. The reports include children's self-reflection and include targets for the year ahead.</p>   | Internally<br>Parents               | Individual pupil file<br><br>Staff Common          |

## Roles and Responsibilities

Teachers and TAs (under the guidance of the teacher) are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. Where appropriate these outcomes will be shared with pupils as part of an ongoing dialogue with pupils about their learning progress.

**The Headteacher, Senior Teacher and Inclusion Co-ordinator are responsible for ensuring that:**

- Each classteacher uses pupil tracking to analyse the performance of individuals and different groups of learners e.g. SEN &D, Disadvantaged, CLA (Children Looked After), MAP (More Able Pupils) and vulnerable pupils to support further learning

**The Headteacher and Senior Teacher are responsible for ensuring that:**

- summative assessment tasks are carried out and that the resultant data is collated centrally
- all staff are familiar with the current Assessment and Feedback policy and practice
- teachers are held to account for the progress individual children make towards their age related expectations

**The Headteacher is responsible for:**

- Monitoring standards across the school
- Analysing pupil progress to identify those who are vulnerable to underachievement in relation to age related expectations and prior attainment
- Prioritising key actions to address underachievement of individuals and groups, including current standards and trends over previous years

**Curriculum Leaders are responsible for:**

- Ensuring all staff are familiar with the assessment policy, practice and guidance for their curriculum areas as it develops
- Monitoring standards in their area in accordance with the National Curriculum and advice as it develops

## **Inclusion**

Assessment is inclusive of all abilities and is used diagnostically to contribute to the early and accurate identification of children with special educational needs or those who may be 'more able' (see our Most Able Pupil Policy). Requirements for support and intervention or enrichment can be better informed as a result of such information. High expectations should apply equally to all groups of learners, including pupils with SEN& D and those that are 'disadvantaged'. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved. Case studies and additional means of measuring progress can also quantify the impact of provision and progress e.g. pupil voice, application of skills in pupil books etc. Assessment methods may need to be adapted for some pupils with pupils with SEN&D for example by using visual stimuli and alternate means of communication. Extra time to complete assessments may also be needed.

## **Quality Assurance and Professional Development**

Expectations of teachers in terms of assessment are evolving at a national level. We are conscientious at keeping up with developments and training opportunities as and when they

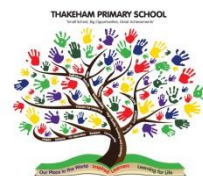
are available. Staff and governors are also provided with opportunities to develop their understanding of how to interpret data and use this to support further school development e.g. Raise online, County statutory assessment briefings, in-house and locality moderations.

Before attending a locality assessment moderation, evidence of children's achievements are looked at and discussed in staff meetings by teachers. This evidence is then taken along to a locality moderation to be discussed with colleagues in our local STARS/Chanctonbury schools. Teacher judgements are discussed and an agreed decision arrived at, including next steps for the child and professional development of the teacher. The Local Authority undertakes monitoring and quality assurance visits for statutory tests e.g. Early Years, Year 1 Phonics, Year 2 and Year 6 SATs.

















We are also accountable to our Governing Body and each term the Headteacher's report outlines pupil progress and attainment, both ongoing and at statutory reporting points.

### **Monitoring and Evaluation**

The Headteacher and Senior Teacher work together to monitor this policy, with support from the staff as outlined in the responsibilities section. Priorities are outlined in the appropriate section of the School Strategic Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place.



## THAKEHAM PRIMARY SCHOOL MARKING CODE

| Code  | What it means   |
|---|---|
|    | Capital letter needed   |
|    | Punctuation needed  |
|    | Punctuation not needed here   |
| //  | New paragraph needed here   |
| Thakham<br>  | Spelling mistake  |
|    | Word missing  |
|    | Verbal feedback   |
|    | Supported work  |
|    | Independent work  |
| SA  | Self-assessed work  |
| PA  | Peer-assessed work  |
| <br><br> | <b>Traffic light self-assessment with 'Can I' statements</b><br> I found this tricky and need more practice/help<br> I am on my way to understanding the learning objective but still need a bit more practice<br> I understand/can do this and feel confident |
|    | <b>Tickled Pink (positive comment linked to learning objective and 'Toolkit')</b>   |
|    |   |

|  |  |
|--|--|
|  | <b>Green for Growth (area for improvement/next steps linked to learning objective and 'Toolkit')</b> |
|--|--|



Marking code for analysing grammar and spellings in English independent writing

Year 1

|        |   |
|--------|---|
| J      | using <u>and</u> to join words and clauses  |
| CL     | capital letter in use at the start of a sentence or for names of people, places, the days of the week, and the personal pronoun 'I' |
| .      | <u>full</u> stop used   |
| ? or ! | <u>punctuation</u> mark used correctly  |
| CEW    | common exception word used accurately   |

Year 2

|                |  |
|----------------|--|
| C              | commas for lists   |
| A              | apostrophes for contracted forms and the possessive (singular) |
| ENP            | expanded noun phrase   |
| PT             | past tense (including the progressive)                         |
| <del>PrT</del> | present tense  |
| S              | subordination (using when, if, that, or because)               |
| Co             | coordination (using or, and, or but)                           |
| ST             | statement, question, exclamation, command                      |
| CEW            | common exception word used accurately                          |

Marking code for analysing grammar and spellings  
in English independent writing

Year 3 & 4

|                    |   |
|--------------------|---|
| <b>CON</b>         | wider range of conjunctions, including<br>when, if, because, although                           |
| <b>Prep</b>        | prepositions to express time and cause  |
| <b><u>Adv</u></b>  | adverbs to express time and cause   |
| <b>N or P</b>      | choosing nouns or pronouns<br>appropriately for clarity and cohesion and<br>to avoid repetition |
| <b><u>PrPF</u></b> | present perfect form of verbs in contrast<br>to the past tense                                  |
| <b>FA</b>          | fronted adverbials followed by a comma  |
| <b>PA</b>          | possessive apostrophe   |
| <b>"</b>           | <u>correctly</u> punctuating dialogue   |
| <b>CEW</b>         | common exception word used accurately   |

## Maths Marking Code

Can you **P**rove that your answer is correct?

- Try a *different method* to answer the same question.  
Do you get the same answer?
- Try doing the *inverse*: work backwards, starting at the answer to prove that you were correct.

Can you **E**xplain what you have done?

- Can you write a short 'how to' guide, teaching someone else how to do this skill?
- Can you explain in words or with a picture how you know you are correct?

Can you **C**hoose ...?

- Choose a method which demonstrates your understanding.
- Choose a new way to show your working out/answer
- Choose a partner to discuss your reasoning with.

Can you **S**olve a problem?

- Try making up a similar question, using your own numbers.
- Try to challenge yourself with larger or trickier numbers.
- Can you write a 'real life' maths problem using this skill?

## Appendix 3 – PECS for Maths

## Appendix 4 – Foundation Subject Assessments

| <b>Term: Autumn 2020</b><br><b>Year Group: yr3/4</b><br><b>Subject: Art</b><br><b>Unit of work: Painting</b> |   |                  |                    |
|--|---|------------------|--------------------|
|  |   | √ or →<br>Pupil: | √ or →<br>Teacher: |
| 1  | Can I look at and discuss artists work, including their possible intentions?  |                  |                    |
| 2  | Can I develop my ideas through drawing first?                                 |                  |                    |
| 3  | Can I build my colour mixing skills?  |                  |                    |
| 4  | Can I consider colour combinations and ranges, selecting my preferred choice? |                  |                    |
| 5  | Can I develop brush techniques?   |                  |                    |
| 6  | Can I share my opinion on mine and others art work?                           |                  |                    |

What has gone well?

Next steps?

**This form to be completed at the end of a unit of work by each individual child and their teacher, and to be kept in the class assessment folder.**

**At the end of an individual lesson, next to the Can I:**

Children place a pink tick if feeling secure in the learning next to it.

Children place a green arrow next to Can I if need further work on this.

Teacher place a pink tick if the children is secure in their learning.

Teacher place a green arrow if further learning is needed.