



Towngate Primary Academy Assessment Policy

Date	Review Date	Coordinators	Nominated Governor
September 2019	September 2020	SLT	Mrs J Crook

Towngate Primary Academy Assessment Policy

Introduction

1.1 At Towngate Primary Academy, we have a clear set of assessment principles and practices which staff are committed to, these are supported by governors and shared with parents. (Appendix 1)

1.2 Assessment at Towngate Primary Academy supports each pupil in the achievement of his or her full learning potential and fosters the development of self-esteem and personal responsibility in learning.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better and we teach them how to reflect and make comments about their own work.

The outcomes of our assessments help children to become involved in raising their own expectations and allows us to base our lesson plans on a detailed knowledge of each pupil. We aim to involve all staff, pupils and parents. We give parents termly reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

Aims and objectives

1.3 At Towngate Primary Academy we believe the key purpose of assessment is to move children on in their learning.

The aims and objectives of assessment in our Academy are:

- to build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- to identify each pupil's strengths, enabling them to demonstrate what they know, understand and can apply in their work and provide them with motivation by celebrating their achievements;
- to identify priorities for their future learning and help our children understand what they need to do next to improve their work;

- to support children to monitor and reflect upon their own learning;
- to identify the progress made in individual lessons or a series of lessons;
- to inform future planning and target setting, allowing teachers to plan work that accurately reflects the needs of each child based upon expectations which are clear, realistic and understood by the pupils;
- to track and evaluate the attainment and progress of individual pupils and groups of pupils over time;
- to ensure continuity and progression for the individual, class and across the Academy ;
- to ensure early identification of children with SEN or who maybe gifted and talented;
- to evaluate and improve teaching strategies used;
- to communicate regular, accurate information to parents about their child's attainment and progress to enable them to support their child's learning;
- to communicate accurate information to other staff members and educational agencies who may be working with a child or group of children;
- to provide the head teacher, SLT and governors with information that allows them to make judgements about the effectiveness of the Academy ;
- to comply with statutory requirements and make comparisons with local and National data to ensure the continued effectiveness of the Academy .

3 Planning for assessment

- 3.1 We use the National Curriculum and our Academy 's curriculum plan to guide our teaching. In this plan we give details of what is to be taught to each year group in order to ensure continuity and progression across Academy . Statements from the National Curriculum are taught and children are assessed against these and other relevant assessment materials.
- 3.2 At the beginning of each academic year teachers use the plans and records passed on by the previous teacher to review where the children are in relation to the expected level in the EYFS/ National Curriculum. They also conduct baseline tests and tasks where appropriate to establish further next steps or gaps in learning for individuals, groups or the cohort as a whole.
- 3.3 Assessment opportunities are built into medium and short term plans and so are an integral part of the planning, teaching and learning process rather than a 'bolt on' at the end of a unit of work. With this in mind medium term plans are reviewed when informing short term plans as assessments made will help to support teacher judgements as to whether individuals, groups or the whole class are ready to move on with their learning.
- 3.4 Short term plans serve as an aide memoire for teachers and for other members of staff. Teachers may use their own pro forma or appropriate system for this, provided this is in an accessible format that can be shared with all adults working with the pupils. They must include the learning

objectives and intended learning outcomes alongside any differentiation to be used within the lesson.

- 3.5** When writing plans, teachers select, (from their medium term plans) the activities and key learning objectives relating to each subject or lesson. There will be at least one learning objective of relevance for each pupil in each lesson.
- 3.6** Lessons are taught with clear learning objectives which are shared with the children. Success criteria is discussed and displayed in order to demonstrate clearly to the children how to achieve the learning objective. The learning objectives are based upon the teacher's detailed knowledge of each child as well as the class as a whole. We strive to ensure that all tasks set are appropriate to each child's level of ability. We make a note of those individual children who do not achieve at the expected level for the lesson and those individuals or groups who are ready to move on. We use this information when planning for the next lesson, with class teachers making informed decisions about priority areas for learning and assessment.
- 3.7** Assessment within day to day lessons will focus on the learning objectives. Opportunities and the means of assessment are identified and planned in advance.
- 3.7.1** Children are involved in the process of self and peer assessment against specific learning objectives, so they too are involved in the teaching and learning process which can help to inform future planning.
- 3.8** Characteristics of good practice when planning include:
- Using knowledge and information from pupils self assessments and previous work;
 - Identifying clear learning objectives, outcomes and assessment opportunities;
 - Using own evaluations of each lesson to inform future lessons;
 - Making informal notes, mental notes or more formal recordings of children's needs, responses or next steps;
 - Revising planning regularly in light of the assessments made of individuals, groups and the whole class needs, as and when required.

4 Types of assessment

- 4.1** Summative assessment is 'Assessment OF Learning'. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning and is a measure at a particular point in time. Formative assessment is 'Assessment FOR Learning'. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.
- 4.2** At Towngate Primary Academy we ensure that both systems of assessment are integrated into our classroom teaching and structured throughout our Academy year and a balance is maintained between the two.

5 Assessment OF Learning

5.1 Teachers integrate weekly tasks and tests into their plans for spelling, phonics and arithmetic. The outcomes of these are used to review a child's understanding in accordance of their year group expectations as well as provide information for future planning.

5.2 We have in place a cycle for summative assessment which takes place throughout the Academic year. (Appendix 2). During this week teachers move away from their planning and use the time for targeted group work and assessment tasks in order to establish a clear level that each child in their class is working at in reading, writing, maths and science.

In some cases, teacher's own tests are used to support judgements. Children's books are also used to review the evidence of their learning. In the summer term, Year 2 and Year 6 teachers are involved in the more formal teacher assessments and SATs tests and tasks to establish a specific level for each child.

5.5 Teachers are required to use some of their PPA (Preparation, Planning and Assessment) time to conduct their assessments and ensure that assessment information is handed in to the SLT on time.

5.6 At the end of each assessment week each class teacher submits

Outcomes for all children within the class for reading, writing, grammar and mathematics to the SLT. This information is inputted into target tracker system.

The 'Expected/ARE' Level is based upon the statutory content set out in the National Curriculum for a particular Year group or Key stage.

We will also use this information to monitor the progress of individuals, groups and classes by identifying the steps of progress made by a child within a year and across a number of years as well as establishing the percentage of children in each cohort who are working at the expected level.

Analysis of the data from assessment week is carried out by the SLT. Individual pupil's attainment as well as progress is scrutinised and comparisons are made between end of year expectations as well as progress towards individual end of year targets. Specific groups of children are also monitored. Detailed feedback is given back to staff about the individuals within their class during pupil progress meetings led by SLT. Intervention groups are reviewed and put in place and targets are reviewed if necessary in light of the children's attainment. Children not making expected progress as well as those making better than expected progress are specifically highlighted. The information is discussed with class teachers is used to inform individual, group and class targets as well as priorities in areas of learning for the next half term.

5.5 At the end of each academic year, details of attainment, outcomes and progress recorded during the final summer assessment week are passed up to the next class teacher.

6. Assessment FOR Learning

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6.1 At Towngate Primary Academy, assessment for learning is a key tool in our assessment process and is seen as an essential component of effective classroom practice.

The aims of assessment for learning at Towngate are:

- To build an ethos and relationship between teacher and children, where pupils are at the heart of directing their own learning and are not afraid to take risks in their learning;
- To increase pupil participation in their learning and so increase overall performance;
- To show children where they need to get to and how to get there;
- To promote pupils active listening and questioning skills;
- To evaluate the progress made during a lesson or series of lessons;
- To identify what pupils already know and can do and what the next steps should be for individuals, groups and the class as a whole.
- To inform immediate planning

6.2 Assessment for learning takes place daily in the classroom. The teacher's role is to ensure that pupils understand how to assess their own progress and also adjust their planning and teaching in light of it to improve teaching and learning.

6.3 The aims of assessment for learning will be achieved through the following practices:

- Effective planning;
- Sharing of learning objectives at the beginning of every lesson;
- Sharing of success criteria to identify the steps needed to complete a task or achieve the learning objective;
- The use of modelling and sharing of the bigger picture so that children can see what it is they have to do in order to achieve;
- Effective questioning, using more open needed questions, giving more thinking time, using talk partners for children to verbalise their thoughts, ideas and understanding;
- Effective feedback to provide prompts for improvements;
- Effective plenary sessions and mini-plenaries throughout the lesson to review learning;
- Self-assessment and peer-assessment.

6.4 Self assessment is very much part of assessment for learning at Towngate Primary Academy. Pupils are helped to identify what they have learnt during a lesson and to use the appropriate language to talk about their learning. This encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievements against shared learning objectives and success criteria;
- Identifying their own strengths and areas for improvement;
- Fostering a self-reflective learning culture;
- Encouraging independence in learning.

6.5 A comprehensive list for effective assessment for learning can be found in appendix 3.

7 Strategies for Assessment

7.1 Some of the strategies which we use to gather evidence or make assessments of children's learning and understanding include:

- Observations
- Questioning

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- Discussions
- Photographs, video clips
- Work sampling
- Guidance and feedback
- Teacher tests
- Formal and statutory tests
- Obtaining assessment information across different subjects
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8 Target setting

- 8.1 **We set targets across a wide range of subjects. We set these as part of the planning process and regularly review these.**
- 8.2 **We encourage the children to set targets that are linked to their individual needs. Shared group targets are often used.**
- 8.3 **We ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress.**

9 Recording

- 9.1 **We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. The recording of assessments needs to be ongoing, manageable and useful. It is unnecessary to keep a formal record of all assessments and the children's work books provide their own record of evidence of learning. Effective teachers hold a great deal of information in their heads and it is not possible to commit all of this to paper, however we believe that when teachers identify and record in advance what they intend to assess during a lesson and then record the outcomes of these assessments in some way, (children's work, photographs, record sheets, annotations etc), it is more likely that the information will contribute to a developing picture of each pupil's attainment and learning needs and influence teachers' future plans.**
- 9.2 **We plan our lessons with clear learning objectives. Where the majority of the class makes the expected progress, there is no need to record this.**
- 9.3 **During assessment weeks, our teachers record the progress of each child and make a judgement about the work of each child in relation to the National Curriculum expectations. This allows us to monitor progress. Records are kept by the SLT alongside any analysis which has been carried out. 'Target Tracker' is used to store the data of all the children and groups within Academy after each assessment week and track their progress.**
- 9.4 From Years 1 to 6, as well as their own informal records, teachers are required to keep as records:
- **A class assessment folder which records details of attainment and progress for each group e.g. pupil premium children.**
 - **Children's books, marked in accordance with the Academy's guidance and feedback policy, as a record of learning**
 - **Medium term and short term planning which is reviewed in accordance with the outcomes of assessments**

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- **OPP which must be updated in accordance with the Academy 's SEN policy**
- **In EY, Learning Journey books, where staff record their own reflections pupils learning as well as a place where photographs, labels and observation notes can be stored**
- **Guided reading records**
- **Results of statutory tests and tasks**
- **Data of each assessment week carried out**

The use of PPA (Preparation, Planning and Assessment) time should be used to ensure that the above are carried out effectively.

10 Reporting to parents

- 10.1 We have a range of strategies that keep parents fully informed of their child's progress in Academy. We encourage parents to contact the Academy if they have concerns about any aspect of their child's work.**
- 10.2 Each term we offer parents the opportunity to meet their child's teacher. This is through both formal parent's evenings as well as offering an open door policy. At the first meeting of the Academic year we review the targets that we have identified for their child. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress as measured against the targets. At the third meeting of the year we review their child's written report and the targets identified in it for the next Academic year (see next paragraph). At each meeting, parents are informed of their child's progress and attainment in relation to National expectations. This information is in the form of a descriptive profile rather than a numerical value. An information leaflet is sent out to parents to explain the assessment system and expectations. This is also displayed on the Academy website.**
- 10.3 During the summer term we give all parents a written report of their child's attainment, progress and achievements during the year. In this report we also identify target areas for the next academic year. We write comments for core subjects and a general comment to discuss the whole child's development of the academic year. In this written report, we include a space where the children can offer their own evaluation of their performance during the year. Reports follow the agreed procedures laid down by legislation and a child's attendance is noted as authorised or unauthorised.**
- 10.4 In reports for pupils in Year 1, Year 2 and Year 6 we also provide details of the level of attainment achieved in the national tests.**
- 10.5 We offer parents of pupils in reception the opportunity to discuss the results of the Foundation Stage profile with their child's teacher.**
- 10.6 Each of our teachers give parents a half-termly update, via a newsletter or the Academy website that identifies the main areas of study for that particular class. In this update, the teacher identifies how parents can support any elements of the work during the term.**
- 11 Feedback to pupils (See also the guidance & feedback policy)**

- 11.1 We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking. Although we aim for consistency across Academy, the way that we give feedback to the younger children may at times be different to that of older children due to their differing developmental stages. (See guidance & feedback policy).
- 11.2 Our feedback to children is based upon three principles:
- To help children to see what they have done well
 - To give clear and specific guidance on how work can be improved
 - To give time to act upon feedback

These principles are used with all age groups and can be carried out in either a written or a verbal way. Sometimes verbal feedback is more appropriate while at other times marking can show a clear indication of what is good.

Feedback on how to make improvements is specific and is usually in the form of either, reminder prompts, where children may have forgotten to do something, process prompts, where steps are given to help the child improve or example prompts where the teacher demonstrates clearly how to do something. We give children verbal feedback on their work whenever possible during a lesson.

- 11.3 When we give written feedback to a child, we relate this to the learning objective for the lesson or a specific personal target. By doing so we make clear whether the objective has been met. If we consider that the objective has not been met, we make clear and offer guidance for improvement. In both cases, we identify what the child needs to do next in order to improve future work. This is done in a child friendly way by using the guidance and feedback strategy. However at times, marking to the objective alone is not always adhered to if it is to the detriment of basic errors in grammar, punctuation and spelling as these too contribute to the bigger picture of a child's progress.
- 11.4 We encourage the children to make comments about their own work and the work of fellow pupils.
- 11.5 Time to make improvements is essential. The easiest way to do this is through verbal feedback and key word marking, however if this is not possible time is given at the beginning of the next lesson or as soon as possible after the task has been completed. The expectation is that all feedback should be acted upon. We do this to ensure that the time that our teachers spend offering feedback really has an impact on the children's work. Plenary sessions can be used for the children to review and check what they have done, with time given to make improvements.

12 Consistency

- 12.1 To ensure consistency across Academy in the judgement of children's attainment and progress against the National Curriculum content we, as a staff, regularly conduct moderation sessions. The Academy works alongside other schools in the MAT, LA and internally to conduct moderation sessions, there is no set format to these meetings. Professional discussions take place as to the awarding of agreed judgements. Further moderation meetings take place within key stages across Academy.

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As an Academy we are committed to working collaboratively with other schools.

- 12.1 The SLT as well as all subject leaders collect samples of children's work. This is to ensure continuity and progression across the Academy as well as monitoring that children are being offered opportunities and experiences to work at the correct year group expectations. Subject leaders use children's work to monitor the way feedback is used as an assessment tool to develop children in their learning. Subject leaders of foundation subjects collect information for children in each class so that they have an overview of where children are working across the Academy.**

13 Equal Opportunities

- 13.1** All children at Towngate Primary Academy have the right to access the curriculum, regardless of gender, race, belief or ability in accordance with the Academy's Equal Opportunities Policy.
We aim to provide learning experiences which accommodate a variety of teaching and learning styles. We use differentiation as a planned process of intervention within the classroom to maximise the potential learning opportunities for all children based upon their individual needs.
- 13.2** We use our assessment processes to track the attainment and progress of all pupils and monitor specific groups of children continually and at each assessment week. Any children identified as experiencing specific difficulties in making progress in line with expectations for their age will have an OPP in place. These are written and reviewed in accordance with the Academy's SEN policy. For some children with SEN, assessments are made using Wakefield progression steps, as these are more appropriate to track their attainment, steps of progress and set specific targets.

14 The Foundation Stage

- 14.1** Assessments are an integral part of planning, teaching and learning within the Foundation Stage. Children within the Foundation Stage are assessed against the Early Learning Goals at the end of the Foundation Stage.
(See the Foundation Stage Policy).

15 CPD and review

- 15.1** In light of the recent and ongoing changes to assessment in Education we are committed to identifying staff training needs. Our assessment policy, procedures and processes will be under continual review and will link into the Academy development plan.

16 Monitoring and review

- 16.1 SLT are responsible for monitoring the implementation of this policy.**

Signed: _____ (Headteacher)
Signed: _____ (Chair of Governors)

Appendix 1 – Towngate Primary Academy . Principles for Assessment

Assessment at Towngate Primary Academy

At Towngate Primary Academy we are committed to developing our assessment practice so that the best learning outcomes for our children can be achieved.

The key purpose of assessment at Towngate Primary Academy is to improve learning. The ways in which this is achieved are set out in our Academy assessment principles.

Our Assessment Principles

- **Assessment and Planning are strongly connected**
Assessment is carried out against the content of the National and Academy Curriculum. Statements have been identified which set out expectations for each year group. These form the basis of what children are expected to know and when. Planning is based upon these expectations. Regular and periodic assessment state whether a child is 'emerging/working towards ARE', 'expected/at ARE' or 'exceeding/ greater depth' in relation to their year group statements and expectations. Planning is then adapted in accordance of the needs of an individual, group or cohort.
- **Assessment is conducted in a range of ways in order to obtain a full picture of the child's skills and abilities**
We do not have one set way of gathering evidence to inform our assessments. Assessment methods must be purposeful and appropriate. They must be inclusive of all children. Assessment is integral to daily teaching and learning, on a day to day basis teachers observe and question individuals and groups of children to establish what they know and understand in relation to the learning objective. Misconceptions and strengths are identified. Weekly tests are undertaken for spelling, phonics and arithmetic. Children's work is carefully monitored by class teachers and senior leaders. Periodic planned assessment weeks are in place where children are tested or observed carrying out specific tasks, (as is appropriate to their age group or individual needs). Information is continually gathered across range of subjects to establish a picture of the child, their knowledge, understanding and ability to apply these independently. Baseline assessments (where required) are carried out at the beginning of year group to provide further information which builds upon the transitional data already passed up by the previous class teacher. Clear systems are used to record the assessment information.
- **Assessment is used to improve teaching and learning by informing...**

Teachers

The outcomes of day to day, weekly or periodic assessment help to guide teaching and learning within the classroom as well as drive improvements in the quality of teaching. Assessments will help to diagnose the specific needs or next steps for individuals, groups or the class as a whole. They will establish whether children are achieving the expected standards at a given point in time against their age related expectations or if they have made progress. Misconceptions or 'gaps' in learning can be identified as well as strengths in order to adapt planning and teaching to challenge or support the class.

Children

Clear and consistent feedback allows children to be involved and drive their own learning. Assessment information is used to clearly identify children's strengths, improvements and progress against year group expectations. It also provides them with clear, meaningful next steps to form targets to help them to know how to improve.

Parents

Parents and carers have a right to know and understand how well their child is doing in relation to National expectations as well as the progress that they are making. Structured feedback is given to parents termly through parent's meetings or reports. Rather than a numerical value, parents are provided with a description of their child's achievements and what their next steps are in order to improve and make further progress. Parents are informed whether their child is working at an 'emerging/working towards ARE', 'expected/at ARE' or 'exceeding/GD' level in relation to their year group expectations. Information is sent home and displayed on the Academy website to clarify the meaning of the terminology used.

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Senior Leaders

Information collated from weekly and periodic assessments as well as classroom observations and work sampling are used by senior leaders to identify children in danger of falling behind their year group expectations or not making progress. It also highlights children who are more able and is used to monitor the different groups of children. Interventions are carefully reviewed and planned. The information gathered is translated into recordable measures in order to monitor ongoing outcomes and progress over time for each group, class, key stage and the Academy as a whole. Pupils are carefully tracked towards their end of year and end of key stage expectations, aspirational targets are set and reviewed. Comparisons are made to expected standards and National standards. Priorities for development as well as strengths are then identified. The planning and allocation of resources as well as the identification of any possible teaching needs or training is carried out by senior leaders. Subject leaders use the assessment information gathered as one way to monitor and evaluate teaching and learning.

Governors

Assessment information is summarised and an analysis of attainment and progress for cohorts, groups and the whole Academy is fed back to governors regularly during LGB meetings. From this they help to identify and monitor the ongoing strengths and areas for development within Academy .

Comparisons with National expectations are reported to governors.

Assessment is reliable and the judgements made are consistent, shared and moderated

We have a rigorous timetable for moderation within and across the Academy where assessment judgements are shared and confirmed. SLT is also responsible for seeking out further cross moderation links which are recorded and monitored by the assessment lead. Moderation across the MAT is on a regular basis and across a range of year groups. Teachers take part in all moderation events provided by the Local Authority. We believe that in order for assessments to be reliable, moderation and the sharing of judgements is key to our ongoing practice.

- **Assessment is part of our ongoing whole Academy development priority**

We have already embedded a rigorous system of assessment procedures within Academy , however in light of the changes to assessment as well as the importance of good assessment practice that we value as a Academy, we continually strive to keep up to date with the latest research, practices and initiatives. We monitor our own needs within the Academy, carefully planning regular training and working with other schools to share knowledge and good practice.

Through our assessment principles we hope to develop an ethos of assessment being at the heart of all good teaching and learning across Academy.

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Appendix 2 – An overview of assessment throughout the Academic year.

Task	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Assessment and Performance Data</p> <p>Throughout the year, Year 1 will do teacher assessment at each assessment point, supported by Salford reading test.</p>	<p>WC 11th Sept Salford reading tests</p> <p>WC 15th October Teacher assessments of reading, writing, maths and grammar. Supported by English and maths leads.</p> <p>PP meetings to identify children who</p>	<p>WC 22nd October</p> <p>ASP to be analysed by Leadership team and shared with all staff</p>	<p>WC 7th January Y2 & 6 use last year's SATs.</p> <p>WC 21st January Results to be shared to parents 1 :1 Y6 parents meetings</p>	<p>WC 1st April Maths Hub, Pira reading and grammar. Teacher assessment using writing grids for specific year groups.</p> <p>Analysis of assessment, class teacher and core subject managers.</p> <p>Data to be entered onto</p>	<p>Statutory assessments</p> <p>Y2 and Y6 SATs.</p> <p>Baseline in F2.</p>	<p>Statutory assessments</p> <p>Y1 phonics plus teacher assessments</p> <p>WC 24th June Years 3,4 and 5</p> <p>Maths Hub test, Pira reading and grammar and teacher assessment using year group specific writing grids.</p>

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	<p>are not making expected progress as they transition.</p> <p>Analysis of assessment, class teacher and core subject managers.</p> <p>Data to be entered onto assessment tracker.</p> <p>Pupil progress meetings.</p> <p>FS baseline</p>			<p>target tracker</p> <p>Pupil progress meetings.</p>		<p>Analysis of assessment, class teacher and core subject managers.</p> <p>Data to be entered onto target tracker.</p> <p>Pupil progress meetings.</p> <p>Intensive support for children not at ARE / making expected progress</p> <p>Intervention groups to be reviewed.</p> <p>Foundation stage Baseline assessments Transition meetings between staff.</p> <p>Data Submission to MAT 21.06.2018 – Phonics, EYFS & KS1 05.07.2018 – KS2</p>
	<p>Data Submission to MAT 26.10.18</p>		<p>Data Submission to MAT 23.01.2019</p>	<p>Data Submission to MAT 03.05.2019</p>		

Appendix 3 - How will we see AFL in the classroom?

- Tasks and questions are used to prompt learners to demonstrate their knowledge, skills and understanding. What learners say or do is observed and interpreted. A judgement is made where they are in their learning and how learning can be improved.
- Finding out of what children already know
- Children are aware of how they are learning as well as what they are learning. Children should be active in the learning process.
- Feedback is constructive– comments focus on the work rather than the individual.
- Children’s progress and next steps are shared with them and their parents in a clear and constructive way.
- Opportunities are provided for children to make improvements and build upon next steps.
- Teachers and learners participate in reflective dialogue and decision making.
- Modelling of work takes place and examples are shown to demonstrate what a ‘good’ piece of work looks like.
- Learners understand what they are trying to achieve and how to get there through the sharing of learning objectives / outcomes / intentions and success criteria. Pupils are involved in setting some of their own success criteria.

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- Assessment criteria is broken down, communicated to and used with children in terms that they understand.
- Children begin to understand if learning has taken place and if progress has been made through self and peer assessment and guidance.
- A range of skills and strategies will be used / developed for self assessment.
- **Time must be put into developing systems of peer and self assessment and marking for it become effective during the year – build up the children’s skills and understanding of what they have to do and why.**
- Use of talking partners to share ideas and formulate questions
- Discussion and group work and collaborations allow children to talk about their work and understand their learning
- Questioning of children involves – giving them time to respond / feeding back in groups or as pairs as well as individuals, probing higher order questions and open questions – Why do you think that? How did you work that out?
- Time is provided for children to answer questions – to think and/ or discuss their answers. Encourage them to justify their answers and therefore deepen their understanding.
- ‘Mini plenaries’ take place in lessons – short breaks during independent activities where children think/ talk about if they are meeting the success criteria, perhaps giving reasons and examples.. (This could be own quiet reflection or discussion in pairs etc). They can then say what they are doing or perhaps what they still don’t understand – allowing the teacher to suggest practical next steps.
- Success and achievement is celebrated.
- The plenary should not just be a summary of what children have done but a time to look at their progress and understanding during the lesson. Questions should be used to generate discussion and all children should have the opportunity to answer at some point. Instead of hands up – give a group / pair warning you are going to ask them, then give them time to think and discuss before doing so or use lolly sticks to pick out individuals.
- A climate of reflective learning will be established within the classroom through use of plenary work, higher order questioning, open ended questioning and peer/self assessment.
- A climate of lifelong learning, learning together and ‘its ok to be wrong’ – learning from mistakes is established. Opportunities for children to ask questions is the norm.
- Our Values based curriculum is embedded as part of the classroom ethos to encourage self esteem, independence, perseverance and other core learning values.
- The language used is consistent
- Parents are informed and involved in pupil progress and achievements
- Pupil choice lessons take place to embed further understanding of success criteria.
- independent learning resources should be easily assessable and clearly labelled e.g. dictionaries, thesauruses, word cards, etc