

The Anthony Roper Primary School

Planning, Assessment and Recording Policy

Planning

The school is committed to providing the best possible learning environment for pupils. In doing so, it is recognised that effective planning for teaching and learning is essential to ensure that pupils make the best possible progress in the context of a broad and balanced curriculum. This highlights the fact that planning is primarily for teachers own professional purposes rather than for accountability or monitoring of their practice. To achieve this critical objective, planning at the school strives to be non-bureaucratic, does not generate excessive workload for staff with teaching responsibilities and allows teachers to concentrate on their core responsibilities for teaching and learning. It is also part of a whole-school approach to record keeping and assessment.

Specific Issues

- Plans provide specific information about what, how and when pupils are expected to learn
- Plans highlight how all adults will support and challenge children throughout the lesson through group support
- Learning outcomes and assessment strategies are considered
- Planning responds appropriately to the needs of all pupils (in terms of ability, learning style and interest) and identifies pupils' next steps in learning.

The planning structure

The school organises planning into three distinct phases: long-term, medium-term and short-term.

- Long Term Planning (annual) is documented in the curriculum maps and these are available for parents to see on the school website.
- Medium Term Planning (termly) is prepared by class teachers. A class newsletter is sent at the beginning of each term to inform parents of the topics their children are learning about, the focus for learning in Maths, English and Science and information about any visits or trips relating to the children learning. The newsletter is also placed on the relevant class page of the school website.
- Short Term Planning (weekly) is prepared each week by class teachers and annotated to record pupils' achievements through the week.

Assessment

At the Anthony Roper Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning. We believe that this process should be thorough, manageable and relevant.

Effective Assessment at Anthony Roper will:

- Enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- Promote pupil self-esteem through a shared understanding of the learning process and the steps to improvement
- Enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and the Senior Leadership Team as they plan for individual pupils, groups and cohorts
- Provide information which can be used by parents or carers to understand their child's strengths, areas for development and progress
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

Children at Anthony Roper are assessed periodically and progress and attainment data is recorded. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment. Test materials are used at the end of units or the academic year to support teachers with making accurate teacher assessment judgements.

Assessment approaches

In-school formative assessment

Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons

- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work
- Observations
- Pupil self-assessments
- Peer marking

In-school summative assessment

Effective in-school summative assessment enables:

- Senior Leadership Team to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period

A range of in-school summative assessments will be used including, for example,

- End of year tests
- Short end of topic or unit tests or tasks

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess their own performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the Reception year
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

Feedback to pupils

All members of staff should have high, but realistic expectations of the work that each individual can achieve and ensure that the quality, quantity and presentation of work meets the standards required. 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. By giving timely feedback, teachers demonstrate to children that their efforts are valued; this gives additional purpose to pupils' work.

Feedback can be in the form of marking or verbal feedback. We have agreed marking guidelines, as this ensures that feedback is provided in a consistent manner. Children are given verbal feedback on their work whenever possible, either during the lesson, or at the start of the next one. This feedback allows the children to make changes to their work within a lesson and gives the teacher an immediate insight into the challenges that individual children may face.

Pupil Progress meetings

We value many types of assessment and appreciate that, although tests provide an easily achieved score, we should not only value that which can easily be measured, and personal knowledge of each child is key. For this reason, the class teacher meets with the Headteacher and SENCo 3 times a year. The progress of individuals and specific groups of pupils is discussed in relation to assessment data and as a result of these meetings, targets may be revised and intervention groups planned. Trends across classes and cohorts, key stages and subject areas are collated and actioned as necessary.

Reporting to parents

Parents Evenings are vital to the reporting and communication process in our school, as well as to promote the positive partnership between home and school. There are two evenings scheduled during the school year where parents can look through their child's books and discuss their child's progress towards their curriculum targets. Reports are sent to parents each year in July. These reports inform parents of their children's progress and achievements. There is also an opportunity for parents to meet teachers to discuss any issues arising from the written end of year report or any concerns they may have at any time throughout the year.

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MARKING GUIDELINES FOR ENGLISH & MATHS



EYFS/Key Stage 1:

The most effective marking strategy throughout EYFS and Key Stage 1 is verbal, either 1:1 or as a class.

Foundation Stage children will receive immediate verbal feedback.

Stickers may also be used to give positive feedback for effort.

Practical work where the objective has been met will be marked using a verbal conference (V)

Key Stage 2

Wherever possible, marking will focus on the Learning Objective and Success Criteria for the piece of work, as well as provide constructive feedback in both written and oral form.

Nature of feedback

When giving oral and written feedback, the following will be considered:

- it should be specific, meaningful and manageable
- it should be in recognition of the child's work based on success criteria and targets and may include verbal, self, peer, class, or written feedback

Peer-assessment in English

Class teachers should check over the peer marking, ensuring that spelling, grammar and punctuation mistakes within the written feedback are corrected.

Class teachers can use a 'peer assessment' stamp, alongside the written feedback, to make it clear that the work has been marked by a named child.

English Exemplar

My partner has remembered to do the following:	
My partner has used full stops and capital letters	R A G
My partner has used some adjectives	R A G
My partner has a good ending	R A G

Self-assessment in English & Maths

Whilst carrying out pieces of writing, pupils should be given regular opportunities to edit and evaluate their work. In order to do this effectively, pupils can use their purple pens. Pupils will then edit and improve their work using this pen, making it easier to identify where children have recognised and corrected their own errors.

In Maths, children should self-assess their knowledge and understanding at the end of a lesson.

Following the completion of the written work, it will be marked by the teacher following the Marking Code.

Children should record the level of challenge by using the RAG (red, amber, green) traffic light system, either using colour or initial letters.

R - I do not understand yet

A - I need more practice

G - I fully understand

Guidelines & Top Tips

The following procedures should be implemented by all teachers:

- marking should always reflect the success criteria (based on the learning objective) for each activity
- children should be encouraged to be 'first markers' and aim to edit, correct and improve their work before giving it to the teacher for comment or marking
- every effort should be made to mark work before the next piece of work is started so children have regular feedback to ensure progress.
- where possible, positive aspects of the work should be commented on before giving suggestions for improvements using a green pen.
- positive comments should be written in pink and targets/areas to improve written in green.
- small group ratios should be noted at the finish of a piece of work.
- errors should be addressed in a positive manner, giving the children areas to focus on for improvement. These might be identified as targets.
- children can be set a Target (**T**) or Next Step (**N.S.**) question where appropriate, thus further challenging their knowledge and understanding of the lesson.
- children will be given time to read comments and initial if they have understood.

- where the work has been discussed in detail with a child, a full written comment need not be given but there should be a brief comment indicating that oral feedback has taken place or a **V**
- children must be made familiar with marking codes.
- not every spelling mistake should be corrected, only those words that a child should reasonably be expected to know and only enough mistakes to enable the child to learn from the corrections.
- all marking should be initialled or responded to.
- extension – giving the child a problem that moves the child on or broadens their knowledge or thought process. This could also be followed by a comment from the child about the learning in KS2 classrooms.
- correction – solve a problem already completed or one that is similar. Children could also be asked to explain their error.
- scaffold – if the child has failed to understand the concept then a scaffold of how to solve it could be created with an example to complete after.

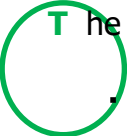
Suggested Prompts

- Why(justifying a statement)
- How did she feel? (developing characters & depth)
- Add a word/sentence (improving the description)
- Write out spelling mistakes of 100 high frequency words – children to write correctly 3 times.
- More complex words to be checked in the dictionary and written 3 times.
- Homophones: rewrite words in a new sentence with the correct meaning.

Marking Code

Pink pen to give positive feedback and ticks throughout work.

Circle = punctuation errors either incorrect or missed, e.g

 **T** he dog ran across the park.

- **Underline** and indicate spelling errors. Write the correct spelling next to the word or in the margin (as discussed above). More complex words can be entered into green Vocabulary book

- **^** missed out words
- **//** new line or paragraph
- **/** leave more space between words
- Teacher initial **D.J.**
- **Children** initial **R.S.**