


Assessment Policy



The logo is a shield-shaped emblem with a red border. Inside, a white tree trunk and branches are set against a dark blue background. The branches are filled with various light blue symbols, including mathematical signs like pi (π), infinity (∞), percent (%), and less than or equal to (≤), as well as musical notes and chess pieces. Below the tree, the words 'CHESSWOOD JUNIOR SCHOOL' are written in white, bold, sans-serif capital letters. At the bottom, the motto 'Dream - Aspire Achieve' is written in red, sans-serif capital letters.





Chesswood Junior School Assessment for Learning Policy



School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

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RACI – Responsible, Accountable, Consulted, Informed

27 February 2023

Policy - RACI Report Bespoke

Assessment Policy

ID:	T02	Area:	School	Level:	Assessment
Document Type:		Policy		Basis:	Recommended
Background:	Assessment is a core function of high-quality teaching and learning.				

Authorisation

Approval Authority:	Responsible Governors	Approval date:	27/02/2023
Approval Guide:	2	Governor assigned to the area would read, understand and approve amend/approve document, as appropriate. The full governing body would ratify on the recommendation of approval by the governor/s with area responsibility.	

Life Span

Live date:	01/09/2022	Days:	730
Term of Review:	1 Autumn	End by:	31/08/2024

RACI - Responsibility, Accountability, Consultation, Informed

Accountable Governor:	Rachel Baker
Responsible Governors:	Darren Carroll, Elizabeth LIASSIDES, Mike CARPENTER, Rachel BAKER
Senior leader Accountability	Andrew JOLLEY
Leadership Accountability:	Christopher YELLING
Operational Leadership:	Joanna PEACE, Nik GILBERT, Timothy HICKS
Consulted:	Academic Leaders, Governors, Senior Leadership, Teachers, Wider Leadership Group
Consultation Details:	Email, Meeting Face to Face, Staff Update
Informed:	Academic Leaders, Academic Support, Governors, Teachers
Informed Details:	Meeting Face to Face, Staff Update, Website

Storage and Communication

System Location:	Y:\School Level\Policies\Assessment - Recommended\Assessment Policy\Assessment Policy 2021.docx
Hard Copy Storage:	Head Teacher's Office, Staff Room
School Web Path:	HOME > LEARNING > CURRICULUM

Web Publication

Web Site Location:	Website Requirement:	Yes
	Chesswood Junior School - Assessment	



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1. Policy Impact and Audit

Equality Impact Assessment			
Age Impact:	High	Age Impact Type:	Positive
Disability Impact:	Moderate	Disab Impact Type:	Positive
Disadvantaged Impact:	High	Disadv Impact Type:	Positive
Faith Impact:	Moderate	Faith Impact Type:	Positive
Gender Impact:	High	Gender Impact Type:	Positive
Marital Status Impact:	Limited	MSImpact Type:	Neutral
Maternity Impact:	Limited	Maternity Impact Type:	Neutral
Race Impact:	Moderate	Race Impact Type:	Positive
SEN Impact:	High	SEN Impact Type:	Positive
Sexual Orientation Impact:	Limited	SO Impact Type:	Neutral

Policy Audit		
Outcome:	Audited by:	Audit Date:
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2. Policy Links

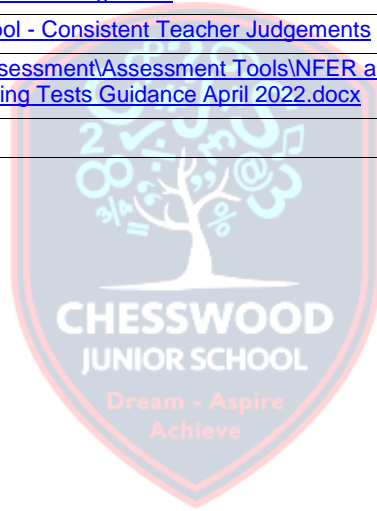
This policy should be read in conjunction with the following school policies

Curriculum Policy	Y:\School Level\Policies\Curriculum - Statutory Chesswood Junior School - Curriculum
Learning and Teaching policy	Y:\School Level\Policies\Learning and Teaching Policy Chesswood Junior School - Learning and Teaching
Quality Assurance Policy	Y:\School Level\Policies\Quality Assurance
Marking and Feedback Policy	Y:\School Level\Policies\Assessment - Recommended Marking and feedback Chesswood Junior School - Marking and Feedback



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SEND Policy		Y:\School Level\Policies\Special Educational Needs - Statutory\SEN Policy\SEN Policy - 2021.pdf
		Chesswood Junior School - Special Educational Needs
Consistent Guidance	Teacher	Y:\School Level\Policies\Assessment - Recommended\Consistent Professional Data Judgement Judgement
		Chesswood Junior School - Consistent Teacher Judgements
Administering Guidance	Test	Teaching & Learning\Assessment\Assessment Tools\NFER and PUMA Termly Tests\Administering Tests Guidance April 2022.docx





3. Introduction

All adults responsible for children's learning need to know about the progress and attainment of children, within their care. Using this information, adults can adapt policies, strategies, programmes of study and most importantly how to approach learning with a child, group, class, year group and/or whole school within specific subject areas.

All partners have different yet equally critical roles in accelerating the learning of children. This policy details how staff at Chesswood Junior School will ensure assessment strategies, processes and information will be used to support all children on their learning journey.

The assessment processes are an essential part of everyday classroom practice and involve both teachers and learners in reflection, dialogue, evaluation and reasoning. They inform all future learning and are therefore critical to future success. Ultimately, children are encouraged to take increasing responsibility and independence in assessing their own learning against agreed frames of reference and make informed choices regarding their next steps and development needs. However, at all times valid and reliable assessment remain a core responsibility for all academic staff.

Assessment should identify the gaps in knowledge and skills





4. Assessment Overview

4.1. ***Vision***

The assessment culture within Chesswood Junior School will actively involve children within their own learning; they will take assessment outcomes seriously and actively use these to improve learning and outcomes in the future.

Assessment processes will enhance children's confidence as they reflect on their achievements critically evaluating how they may further improve their learning in the future.

The assessment culture within the school clearly recognises without a miracle or a magic wand that all academic staff need to constantly focus on where the child has been, is now within their learning and where it will be possible to take them next. In order to achieve this, all academic staff will maintain an in-depth knowledge of appropriate National Curriculum expectations; subject programmes of study and any group or individual bespoke arrangements in order to accurately determine future learning programmes for all children.

Comprehensive summative and formative assessment processes will be used proactively. Standardisation and moderation systems will ensure information for individuals, groups and subjects is consistently accurate, valid and reliable – so it can be trusted by all stakeholders and it can underpin important decisions.

ALL parents will be proactively engaged in the assessment process. They will hold and understand all relevant assessment information and contextual information important to support their child's general learning and subject based achievement. They will work in equal partnership with academic staff using assessment information as the foundation for planning the next important steps for their children.

4.2. ***Strategy***

Learning and teaching at Chesswood Junior School will be supported by comprehensive assessment processes which first and foremost support children's learning and future progress. The formative assessment culture across all subject areas will ensure children become increasingly engaged in their own learning:

- demonstrating efficient progress in skills, knowledge and concepts within the curriculum
- demonstrating independence and the skills necessary to support self and peer assessment



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Summative and formative assessments will be analysed to monitor and critically evaluate the success or otherwise of teaching, intervention and current programmes of study. Analysis will be undertaken by academic staff working directly with individual children and additionally by leaders to determine trends and patterns that may exist for specific groups. The school improvement plan will reflect the conclusions and recommendations from the summative and formative assessment analysis.

Governors, personnel and parents will fulfil their roles as specified within the assessment policy, specific job profiles and the home school agreement – ensuring assessment processes are consistent, sustained, valid, reliable. Above all they will inform future improvements for individuals, groups, cohorts and subjects, leading to accelerated progress.

4.3. **Assessment Principles**

‘Start from where your students are, not from where you would like them to be.’

Dylan William, 2018.

The purpose of assessment is to measure the acquisition of knowledge and serve teaching:

- Leaders and teachers at all levels know the gaps in student knowledge and can adapt their leadership, intervention, planning and practice accordingly.
- Students know the gaps in their own knowledge and can adapt their study accordingly.
- Students have a clear understanding of how to improve their current and future learning.
- Students do not forget the feedback provided by the assessment.
- Leaders and teachers at all levels have a clear picture of how students are performing and can intervene appropriately.

Assessment must be informative, accurate, independent, generalisable and replicable.

- Informative:
 - Effective assessment must contain and provide us with usable information.
 - Effective assessment should have the potential to surprise or provide something the teacher doesn't already know.
 - If a teacher knows their pupils well, they should hope not to be too surprised to often – mostly assessments will confirm or be consistent with what is already known. Not all assessments have to surprise, but in principle surprise has to be possible!





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- Accurate:
 - Information in an assessment also has a weight, depending on how reliable it is – i.e. how much information it actually conveys.
 - An accurate, reliable assessment should make you question your judgement (if the information and your judgement disagree), but an unreliable assessment (i.e. the answer to the single question) may contain very little information and should not override an existing well informed judgement.
- Independent:
 - If the results of an assessment are pre-constrained in anyway then it is unlikely to be effective.
 - For example, if you ask a teacher to assign pupils to nominal levels (i.e. approaching, on, exceeding level) that have clear accountability expectations (i.e. if a child assessed as “approaching” will receive additional scrutiny, and bring with it work load and teacher underperformance implications then don’t be surprised if very few pupils end up in that category.
- Generalisable:
 - When pupils are assessed, we want to know that students will be able to do it again, to respond to similar tasks and transfer performance to other contexts, not just once in a test.
 - It is not an assessment if students are given hints about what questions are going to be asked.
- Replicable:
 - Often referred to in assessment contexts as reliability.
 - If the outcome would vary massively with a different, occasion, different question choice or different marker, then it doesn’t actually tell us anything about the candidates knowledge or abilities.

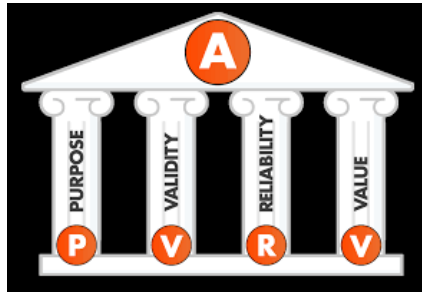
4.3.1. Pillars of Assessment

Subject leaders plan assessment based around the ‘Pillars of Assessment’ principles:





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1. Purpose: Identify the specific knowledge, skill or understanding to be assessed; what will happen with the information generated; and the most appropriate and efficient way to assess.
 - a. Spiral curriculum – assessment needs to be planned in as a cumulative effect!
Rank order knowledge so that you can use spiral assessment - what is the key information?
2. Validity: The ability of the assessment to test what it intends to measure and the ability of the assessment to provide information which is both valuable and appropriate for the intended purpose. Assessments will need to be regularly reviewed to ensure they remain fit for purpose.
3. Reliability: Assessment of student learning is about the accuracy and consistency over times and context.
 - a. Reliability and validity pull in opposite directions. Both cannot be at 100% - there is a need to get the correct balance, which is difficult. No assessment is 100% reliable!
 - b. Ways to improve assessment reliability:
 - i. Using exemplar student work to clarify what success looks like - multiple examples are best.
 - ii. Blind marking assessments.
 - iii. Mark one question at a time.
 - iv. Ensure assessment are completed in sufficient time to allow for effective standardisation and moderation by leaders.
 - v. Use well-crafted multiple-choice questions – well planned, they can be very useful.
4. Value: Assessment time versus the value the assessment has to the learning process.
 - a. Is the information gained helping to adapt future learning? Or is it just to find a

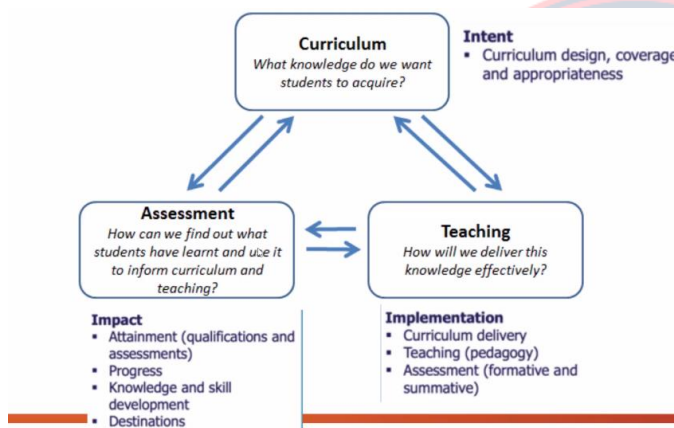


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pupil level? How long does the interpretation of the data take? How can this be reduced?

- b. What is the quality of evidence produced and what will be done with that information?

5. Curriculum, Teaching and Assessment links



Chesswood have designed a curriculum to establish the key knowledge children require and established teaching and learning practices to maximise learning. This policy establishes the assessment practices to monitor children's progress and attainment against the key knowledge, vocabulary and skills in each subject.

Chesswood have a child centred approach to maximise progress and attainment, with the aim to be in line with national outcomes. A range of Responsive Teaching measures are used to support children's progress from where they are currently and move them towards or beyond age related expectations (ARE). Tracking is used to identify target estimates for the child to achieve at the end of key stage 2 and to monitor progress at key points towards that end goal.

5.1. **Planning**

5.1.1. **Long-Term Planning**

A long-term plan serves as a basic route map or skeleton plan. It demonstrates high level projects, themes within and across curriculum areas and the time available to undertake those projects and themes.

In relation to assessment long term planning aims to provide:

- Coverage of all subjects and aspects of the curriculum, including National Curriculum,





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Religious Education and Personal, Social and Health Education.

- The assessment of children's progress and achievement across Key Stage 2 in all curriculum areas, through identification of National Curriculum age related expectations

5.1.2. Medium-Term Planning

A medium-term plan unpacks the long-term plan. It sets out expectations in significant detail, ensuring non-specialist are well placed to understand and adjust for individual needs at the short-term planning stage. Clarity and quality of planning at this level has a significant impact on workload of others at the short-term planning stage and the integrity of eventual delivery.

Medium-Term Planning, in relation to assessment, recording and reporting addresses a number of key operational aspect including:

- The identification of the programme of study ensuring cohesive curriculum coverage, continuity and progression in the subject, for all pupils, including those of high ability and those with special educational needs.
- Setting expectations and priority curricular targets (including non-negotiables) for staff and pupils in relation to standards of pupil achievement.
- Establishing clear numerical targets for pupil achievement e.g. attainment for sub groups against national outcomes from the most recent National tests, and evaluate progress and achievement in the lessons by all pupils, including those more able and those with special educational and linguistic needs.
- Flexibility to respond to initial and emerging ideas and skills, whilst maintaining curriculum integrity particularly with statutory obligations.

Learning Intentions

- When designing a lesson, two questions must be considered
 - What skills, knowledge and concept will the children learn as a result?
 - What evidence will I have that they have learnt?
- Clear learning intention for lessons & success criteria will underpin all lessons in all curriculum areas.

Pupil Task

- This first questions, academic staff must ask, when planning any task,





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- Are children expected to learn new skills, knowledge or conceptual understanding?
Clarity on the particular skills, knowledge and concept is critical to success for all of the above – without this assessment, outcomes will not be valid or reliable.
- Are they consolidating skills, knowledge or conceptual understanding previously taught?
- Are you seeking to establish a baseline for their skills, knowledge or conceptual understanding?



- **Most lessons will include elements of all three but clarity on which knowledge, skills and concepts fall into which stage for which child is of fundamental importance to securing good learning.**
- Tasks must be justified in terms of the learning aims they serve.
- The greater the clarity and alignment of the learning task with the learning intention and success criteria the quality of the task the more reliable and valid the assessment information.
- Design activities that demand collaboration so that everyone is included and challenged, with pupils trained to listen and respect one another's ideas.

Review & Recall

- Consolidation of knowledge, skills and conceptual understanding is fundamental to future benefit from learning experiences.





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- As normal classroom practice plan opportunities for children to reason their thinking or actions. This will create highly valuable assessment opportunities for all.
- Planning should include strategies to ensure that learners understand the expected learning intentions they are pursuing and the criteria that will be applied when assessing their work.

Key Questions

- Key questions carefully crafted are an essential element of assessment. For tasks design itself and for questions within tasks.
- At Chesswood Junior School the use of Blooms Taxonomy is used as the central frame of reference for developing tailored questions.

Assessment & Feedback

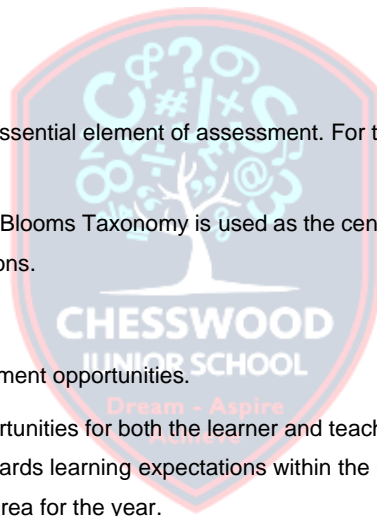
- The identification of appropriate assessment opportunities.
- A teachers' planning must provide opportunities for both the learner and teacher to obtain and use information about progress towards learning expectations within the lesson, over a series of lessons and the curriculum area for the year.
- How learners will receive feedback, how they will take part in assessing their learning and how they will be helped to make further progress must also be planned.

5.1.3. Short-Term Planning

Short-term planning is the first stage that the actual group of children who will experience the lesson are considered. It is the intersection between the 'best laid plan' and actual starting point and specific needs of children within the classroom and potential arising opportunities to set new contexts for the pre-planned medium term planning tasks.

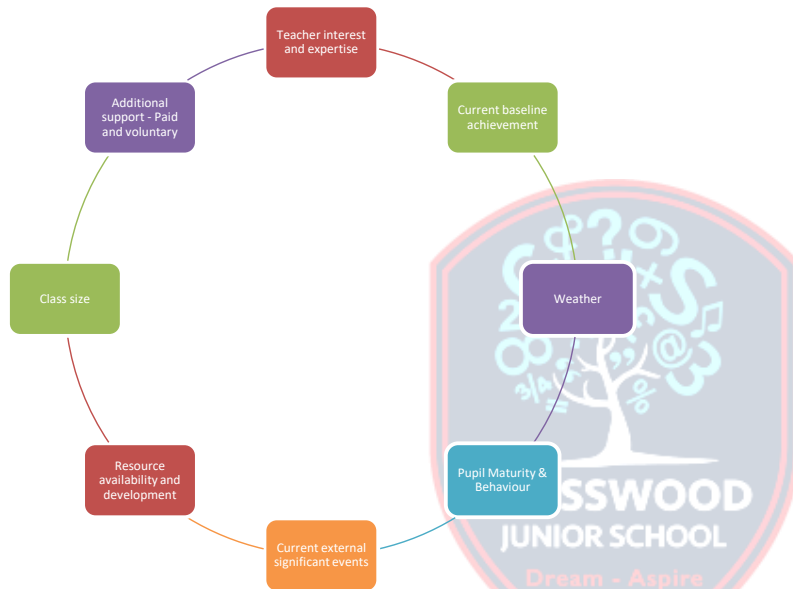
To be effective the MTP will need adjustment to fit the ACTUAL rather than ASSUMED intention from the MTP. Adjustments should be made on the basis of real requirements of actual circumstances not because a short-term plan is expected.

Aspects that influence this include:





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Teachers use assessment to support short-term planning in the following ways:

- Aligning short-term plan with medium-term planning expectations.
- Identifying clear teaching objectives, that would provide appropriate expectations of the diverse range of abilities.
- Setting tasks for diverse range of abilities, that will satisfy the learning objectives.

5.2. ***Metacognition and Self-Regulation***

See the Learning and Teaching Policy

Metacognition is very important for children to understand their own role in assessment.

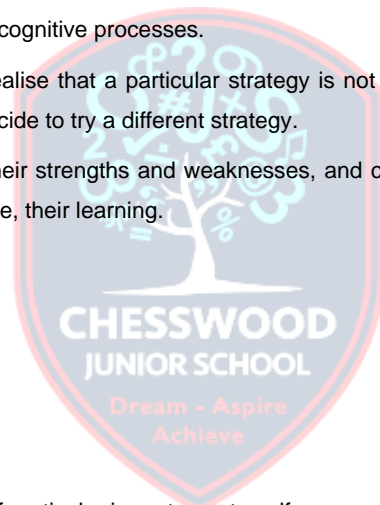
There are two dimensions to metacognitive process:

- Metacognitive knowledge (what children know about learning).
 - The pupil's knowledge of their own cognitive abilities (e.g. "I have trouble remembering my eight times tables").
 - The pupil's knowledge of particular tasks (e.g. "the spelling of some "-tion" words is difficult").



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- The pupil's knowledge of the different strategies that are available to them and when they are appropriate to the task (e.g. "If I create a timeline first, it will help me to understand what happened during the First World War").
- Self-regulation (what children do about learning).
 - How pupils monitor and control their cognitive processes.
 - For example, a pupil might realise that a particular strategy is not yielding the results they expect so they decide to try a different strategy.
 - Self-regulated pupils are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.

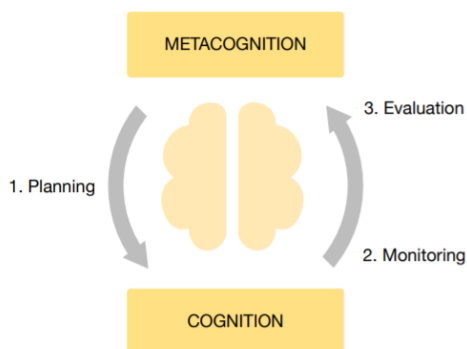


5.2.1. The Metacognitive cycle

The monitoring and evaluation stages are of particular importance to self-assessment.

The monitoring stage

Pupils implement their plan and monitor the progress they are making towards their learning goal. Pupils might decide to make changes to the methods they are using if these are not working. As pupils work through the task, it is helpful – prompted by the teacher – to consider:



- Is the way of working that I am using effective?
- Do I need to try something different?
- Am I doing well?

Teacher emphasises the need for pupils to assess their own progress. This may include self-testing or peer-testing.

The evaluation stage

Pupils determine how successful the way of working they have chosen has been in terms of

Dream Aspire Achieve – Be Extraordinary



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helping them to achieve their learning goal. To promote evaluation, it is helpful for pupils – prompted by the teacher – to consider:

- How well did I do?
- Did my chosen strategies work?
- Did the resources I chose help?
- What did not go well? What could I do differently next time?
- What went well? What other types of problem can I use this way of working for?
- How could I improve?
- What do I need to remember next time I face this challenge?

The reflection stage

Reflection is an integral part of the whole process. Encouraging pupils to self-question throughout the process is therefore crucial.

5.3. **High-quality instructional or explicit teaching**

See the Learning and Teaching Policy

High-quality teaching is about the day-to-day interactions that take place in the classroom and the different pedagogical approaches used to engage, motivate and challenge learners. It is about the way assessment and feedback is used to identify gaps and help students to move on in their learning. It is about providing both support and challenge in order to enable them to achieve more.

Assessment and feedback is one of the key components of high-quality teaching alongside planning, challenge and expectation, resource management and relationships and engagement.

The Principles of Instruction by Barak Rosenshine show key steps to providing high-quality instruction, which is fundamental for the principles of teaching learning and memory.





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REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



6 Check for student understanding



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

4 Provide models



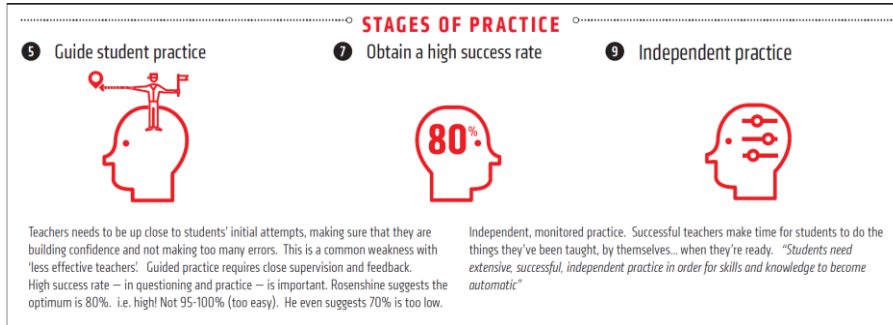
8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.



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The Trivium Model explains high-quality teaching in relation to the journey from novice to expert. The 'I do', 'We do', 'You do' model clearly shows the developing knowledge leading to wisdom as the pupil applies their understanding. Assessment of this progress is essential to develop next-step targets and actions.

The Trivium Model			
NOVICE			EXPERT
Focus and Definitions	GRAMMAR (Knowledge)	LOGIC (knowledge understood)	RHETORIC (Wisdom)
	<ul style="list-style-type: none">Grammar – the basic elements of an area of knowledge or skill	<ul style="list-style-type: none">Logic – a method of reasoning that involves a series of statements, each of which must be true if the statements before it are true.Dialectics – a method of reasoning and reaching conclusions by considering theories and ideas together with ones that contradict them.	<ul style="list-style-type: none">Wisdom – the ability to use your experience and knowledge in order to make sensible decisions or judgementsRhetoric – the skill or art of using language effectively
Classroom Strategies	I (teacher) Input KNOWLEDGE	We Processing UNDERSTANDING	You (pupil) Output WISDOM
	Acquiring and developing important foundational knowledge and basic skills (procedural knowledge) <ul style="list-style-type: none">Knowledge / FactsRetrieval practice – making learning stick – cognitive scienceMemorisationBasic skillsSongs, chanting,Vocabulary developmentTeacher impartingRote learningFocus on WHAT? and WHEN?	Focus on discussion and questioning – develop critical thinking and disciplined thought. Take the knowledge from the ‘Grammar’ stage, work with it and deepen their own understanding. <ul style="list-style-type: none">ThinkingDiscussing / Debating – teaching how toMaking ConnectionsQuestioningComparing and Contrasting – which is best?Focus on HOW & WHY?<ul style="list-style-type: none">Understanding how the facts fit together	Developing wisdom, independence and creative thought. Emphasis on creating and expressing oneself beautifully and persuasively. Pupils build upon the knowledge, reason through implications and form original thoughts. <ul style="list-style-type: none">Continued debate, discussion and argumentDeveloping independent study – built on foundational knowledgeDeveloping views and opinionsProblem solvingPresentationsOriginal thought and creationOracy – expressing oneself fluently, confidently and eloquentlyCommunicatingPerformingFOCUS on ‘SO WHAT?’ To what end? For what purpose?
Within Lesson	Example 1 - Use brackets to show parenthesis		
	What are parenthesis? (retrieval of prior learning) Identify key rules for parenthesis. Insert parenthesis in text – worksheet. Learn key rules – chant / flashcards etc. Revisit key rules at the end of the lesson – key points to remember from today	Apply understanding to identify parenthesis in text. Insert parenthesis in text – worksheet. Discuss errors – in own / peer / deliberate mistake models (using the key rules to identify and reason) Discuss use of parenthesis (brackets) – compare to commas and dashes – where would they be used?	Plan for use in own work – independent writing. Reasoning for writing – why have you used parenthesis there? What is the impact to the reader. Continued use in independent work.
Across Lessons	Example 2 – What is the greatest legacy of the Roman period		
	Series of lessons – regular retrieval practice throughout. Teacher led – introduce to key legacies from the Roman period – use a knowledge organiser to highlight key facts e.g. – <ul style="list-style-type: none">Script / calendar / law and politics / colonies and roads / architecture – concrete – glasse – central heating / cans / clean water / coins / nettes	Children ask questions about the facts they have learnt. They start to rank the ‘legacies’ as individuals and then debate in pairs / groups to come up with a final list – debating skills (which is best?). They make links – how do roads and colonies support development of architecture?	Children write an essay / prepare a presentation / speech on ‘what is the greatest legacy of the Roman Period?’ To include reasoning on why their choice is a greater legacy than others. Pupils apply their thinking to today – what will the greatest legacy be from this period.
Assessment	Working Towards		
	<ul style="list-style-type: none">Children do not remember key knowledge and struggle to demonstrate skills without supportLearning is shallow – surface, temporary, often lost	Met <ul style="list-style-type: none">Children remember the majority of key knowledge (evidence in the long term)<ul style="list-style-type: none">Learning sticks, can be recalled and usedChildren can make links / ask questions and begin to offer their own opinions / make choicesWhere relevant they can demonstrate skills in context	Greater Depth <ul style="list-style-type: none">Children apply their knowledge and skills to different contexts consistently, confidently and fluentlyThey work independently<ul style="list-style-type: none">organising their own ideas and making connections with other areas of learningapply knowledge and skills without recall to adult supportThey can clearly explain what they have been doing and reason the choices they have made – they develop their own views and back these up convincingly

Planning, teaching, assessment and feedback must align and inform each other. Critically, the learning intentions and success criteria must form a central reference point for the teacher, assistant



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and learner when achievements are being assessed and next steps are considered in all areas of the curriculum.

6. Responsive Teaching: Assessment for Learning or Formative Assessment

6.1. *Definition*

Responsive Teaching refers to a wide variety of methods that teachers use to conduct on-going evaluations of pupil understanding, their ability to engage and self-regulate, their learning needs and academic progress. It focuses on what the next steps are on an individual level and is used to improve a teacher's ability to tailor and deliver personalised learning.

As the primary purpose of assessment at Chesswood Junior School is to support high-quality learning then formative assessment must be understood as the most important assessment practice by all members of learning and teaching staff.

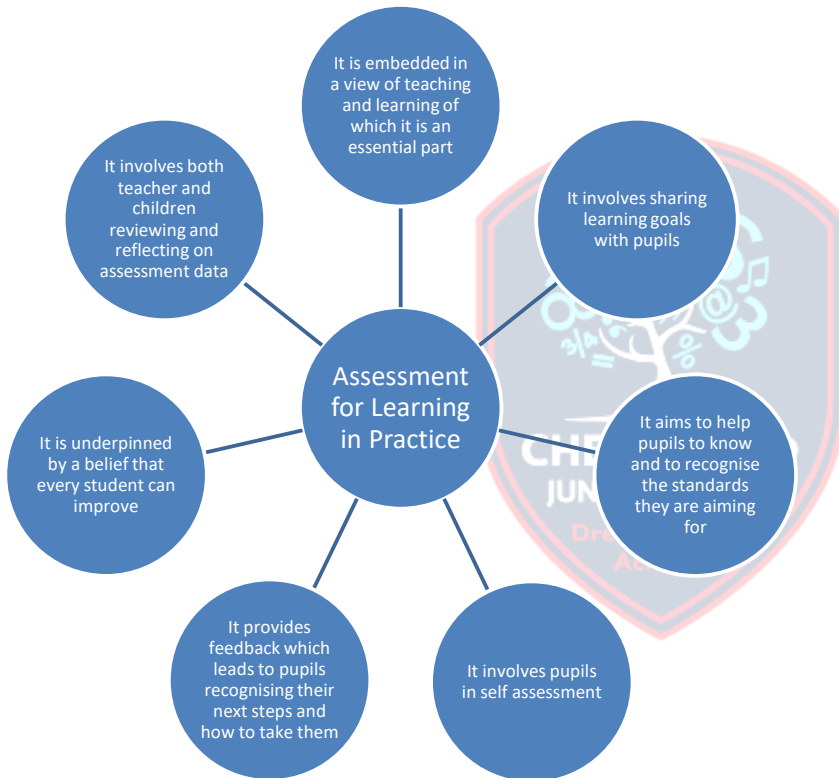
Figure 2: The five key strategies of formative assessment (Wiliam, 2018)

Where the learner is going		Where the learner is right now	How to get there
Teacher	1. Clarifying, sharing and understanding learning intentions and success criteria.	2. Eliciting evidence of learning.	3. Providing feedback that moves forward.
Peer		4. Activating learners as instructional resources for one another.	
Learner		5. Activating learners as owners of their own learning.	





6.2. *Responsive Teaching Principles*



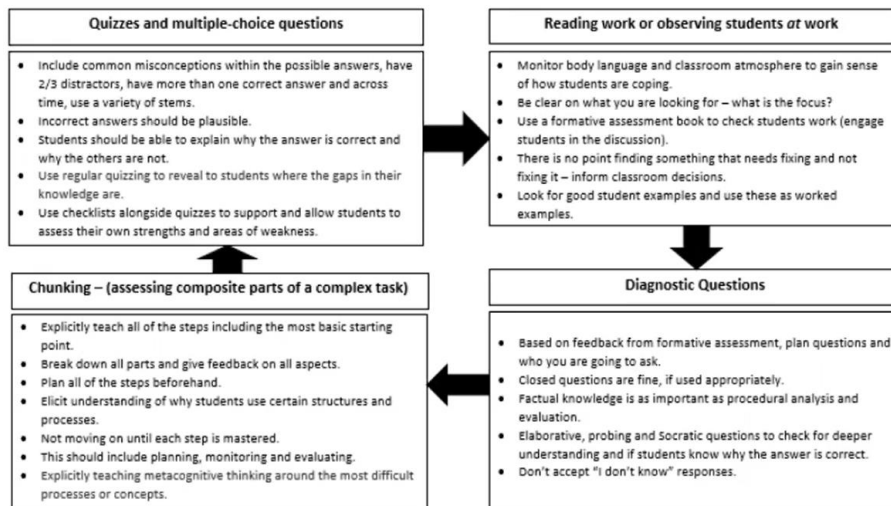
Along with the above, Chesswood Responsive Teaching must follow these principles:

- Be regarded as a key professional skill for teachers.
- Be part of effective planning for learning and teaching (plan – do – assess -review).
 - Anotating planning - when assessment (i.e. blank KOs) could be used to check which areas are known and what needs to be learned more.
 - Spaced practice - students learn better from regular testing between studying.
 - Interleaving – rearranging the teaching order of units.
 - Retrieval practice – start and end of lesson activities to recall learning.
- Be recognised as central to classroom practice.
- Be used to clearly communicate a child's next steps to the child and their parents.



6.3. **Common Examples**

Getting the best possible evidence about what students have learned and then using this information to inform teaching and learning.



For further examples see the guidance section at the end.

6.3.1. **Diagnostic Assessment**

Diagnostic assessment may form part of this responsive teaching – reflecting on pupils' thinking, strengths and weaknesses. They give useful insights into pupil learning, although interpreting the information they provide requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way.

When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.

Nasty Maths and Nasty Writing are our most common diagnostic assessments, held at the start of lessons to identify children who understand the concept and can move on with their learning and children who need further support to continue their work.

Using the information provided by diagnostic teaching:

- Decide to adjust the level of challenge of activities
- Re-teach specific concepts or topics



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- Adjust curriculum in the medium or long term
- Provide pupils with feedback through which they can address their own areas for improvement
- Decide which pupils may need additional, targeted academic support

Examples of diagnostic assessments to support teaching:

- Hinge questions – provide an immediate, often informal check on the initial understanding of every pupil in class. While not necessarily an indicator of secure learning, they can inform the teacher if pupils have understood what has been taught and, when carefully designed, can identify misconceptions and misunderstanding (Exit tickets)
- Quizzing – Having decided through curriculum planning the key concepts we expect pupils to learn, low-stakes quizzes provide a quick way of checking understanding of these and identifying areas needing development.

6.4. **Feedback**

We know from the EEF studies and others that feedback to learners about their performance and how to improve it is hugely important, adding an average of eight months progress.

Marking is only one aspect of feedback, and one of the most under-studied parts. As the EEF review notes, there are many cases where verbal feedback to pupils will do the same thing as marking, but much more quickly and much more efficiently.

The DfE marking policy review group recommended that schools avoid privileging marking over other forms of feedback by making it part of an assessment policy alongside other practices, rather than having a dedicated marking policy.

Planning, teaching, assessment and feedback must align and inform each other. Critically, the learning intentions and success criteria must form a central reference point for the teacher, assistant and learner when achievements are being assessed and next steps are considered in all areas of the curriculum.

Feedback is one of the key components of high-quality teaching alongside assessment, planning, challenge and expectation, resource management and relationships and engagement. Feedback is a fundamental part of *The Principles of Instruction* by Barak Rosenshine and the Trivium Model as previously explained.





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The EEF Teacher Feedback to Improve Pupil Learning Guidance Report defines teacher feedback as, *'information given by a teacher to pupil(s) about their performance that aims to improve learning.'*

When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can:

- focus on different content
- be delivered in different methods
- be directed to different people
- be delivered at different times



CONTENT¹²

The content of feedback may focus on:

- the particular task that a pupil has undertaken;
- the underlying processes related to a specific subject; or
- a pupil's self-regulation.

PEOPLE

Feedback may be directed towards different people, be that:

- to the whole class;
- to specific groups; or
- just to individuals.

METHODS

Feedback may be delivered via different methods:

- Verbally—this could be detailed conversation or quick verbal comment; or
- written—this may be written comments, written marks, scores, or a combination.

TIMES

Feedback may be delivered at different times, be that:

- during a lesson;
- immediately after a lesson; or
- sometime after a lesson.

6.4.1.EEF Feedback Report





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1. Lay the foundations for effective feedback

- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

2. Deliver appropriately timed feedback that focuses on moving learning forward

- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

3. Plan for how pupils will receive and use feedback

- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.
- Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress.

4. Carefully consider how to use purposeful, and time efficient, written feedback

- Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary.
- The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be



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effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.

- Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders.

5. Carefully consider how to use purposeful verbal feedback Implementation

- Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback.
- However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.

6. Design a school feedback policy that prioritises and exemplifies the principles of effective feedback

- Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development.
- Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

6.4.2.Feedback evidence

The evidence from the Education Endowment Foundation (EEF) and other expert organisations research shows that effective feedback should -

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal.
- Be specific, accurate and clear.
- Encourage and support further effort.
- Be given sparingly so that it is meaningful.
- Provide specific guidance on how to improve and not just tell students when they are wrong.





6.4.3. Feedback in practice

6.4.3.1. Laying the foundations

Sharing Learning Intentions

- **Strengths and weaknesses discussion:** share with pupils anonymised examples of other children's work, without informing them which you think is high or low quality; discuss the strengths and weaknesses of the work and use this discussion to construct a rubric for successful work in that area.
- **Model work:** share excellent examples of previous pupils' work; discuss with the class what makes this work high quality. You may wish to focus on particular elements of the model answers.
- **'What not to write':** discuss with the class a list of 'what not to write'. This could follow a presentation to the class of an incorrect pupil response to a task; these are sometimes referred to as 'non-examples'.
- **Design questions:** this could be a strategy for KS2–5 pupils where, closely guided by the teacher, they design a question (and accompanying answer) for a topic they are learning.
- **'Choose-Swap-Choose':** a strategy where a teacher asks pupils to do the same thing multiple times, before working with a partner to identify which attempt was most successful. For instance, in KS1 a teacher may ask pupils to write the letter 'd' ten times. Each student could then circle which is their best attempt before swapping with a partner and discussing whether they agree with their choice. This provides an opportunity to discuss the quality of work and this technique could be used across subjects and phases.

Eliciting Evidence of Learning

Once again, there may be limited evidence for the use of specific strategies, however, there are examples of techniques informed by evidence that may be useful.

- **Effective questioning:** This enables teachers to assess pupil understanding, interpreting pupils' responses to questions to determine what feedback to provide. Teachers should ensure they are asking all pupils for responses and consider using techniques such as 'no hands up'. They should provide sufficient 'wait time' for pupils to respond and carefully frame questions so that they reveal more about a pupil's thinking. Additionally, a teacher



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should listen closely to a pupil's response, paying attention not only to whether they get the correct answer but, rather, try to interpret how a pupil is thinking and what this reveals about their understanding. This will inform the feedback the teacher then gives.

- **All student response systems:** These aim to assess the whole class' understanding of a topic, which may then inform the feedback offered. For quick checks, consider using practical approaches such as mini whiteboards, true or false (or red and green) cards, or thumbs up or down. 'Hinge point questions' also offer a potentially useful technique: these are multiple choice questions where each incorrect answer demonstrates a pupil error in understanding. Ideally, answers will be very quick to assess in the lesson, so a teacher can use these questions mid-lesson, to assess where to go next and what feedback to offer. At the end of a lesson, pupil exit passes may be useful where pupils respond to questions on an exit pass before handing them in.
 - **Carefully designed tasks:** Whatever task is being undertaken, teachers should design 'tasks with feedback in mind', so that the tasks provide evidence to the teacher on what a pupil is thinking. Whether pupils are responding to a series of questions or writing an extended piece of work, whether they are engaging in practical tasks or conducting a discussion, whatever the task, the teacher should ask themselves, 'Will the task reveal what the pupil is thinking, and can I use this to give feedback?' If not, they may need to redesign the task.

6.4.3.2. Delivering appropriately timed feedback

Building on the work of the Assessment Commission, feedback is given in three ways (in order of decreasing importance):

1. Immediate feedback – at the point of teaching (verbal feedback and live marking)
2. Summary feedback – at the end of a lesson/task (exit ticket or self-assessment book piles)
3. Review feedback – away from the point of teaching (mid-mark, whole class mark, band sheets)

Evidence for this feedback can be found in the following table:





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Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none">• Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc.• Takes place in lessons with individuals or small groups• Often given verbally to pupils for immediate action• May involve use of a teaching assistant to provide support or further challenge• May re-direct the focus of teaching or the task• May include highlighting/annotations according to the marking code.	<ul style="list-style-type: none">• Lesson observations/learning walks• Some evidence of annotations or use of marking code/highlighting• Improvements evident in books, either through editing or further working
Summary	<ul style="list-style-type: none">• Takes place at the end of a lesson or activity• Often involves whole groups or classes• Provides an opportunity for evaluation of learning in the lesson• May take form of self- or peer- assessment against an agreed set of criteria• In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	<ul style="list-style-type: none">• Lesson observations/learning walks• Timetabled pre- and post-teaching based on assessment• Some evidence of self- and peer-assessment• May be reflected in selected focus review feedback (marking)
Review	<ul style="list-style-type: none">• Takes place away from the point of teaching• May involve written comments/annotations for pupils to read / respond to• Provides teachers with opportunities for assessment of understanding• Leads to adaptation of future lessons through planning, grouping or adaptation of tasks• May lead to targets being set for pupils' future attention, or immediate action	<ul style="list-style-type: none">• Acknowledgement of work completed• Written comments and appropriate responses/action• Adaptations to teaching sequences tasks when compared to planning• Use of annotations to indicate future groupings

Appropriately timed feedback



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The task ⁴¹	The pupil	The class
 <p>The timing of feedback may need to be adjusted depending on the task that pupils are undertaking. Some tasks may give feedback themselves so immediate feedback may not be necessary.</p> <p>For instance, mistakes may arise quickly and obviously in music or art if a pupil can clearly hear or see an error arising. The same may be true for PE, where a pupil attempts an exercise and quickly sees that it doesn't achieve the required results. Missteps may also become self-evident in maths or science if upon completing a task, a pupil has not produced the answer they expected.</p> <p>The specific task itself may also have been designed to give immediate feedback—for example, a computer-aided quiz that informs pupils of right or wrong answers. Or perhaps the teacher has revealed answers in advance and has asked pupils to show their workings to get there. In these instances, a teacher will not need to provide immediate feedback as the task itself provides it.</p> <p>However, other tasks may not reveal errors, gaps in knowledge, or misconceptions so swiftly: when writing an essay or conducting a science practical, for example, students may be less likely to recognise the source of their errors early on. Failure to correct these could lead to these misconceptions enduring and hampering later understanding so teachers may opt to intervene earlier.</p>	 <p>Some pupils may benefit from more immediate feedback whereas others could improve as a result of delaying feedback.⁴²</p> <p>A teacher can monitor pupils' progress in tasks, assessing which pupils may be struggling unproductively (who may require a hint or a steer in the right direction or may want some immediate feedback in order to feel more supported) and which pupils may be progressing well. Providing feedback to pupils already working well may distract them or even deprive them of the opportunity to learn and get to the answer themselves.⁴³</p> <p>A pupil may well fall between these groups and a teacher may then look to provide scaffolded feedback,⁴⁴ varying the amount of feedback depending on the pupil to ensure that they are not given the full answer but given enough guidance to usefully progress.</p> <p>As Dylan William explains:</p> <p><i>'Most teachers have had the experience of giving a student a new task only for the student to ask for help immediately. When the teacher asks, "What can't you do?" a common reply is, "I can't do any of it." In such circumstances, the student's reaction may stem from anxiety about the unfamiliar nature of the task and it is often possible to support the student by saying something like, "Copy out that table, and I'll be back in five minutes to help you fill it in." This is usually all the support the student needs. Copying out the table forces the student to look in detail at how the table is laid out and this busy-work can provide time for the student to make sense of the task itself.'</i>⁴⁵</p>	 <p>Upon setting a task, a teacher may notice early on that a particular misconception has arisen across a large proportion of the class. For example:</p> <ul style="list-style-type: none"> When teaching the positioning of numbers on a marked number line, a Year 1 teacher realises that many children do not understand the model sufficiently and are confused about why numbers are placed on marks rather than in intervals. Following a reading of <i>Romeo and Juliet</i> and setting a task for pupils, a Year 8 English teacher realises that many pupils are confusing which characters belong to the Capulets and which to the Montague family. When teaching GCSE geography, the teacher notes that half the class have misunderstood the definition of 'low income', 'medium income' and 'high income' countries. <p>Teachers often catch these misconceptions early on and, if widespread enough, may opt to provide immediate whole-class feedback or re-teach that particular area of content.</p>

Effective feedback in the classroom





Compared to the timing of feedback, the evidence on what to focus feedback on may offer a clearer message. Feedback should focus on moving learning forward, targeting the specific learning gap identified by the teacher, and ensuring that a pupil improves. Specifically, high quality feedback can focus on the task (its outcome and advice on how to improve when doing that specific type of task),



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the subject (and the underlying processes within that subject), and self-regulation strategies (how pupils plan, monitor, and evaluate their work).



Feedback more likely to move learning forward			Less likely
Task	Subject	Self-regulation strategies	Personal
 <p>Feedback focused on improving a specific piece of work or specific type of task. It can comment on whether an answer is correct or incorrect, can give a grade, and will offer specific advice on how to improve learning.</p>	 <p>Feedback targets the underlying processes in a task, which are used across a subject. The feedback can, therefore, be applied in other subject tasks.</p>	 <p>Feedback is focused on the learner's own self-regulation. It is usually provided as prompts and cues—and aims to improve the learner's own ability to plan, monitor, and evaluate their learning.</p>	 <p>About the person. It may imply that pupils have an innate ability (or lack of) and is often very general and lacking in information.</p>
KS1 examples In maths, pupils have been asked to order objects from lightest to heaviest. The teacher explains to one child: 'You're nearly there, but two of these are the wrong way around. Can you use the balance scales again and see which object is really the heaviest?'	In English, a pupil is struggling with letter formation. The teacher discusses this with them: 'Let's just look at how you are writing your 'd's. Can you see you have started at the top and gone down and done a loop? Remember we start writing a 'd' by doing a letter 'c' shape. Let's try that again.'	In art, pupils are painting self-portraits. The teacher is helping children to practice completing activities in a given time. He explains: 'At the end of today I'm going to put the portraits up for our exhibition, so we need to think about finishing in the next 15 minutes—do you think you'll be able to finish? If you haven't started on your eyes, make a start now.'	'Great work—you're brilliant at maths!'
KS2 examples In science, a class is identifying the components of a circuit. The teacher notes that they are missing some key features. 'Many of you are identifying the bulbs and wires in this circuit. Can you also label the switches and cells?'	In history, pupils are having a class debate on whether Boudica was a hero. The teacher notes that not enough historical terminology is being used and explains: 'Historians use appropriate historical terminology. In every point you each make, I want you to use a specialist term we've learned, such as "rebellion" or "Icenil tribe".'	In maths, pupils have been set a problem to solve. One child does not know where to start. The teacher prompts them to review and plan: 'Look at our display of strategies that we've used to solve problems we've tackled in the past. I think one of those could help you to solve this problem.'	'This is ok, but you are better than this!'

Grading, praise, and effort

Debates remain over whether to provide a grade on pupil work, whether to use praise, and whether to comment on effort.

On grading, there is evidence which suggests that grades alone may not improve pupil performance and that they are better replaced by comments. However, more recent studies have demonstrated mixed results following the provision of comments instead of grades. At Chesswood we make sure that pupils understand what the grade means (i.e. standardised score of 100) and steer task and subject feedback towards how to achieve a higher grade. Preparation is needed to ensure that the pupils do not get disheartened by a grade at any specific time (i.e. unusually low test score for them).



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Praise is another area that has been contested. If praise is to be given, it may be more effective to praise pupils for a specific task, subject, or self-regulatory achievement (rather than more general praise and comments such as 'great work!'). Praise can be used to reinforce positive behaviour and keep pupils on task. Specific and focused praise may also be given when pupils demonstrate the use of social and emotional skills in order to support their social and emotional development.

Effort is a similarly challenging area to offer clear guidance to teachers. Some teachers comment on the effort that pupils have put into an activity when providing feedback. There is limited evidence on the impact of these comments or effort scores. If a teacher chooses to comment on effort, it may be useful to link the comment to actions students can take to improve at the task, the subject, or their self-regulation rather than a comment on a pupil's general effort.

6.4.3.1. Planning for how pupils receive and use feedback

In addition to delivering high-quality initial instruction (including formative assessment), carefully judging the appropriate timing, and crafting the most impactful content, when providing effective feedback teachers also need to pay close attention to how pupils receive feedback and what they do with it after.

A variety of pupil-level factors, such as pupil motivation, self-confidence, trust in the teacher, and capacity to manage information, are all likely to impact the Education Endowment Foundation effectiveness of the feedback provided. Moreover, careful planning is required to provide time and opportunities for pupils to use the feedback given.

Receiving feedback

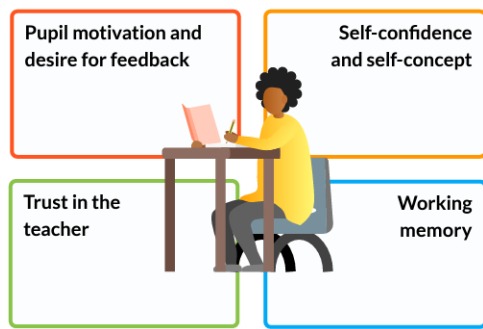
A variety of factors may influence whether pupils seek and welcome feedback—and are then able to use it effectively—and these may affect pupils differently. Careful consideration is therefore needed when offering feedback to pupils; a 'one-size fits all' approach may not be so impactful.





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Figure 3: Factors that may influence a pupil's use of feedback



- **Pupil motivation and desire for feedback:**

Teachers recognise that pupils need to seek and welcome feedback for it to be effective and that different pupils may be motivated by different types of feedback.

- **Self-confidence and self-concept:** Pupil levels of self confidence in their academic performance and their 'self-concept' (what they believe they can achieve) may impact whether

they use the feedback provided, particularly when the feedback given contradicts their view of themselves. If learners believe they are very capable, and then receive constructive feedback which suggests that they need to make changes and improvements, this may agitate and distract them from the learning. **Trust in the teacher:** If pupils do not trust their teacher, they may be unlikely to use the feedback provided. If they do not think their teacher is acting in good faith, they may believe that suggestions for improvement are unfair criticisms and reject them. However, if they do trust their teacher, and believe that feedback is being provided because the teacher has high expectations of them and wants them to improve, the feedback is more likely to be effective.

- **'Working memory':** This is where information that is being actively processed is held but its capacity is limited and can be overloaded. Teachers may therefore need to consider how the feedback they provide interacts with a pupil's working memory, being careful not to overload it. Different pupils will have different capacities and so teachers may need to adapt and provide simpler, clearer feedback to some pupils.

Preparing pupils for receiving feedback

- **Discussing the purpose of feedback.** Conducting discussions with the class, or with particular individuals, on why feedback is being given may support pupil motivation and desire to receive feedback. The key is to emphasise that feedback is provided not to be critical but because the teacher has high standards and fully believes pupils can meet them.
- **Modelling the use of feedback.** Pupils may be more likely to welcome and use feedback if this is modelled to them by their peers. If a peer expresses a willingness to receive feedback and recognises that feedback is not designed to be critical of them but offered to improve their learning, a pupil is more likely to use feedback to improve their own learning.





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- **Providing clear, concise, and focused feedback.** Sometimes less is more. Providing clear and concise feedback (which still features task, subject, and/ or self-regulation advice) may support teachers in offering feedback that does not 'overload' pupils.
- **Ensuring pupils understand the feedback given.** Of course, careful thought should be given to the language and content used in feedback to ensure that pupils understand what the teacher is saying. If providing written feedback, teacher handwriting also needs to be clear enough for pupils to comprehend.

Planning time and opportunities to use feedback

As Dylan Wiliam has explained, effective feedback needs to be used as a windscreen, rather than a rear-view mirror. In other words, it should be a 'recipe for future action'. It is crucial that pupils are given the time and opportunity to use the feedback given so that it moves learning forward.

- **Detective activities.** As explained by Wiliam: 'The most important thing is to make the way students respond to feedback a direct task, rather than just presenting feedback. So, the way I describe it is to make feedback into detective work. These 'detective' activities require careful planning to ensure that they are tailored to pupils' level of understanding.
- **Class discussion of feedback.** Providing opportunities for the class to collectively discuss the feedback provided may improve pupil use of feedback and their subsequent attainment. Teachers could, therefore, use a class discussion to explore, explain, and clarify feedback before pupils use it in their next activity.
- **'Three questions'.** In this strategy, a teacher poses three focused questions at the end of a written piece of work. The pupils then respond to these. Teachers should ensure that questions are meaningful and focused and they will be different for different students.
- **Correcting errors and editing work.** Teachers may ask pupils to make specific corrections and edits to previous work. A checklist of common errors, with appropriate modelling of use by the teacher, may helpfully steer this approach.
- **Completing similar problems with feedback in mind.** This technique is very compatible with practical subjects such as PE, music, and art where pupils can instantly repeat performances but it can also be used across the curriculum. A maths teacher, for instance, could set a pupil another problem which requires them to use the feedback provided.
- **Redrafting work.**



6.4.3.1. Considering how to use written feedback

Written feedback - whether that is written comments, marks, scores, or a combination of these - has traditionally been at the heart of school feedback practices and has been viewed more broadly as a fundamental aspect of teaching. In many cases, written 'marking' has often been conflated with 'feedback' and may indeed have unhelpfully supplanted other forms of feedback. However, more recently it has been recognised that written feedback can be heavily time intensive for teachers - that it comes with significant 'opportunity costs'. As the Early Career Framework states, 'written marking is only one form of feedback' and schools should carefully consider how written feedback is delivered and how it sits alongside verbal feedback (see 3.4.4 Marking). The choice of method (written or verbal) should also be left to the classroom teacher, who can better judge what is appropriate

Although the impact on workload needs to be monitored, written feedback, if delivered effectively, can support pupil progress. First and foremost, in order to be effective, written feedback likely needs to reflect the principles of effective feedback explained above.

6.4.4. Marking

The DfE workload review suggests three principles for effective marking. It should be:

- meaningful
- manageable
- motivating.

Meaningful: marking should serve a single purpose, advancing pupil progress and outcomes. Different forms of feedback will be appropriate in different situations, and the teacher can judge this.

Manageable: the time taken to mark is not the same as effective marking. Don't adopt particular marking practices for Ofsted: they don't expect to see any specific frequency, type or volume of marking and feedback, provided marking is consistent with the school assessment policy and promotes pupil progress. Pupils should be encouraged to check and proofread their own work before handing it in.

Motivating: marking should help motivate pupils to progress. This doesn't mean always writing in-depth comments or being universally positive. Pupils should be expected to check their work before they hand it in and should be taught to understand the success criteria for a task (in an age appropriate way).

- When marking, academic staff must use symbols from the marking guide, where



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appropriate. The marking guide will be prominently displayed within all classrooms (A3 poster).

- Coloured pens are used to support teacher and pupil understanding of the work.

Live marking. 'Live marking' - where marking is given during rather than after the lesson - can be enacted in a variety of ways so that it proves an efficient approach. It may be undertaken with individual pupils during typical class teaching (careful consideration of the learning and focus of all pupils during this time is important) or it may be modelled to the whole class collectively using tools such as a visualiser. This method may well save teachers time although teachers should still ensure that the feedback given is thoughtful and purposeful (rather than just adding the teacher's pen to books for the sake of it) and that pupils are provided with opportunities to use it. The approach may also allow for additional verbal interaction with pupils, which may support the understanding of feedback.

Coded marking. Using the shared understanding of the 'concept of quality' that teachers have devised for a task (EEF Recommendation 1), a teacher can design (or develop in consultation with their pupils) a number of codes which they can use to mark pupil work. For example, the Chesswood Marking Code.

Marking Pen	Focus
Green for Growth	Next steps from an adult.
Tickled Pink	Positive focused feedback from an adult.
Polished Purple	Personal response made by a pupil
Peer Response	Marking another child's work, including when recording an 'M' Make Improvements.

Feedback Code	
P	Praise linked to success criteria or lesson objective
G	Growth linked to success criteria or lesson objective
SA	Self-Assessed
PA	Peer-Assessed + first name
vf + initials	Verbal Feedback An adult gave feedback about this work. Initials identify teacher, TA, student or volunteer.
I	Initials Marked by a teacher, teaching assistant, student or volunteer
S + initials	Supported work Where possible add detail to explain support given.
I	Independent work
//	Start a new line or paragraph
A	Something has been missed out
~	Read it again - make it make sense
M + number	Make improvements - see workflow page
P in margin	Check punctuation in paragraph
CL	Check CAPITAL letters in paragraph
spelin	Check my spelling later
BP	NOT Best Presentation





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Marking Expectations

For all subjects, a balance of **adult teacher / support staff and child self / peer** marking is required

Maths	Maths Assessment	Writing	Published Writing	Reading
<ul style="list-style-type: none"> Teacher in-depth mark weekly with next step guidance. Adults live marking next to child evident with next steps – especially target children. Children self / peer mark, using answer sheet, the vast majority of work. Typically increasing peer marking as pupils progress through the school. 	<ul style="list-style-type: none"> Children self-mark all work in these books. They should also record their own next steps. 	<ul style="list-style-type: none"> Teacher in-depth mark weekly (plan/ whole class mid-mark/ end of task – identified in planning – includes whole class marking). Spelling – positive marking, self-correcting – see guidance. Adults live marking next to child evident with next steps – especially target children. Regular updates of target cards built in to lessons. Children self / peer mark using marking code against success criteria + oral workflow, next steps and improvements. 	<ul style="list-style-type: none"> Assessment only – band sheets completed as identified in the medium-term plans and in line with the assessment policy (first piece of year + one per term – identified near to test week). Next steps recorded on target cards. Band sheets/ target cards would take the place of a in-depth mark for that week. Best practice would be that band sheets are be used more regularly for assessment of RFC children – to reduce workload it is suggested that ECT time or student is used to facilitate this. 	<ul style="list-style-type: none"> Adults mark focus groups. Children use answers provided to self-mark and edit comprehension answers.
Homework	Reading Record	Tutorial	All other curriculum books	
<ul style="list-style-type: none"> No written homework to be handed in. No written teacher comments regarding homework submissions. Teacher to check AR, IXL, TTR for homework completion and to award Top 10s. 	<ul style="list-style-type: none"> Only to be used as a targeted intervention. Adult initialled – some brief comments when required. 	<ul style="list-style-type: none"> Feedback next to children – assessment recorded on session grid. 	<ul style="list-style-type: none"> Adults live marking and feedback next to children (or whole class feedback) – continuous assessment (responsive teaching and tracking) as per policy. Child self/peer marking where possible. Children positive mark their own spelling assessments and dictation (this may include a punctuation focus). 	

6.4.5.Pupil Self- and Peer-Assessment

The EEF will shortly be producing feedback on other forms of feedback, such as self and peer assessment – this policy will be updated with the most up to date research-based evidence as soon as possible. In the meantime, following the teacher-led feedback approach of timely, effective feedback must also benefit self and peer assessment.

If self and peer feedback is planned for and used effectively to motivate, build confidence and trust, immediate self and peer review of the task or subject (based upon the learning objectives and

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success criteria) and self-regulation strategies will benefit learning. The majority of this form of feedback will be verbal, although, some peers will also be capable of using the marking code accurately or checking evidence for a success criteria for written feedback. Planning for successful self and peer feedback: laying the foundations, timely intervention and preparing pupils for feedback (EEF Recommendations 1-3) is vital to its success.

6.4.6. Target Setting

• Curriculum targets

As part of normal daily classroom practice teachers work partnership with children to identify next steps. The priority next steps are included on the 'small step' target card.

All children, regardless of ability have target cards and are expected to have targets that constitute the next steps for them as an individual. Children identify when they believe they have met the target.

Writing

- Main target (maximum 3 live) identified against band sheet objectives

Name:	Class:	Small Step Target	Success
			😊😊😊
			😊😊😊
			😊😊😊
			😊😊😊
			😊😊😊
			😊😊😊
Success consists of going from failure to failure without loss of enthusiasm. Winston Churchill British Prime Minister 1940-45 World War II; 1951-55			

Small Step Target	Success
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
	😊😊😊
Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing or learning to do. Pele—One of the best Brazilian footballers in history!	

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6.5. Band Sheets

Band sheets are used as a tool to monitor writing against Age-Related Expectations (ARE), from the September Year 3 assessment against KS1 criteria (band 2), through to Year 6 assessment



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against end of KS2 expectations in June.

Writing band sheets

- First Writing of Year
 - Year 3: Band Sheet 2&3 (or pre-key stage if needed) after first 3 writing pieces – including anomalies check for targeted children (identified by Year Leader).
 - Years 4-6: Band Sheet (appropriate for child) all children for first piece of writing as identified in MTP.
- Writing linked to test week assessment (autumn, spring and summer terms)
 - Years 3-6: Band Sheet (appropriate for child) all children against the most relevant piece to identify writing ability near to test week and before assessment deadlines (Chosen by Year Leader from the MTPs and in discussion with Writing Leader – taken from marking time that week).
 - To end the year, band sheets for all children (in place of marking) will be stuck into their publishing book to be handed on to the next class.
 - Pupil progress meeting to be held during test weeks to assist writing band sheets.
- Teacher choice
 - Years 3-6: Band Sheet (appropriate for child) can be used regularly for children who are borderline meeting (RFC – realistic future conversion) - identified (in the MTP) extended writing work, once per half term.
 - The band sheets can be used by teachers to identify next step targets and target groups and to inform future planning, identifying common areas where further teaching would be beneficial.

Guided reading assessment

- Band sheets are not used for reading – Star Reader assessments are used to help judge attainment in reading alongside the A3 guided reading sheets (using National Curriculum objectives) and other evidence from class learning.

Maths

- Band sheets are not used for maths – end of White Rose unit assessments are used to assess attainment in maths alongside PUMA tests and evidence from class learning.





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Year 6 Writing Name: _____ Class: _____ Group: _____

End of key stage 2 statutory assessment - Writing towards the expected standard

W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14	W15	W16	W17	W18	W19	W20
W1. Write for a range of purposes																			
W2. Use paragraphs to organise ideas																			
W3. In narratives, describe settings and characters																			
W4. In non-fiction writing, use simple sentences to introduce the writing and present the content (e.g. facts, statistics, sub-headings, key points)																			
W5. Use the right language, full stops, sentence marks, commas for lists and punctuation for sentences mostly correctly																			
W6. Spell commonly used words from the year 5/6 spelling list, and some words from the year 5/6 spelling list																			
W7. Write legibly for specific purposes (e.g. letters)																			
End of key stage 2 statutory assessment - Writing at the expected standard																			
W8. Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing)																			
W9. In narratives, describe settings, characters and atmosphere																			
W10. Integrate dialogue in narratives to convey and advance the action																			
W11. Show increasing and generalised awareness that what they are writing involves, using this mostly appropriately (e.g. using contracted forms in dialogue in narratives, using sentence marks to effect basic information is presented, using modal verbs to suggest degrees of possibility)																			
W12. Use a range of devices to build cohesion (e.g. conjunctions, adverbials, pronouns, reference, lexical cohesion, repetition within and across paragraphs)																			
W13. Use cohesive devices consistently and correctly throughout their writing																			
W14. Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to highlight direct speech)																			
W15. Spell most words correctly from the year 5/6 spelling list, and a selection to check the spelling of uncommon or more difficult words																			
W16. Write legibly in joined handwriting when writing in space																			
End of key stage 2 statutory assessment - Writing at the expected standard																			
W17. Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what they have read or heard (e.g. literary language)																			
W18. Integrate narrative language of speech and writing and choose the appropriate register																			
W19. Show an awareness and increasing control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this																			
W20. Use the range of punctuation taught at key stage 2 correctly (e.g. contraction, apostrophe, comma, exclamation mark, when necessary, use of semi-colon, colon, to combine simple and compound sentences)																			
End of key stage 2 statutory assessment - Writing at the expected standard																			
W21. Write legibly in joined handwriting when writing in space																			

End of key stage 2 statutory assessment - Writing at the expected standard

W22. Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what they have read or heard (e.g. literary language)

W23. Integrate narrative language of speech and writing and choose the appropriate register

W24. Show an awareness and increasing control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

W25. Use the range of punctuation taught at key stage 2 correctly (e.g. contraction, apostrophe, comma, exclamation mark, when necessary, use of semi-colon, colon, to combine simple and compound sentences)

W26. Write legibly in joined handwriting when writing in space

6.6. Specific Assessment for Additional Needs

Specific assessments provide teachers with information about what a child knows, understands and can do. There are specific assessments predominantly used to assess English as an additional language (EAL) and Special Educational Needs and Disability (SEND). Selecting the most appropriate test(s) and using outcomes tailored to the individual child are essential components of the Assess, Plan, Do, Review cycle (see SEND policy). It is also used to identify pupils who need particular support and provides evidence of the impact of specialist support by school staff, outside agencies and LA SEN department when determining whether a statutory assessment is required.

6.6.1.SEND

Assessment for children with SEND require particular attention to ensure accuracy. Additional resources are available to assist reflective teaching for these pupils, including the SENDCo and SEND Assistant.

SEND assessment is recorded using the [Provision Map tool](#), which includes pupil passport, learning plans, provision reports and reviews. Children identified as working 'below' would typically be working two years or more below their age-related expectations (ARE). These children are expected to have their progress for reading, writing and maths tracked using the '[Pre-key stage 2: pupils working below the national curriculum assessment standard](#)' Teacher Assessment Framework, 2020/21 onwards (i.e. using pre-KS2 band sheets - Y:\Teaching & Learning\Assessment\Assessment Tools\Teacher Assessment\New Curriculum Assessment Grids\Pre Key stage). If working within key stage 2 standards, assessment should confirm which year group standards the child is working at (i.e.



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using band sheets 3 or 4).

- Termly: Teachers must select the standard that the child is working within and record this on the Learning Plan ([Provision Map tool](#)) under 'Attainment' for that term.
 - Teachers should be aware of, and address, the gaps identified within the pre-KS2 band sheets throughout the term through lessons and interventions.
- Annually: Teachers pass on the pre-KS2 band sheets to the next teacher.
 - Teachers are responsible for ensuring the pre-KS2 band sheets can be viewed when requested for quality assurance e.g. in a teacher assessment file.

6.6.2.EAL

Assessment for children with EAL require particular attention to ensure accuracy. Additional resources are available to assist reflective teaching for these pupils, including the EAL Subject Leader and Assistant.

EAL proficiency is supported by proficiency descriptions within the Securing Consistent Teacher Standards document (Y:\School Level\Policies\Assessment - Recommended\Consistent Teacher Judgement.)





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Code	Description
A	New to English (1-2) May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.
B	Early acquisition (3-4) May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.
C	Developing competence (5-6) May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.
D	Competent (7) Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.
E	Fluent (8) Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.
N	Not yet assessed

6.7. **Interventions**

Chesswood provide a wide variety of interventions:

- Year Leader interventions (YLI) for target children from across a year group.
- Teacher-led interventions (Tutorials) during PE and music for small groups of target children in their class.
- Teaching assistant interventions to address specific learning needs, these can be small group through to 1:1.
 - Bespoke or purchased interventions.
- Learning mentor interventions to address wider pastoral needs, these can be small group through to 1:1.

The majority of these interventions are bespoke for each target group's specific learning objectives. Success criteria are set for these to assess progress made. Some interventions have their own assessment criteria or judgements related to child progress, for example, Rapid Phonics and Rapid Maths and these are used to cross reference progress with more widely used school assessments. See SEND Policy and SEND Information Report for more information about specific



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SEND Assessments and how that informs the Assess, Plan, Do, Review Cycle.

Progress within weekly TA interventions are measured using the TA Intervention Weekly Record to ensure that teachers have full knowledge of progress. All interventions must be included in the Provision Mapping Tool, which details interventions and reviews impact on a termly basis.

Example of Tutorial assessment sheet.

Example of TA intervention assessment sheet.

Reading Tutorial						
Name	Term	Spring 2	week			
Curriculum Target	Success Criteria	ICAN:	1	2	3	4
W.1 apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.	<ul style="list-style-type: none"> Find and explain the meaning of a word with a suffix or a prefix? Identify words with unusual spelling patterns and find strategies to remember these words? 					
C.1 Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Fiction <ul style="list-style-type: none"> Identify the purpose of my book. Identify who the target audience is. Identify what form of writing has been used in my book. Non-fiction books <ul style="list-style-type: none"> Explain how the layout helps me as a reader. Identify conventions have been used in the layout. 					
C.5 identifying and discuss themes and conventions in and across a wide range of writing	<ul style="list-style-type: none"> Mind map the themes that I have identified in my book. Identify features of the text I am reading. Explain what I can you use to help me find information in a non-fiction text? 					
C.9 Explore the meaning of words in context	<ul style="list-style-type: none"> Find and write down words that I am not sure of the meaning of from my reading book. Look up unfamiliar words in a dictionary and write down their definition. Complete a database showing characters, setting and any events putting in as much detail from my reading as I can. 					
C.10 Ask questions to improve their understanding of a text	<ul style="list-style-type: none"> Ask questions to improve my understanding of a text. 					
C.11 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	<ul style="list-style-type: none"> Say which part of the text I enjoy most and why. Explain what I know about a character and what I can infer. Say what a character may be thinking or feeling at different points of the text. 					
C.12 Predict what might happen from details stated and implied	<ul style="list-style-type: none"> Predict what might happen in my story using what I have already read to inform my choices. 					

Red	Limited progress towards the target
Orange	Expected progress towards the target
Green	Better than expected progress towards the target
Blue	Target achieved
White	Target applied independently

CHESSWOOD JUNIOR SCHOOL
 SEN Intervention Group Weekly Record

Week beginning: _____ Intervention led by: _____

Intervention title: _____

Intervention frequency and duration (e.g. 2 x 20 mins for 10 weeks): _____

Overall group targets			Attendance register					
Names	Entry point	Exit point	Mon	Tues	Wed	Thurs	Fri	

Weekly record of impact – progress towards targets

Names:	Mon	Tues	Wed	Thurs	Fri

TAs to use colour for quick reference. Please add comments you feel are important for the teach to know when appropriate.

Target met	Expected progress in session	Small steps progress	Concern
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7. Tracking: Assessment of Learning or Summative Assessment

7.1. Definition

Tracking is the attempt to summarise pupil learning at key points in time: end of term, end of year and end of a key stage. Most standardised tests are summative. Reliability is essential as they are used numerically to establish progress against other pupils within school, year groups, locally or nationally. Additionally, they are used to support the performance management process. High-quality summative information, particularly through question analysis, should shape how teachers and schools organise their programmes of study in the future both strategically and operationally.



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7.2. ***Roles and Responsibilities***

A clear structure for the use of tracking exists at Chesswood Junior School. The diagrams below illustrate the flow of data analysis undertaken by middle leaders to compare and contrast national data outcomes and internal target acquisition (see Quality Assurance Policy).





• Data Overview - national outcomes

Meet /GDS Cohorts

- All cohorts, past and present, data overview

Meet/GDS
Registration

- Year 3 & 4 all class data - current year groups
- Year 5 & 6 all class data - current year groups

Meet/ GDS
PP

- All Year Groups
- F - not pupil premium, T pupil premium

Meet / GDS
PP Red complexity &
NO SEN

- All Year Groups
- SEN EHCP and School Action removed
- Amber, Green and Blue v Red

Meet/GDS Gender

- All Year Groups 2013 Onwards
- F - Girls M Boys



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• Target Acquisition

Target Acquisition
Year Group ARE/GDS

- Overview of target acquisition against each target threshold - Year Groups
- 3/4 & 5/6 and Year 6 SATs

Target Acquisition
Registration

- Target acquisition thresholds by cohort & registration group
- % and numbers of children

Individual TA
Below

- ARE/ARE Challenge and Above/ Above ARE Challenge
- Individuals below target by cohort and registration

Individual TA
Challenge
Accomplished

- ARE Challenge and Above ARE Challenge
- Individuals at or above target by cohort and registration

7.3. **Target Setting**

Target estimates are set by the Senior Leadership Team annually, in September. Targets for children joining Chesswood during the school year are set as soon as on entry tests are completed and we have sufficient information available (KS1 TA/ Test – where available) to determine a valid

Commented [CYAH1]:



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and reliable judgement. If there is sufficient evidence, targets may be adjusted, up or down, during the year in exceptional cases.

The head teacher triangulates KS1 TA and Tests, internal TA and testing with contextual information to set targets - determining which children fall into each of the target estimates based on the chances of success at Chesswood – Below, Accessing, Meet Challenge, Meet, GDS Challenge, GDS.

Their purpose is to enable teachers and leaders to identify, at the earliest stage possible, children not securing the achievement they reasonably could. The Learning Leadership Team investigate potential areas for further action – whole school, sub-group or individual level. They do require further triangulated evidence to be used. They cannot be used for decisions in isolation, they can however be the foundation for hypotheses and future key learning enquiries that may lead to action earliest stage possible with the right individuals and groups. They also, given their broad consistency, aid leaders understanding of achievement risk within cohorts and sub-groups – particularly against national expectations.

Targets are subject to agreement, wherever possible, and scrutiny from class teacher, year leader and governors - the target should be such that academic staff and leaders believe that it is possible. By possible, one would ask three questions:

- Would it be possible for this child with these circumstances to convert in any of the highest performing primary/ Junior schools in the country? - if Yes then it should also be possible at Chesswood
- What aspects need to be changed or adapted for the child to meet the target?
- Is it within our capacity to make those adjustments and secure the impact required? If YES – the actions need to be undertaken as intended; if NO leaders must consider the threshold of their decision and consider the wider impact of the potential downgrade in expectation.

Ultimately the targets are set with the final outcome of Y6 statutory assessments in mind and the termly, particularly annual summer outcomes are indicators guiding academic staff on the gap that currently exists between the test outcome and the estimate.

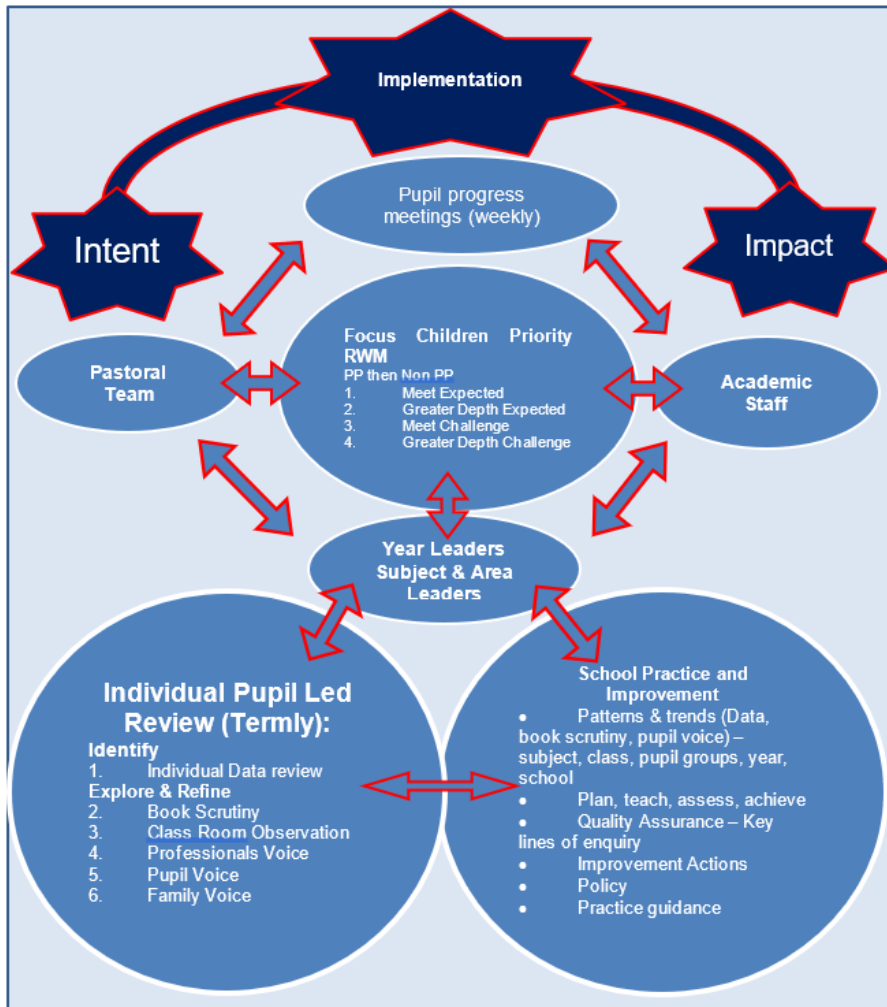
Focus children are at the heart of the school improvement model (see diagram).



Commented [CYAH2]: Move away from language of below? Link to standards? (below = Standard 1-4, 5=WT KS1, 6=met KS1)
Change Accessing to Working Towards?
Or more specific – ARE3/4/5/6 – GDS3/4/5/6?



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7.4. **Child Centred Approach**

It is policy at Chesswood to start with the individual and understand a problem from one to many, taking action on this basis. All staff that have contact with children are, in essence, leaders and should consider the perspectives they use when working with individuals who may be frustrated and frustrating.

The context and academic risks are set out for individuals and should underpin initial considerations before looking more deeply into individual plans. Once there is a clear understanding,

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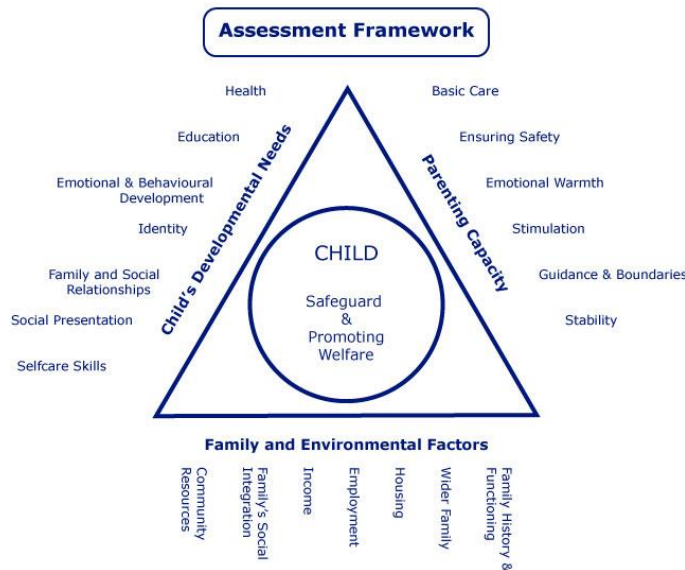


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the class teacher and year leader with appropriate support from SENCO, pastoral team, family and external professionals as appropriate determine specifically what needs to change and take action to change and improve achievement outcomes.



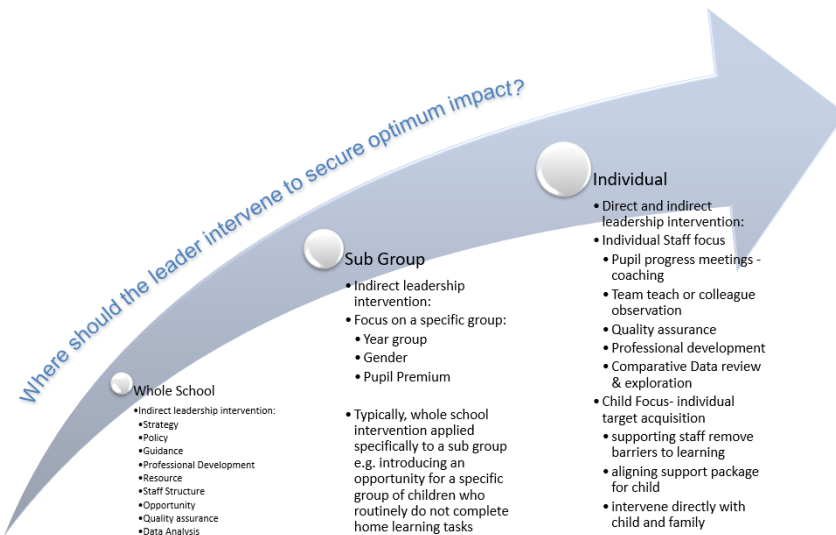
Commented [CYAH3]: Lost end of words in diagram below



School Risk Review		
Contextual Risk	Contextual Risk	Academic Risk
<ul style="list-style-type: none"> • Date of arrival • Term of Birth – summer born • Free School meals (Currently) • FSM Ever 6 – Pupil Premium • Care Arrangements – Pupil Premium + • Attendance • Punctuality • First Language - proficiency • Engagement • Behaviour risk & management • School Play arrangements 	<ul style="list-style-type: none"> • Home learning - completion • Friendships • Parental Engagement & communication • First Aid and medical frequency • Health Care Plan • Accidents • Inclusion Team required • Safeguarding Thresholds – Level 1-4 • Special Arrangement Required (pick up) • Domestic Violence (Op Encompass) • Homelessness – risk • Prison – parents in prison 	<ul style="list-style-type: none"> • Attainment & Progress (actual v estimate) • KS1 - Current • Reading (+word count, quiz differential & IXL Jedi) • Writing • Maths (+TT and IXL Jedi) • Leadership focus required • Tutorials required & impact • Special Educational Needs – threshold, specific need & complexity
Achievement Hazard		



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7.5. **Annual Testing for Reading, Writing and Maths**

Tests can be an invaluable guide to learning when the following parameters are implemented:

- Tests are perceived by children as a guide for the teacher so they may receive increasingly more targeted support whilst at school.
- The test is appropriate to the operational level of the child – in terms of age, experience and ability.
- The test or exercise is clear and relevant to the learning aims and the experiences within the programme of study.
- The outcomes of the test are evaluated by the appropriate people and information is used to amend and adapt programmes of study for some or all children.
- The feedback from the evaluation of the test concentrates on what the child should attempt to improve rather than the score attained.
- Question analysis outcomes will inform individual, group and cohort, alongside essential curriculum development.
- The child is then supported with clear use of targets and teacher or intervention support in order to achieve the next learning objective.



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- Parents are kept fully informed regarding test data and supported in their understanding of its meaning.

Annual Testing Timetable

When	Year Group	Test
Autumn Term Week 3	Year 3	<ul style="list-style-type: none"> • Y2 PUMA Summer • Y3 NFER GP Autumn • Y3 NFER Spelling A • Star Reader Test
	Year 4	<ul style="list-style-type: none"> • Star Reader Test
	Year 5	<ul style="list-style-type: none"> • Star Reader Test
	Year 6	<ul style="list-style-type: none"> • Star Reader Test
Autumn Term Week 11	Year 3	<ul style="list-style-type: none"> • Y3 PUMA Autumn • Y3 NFER GP Autumn • Y3 NFER Spelling A • Star Reader Test
	Year 4	<ul style="list-style-type: none"> • Y4 PUMA Autumn • Y4 NFER GP Autumn • Y4 NFER Spelling A • Star Reader Test
	Year 5	<ul style="list-style-type: none"> • Y5 PUMA Autumn • Y5 NFER GP Autumn • Y5 NFER Spelling A • Star Reader Test
	Year 6	<ul style="list-style-type: none"> • KS2 SATs - 2017 • Y6 PUMA Autumn • Y6 NFER GP Autumn • Y6 NFER Spelling A • Star Reader Test
Spring Term Week 6	Year 6	<ul style="list-style-type: none"> • KS2 SATs - 2018
Spring Term Week 10	Year 3	<ul style="list-style-type: none"> • Y3 PUMA Spring • Y3 NFER GP Spring • Y3 NFER Spelling B • Star Reader Test
	Year 4	<ul style="list-style-type: none"> • Y4 PUMA Spring • Y4 NFER GP Spring • Y4 NFER Spelling B • Star Reader Test
	Year 5	<ul style="list-style-type: none"> • Y5 PUMA Spring • Y5 NFER GP Spring • Y5 NFER Spelling B • Star Reader Test
	Year 6	<ul style="list-style-type: none"> • KS2 SATs - 2019 • Y6 PUMA Spring • Y6 NFER GP Spring • Y6 NFER Spelling B • Star Reader Test
Summer Term Week 4	Year 6	<ul style="list-style-type: none"> • KS2 SATs - 2021
Summer Term Week 9	Year 3	<ul style="list-style-type: none"> • Y3 PUMA Summer • Y3 NFER GP Summer • Y3 NFER Spelling C • Star Reader Test
	Year 4	<ul style="list-style-type: none"> • Y4 PUMA Summer • Y4 NFER GP Summer • Y4 NFER Spelling C • Star Reader Test
	Year 5	<ul style="list-style-type: none"> • Y5 PUMA Summer • Y5 NFER GP Summer • Y5 NFER Spelling C • Star Reader Test • KS2 SATs - 2017
	Year 6	<ul style="list-style-type: none"> • Y6 PUMA Summer • Star Reader Test

See Administering Test Guidance document for further information about test administration.



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7.6. **Question Level Analysis**

Question Level Analysis (QLA) is completed by Year Leaders for reading, GPS and maths tests after the autumn assessments - results are entered into our spreadsheets. QLA should be used by leaders to inform future planning, identifying common areas where further teaching would be beneficial and by teachers to identify targets for children and groups.


7.7. **Testing for Other Subjects**

Testing or grading for other core subjects and all foundation subjects will differ for each subject. Linked to our Learning and Teaching strategies to support the retention of long-term memory, the key knowledge to be learned for each unit will be provided to children in the form of a knowledge organiser. An 'End of Unit Assessment' will establish the knowledge retained by pupils to help determine if age related expectations (ARE) have been achieved, i.e. ARE is met if 6+ out of 9 or 7+ out of 10 is scored. To determine understanding of the subject in greater depth, a 'Challenge Task' will be used to see if the pupils can apply their knowledge or skills learned.



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Age-Related Competence	Levels of Learning	Declarative Knowledge Knowing about or knowing what	Procedural Knowledge Knowing or showing how to	Conditional Knowledge Knowing or showing when/why to
	NOVICE Working Towards Awareness	Children are aware of the key knowledge: learning is shallow – surface, temporary, often lost	Children struggle to demonstrate key knowledge or skills without support	Children are aware of one aspect of the key knowledge or skill
	Low Meet Acquisition	Children remember the majority of the key knowledge and understand its importance	Children can apply the key knowledge or skills but it is a high-cognitive task	Children understand a narrow range of applications for the key knowledge or skill
	High Meet Fluency	Children understand the key knowledge. They can begin to make links, ask questions and offer their own opinions	Children can apply the key knowledge or skills quickly and smoothly	Children understand a wide range of applications for the key knowledge or skill
	EXPERT Greater Depth Competent	Children have a greater depth of knowledge beyond the key knowledge required, which they can recall independently. They can organise their own ideas and make connections (schema) with other areas of learning	Children adapt the key knowledge or skills to suit the task. They can clearly explain what they have been doing.	Children can use and apply the key knowledge or skills to different contexts consistently, confidently and fluently. They can clearly explain reasons for their choices and back these up convincingly

7.7.1. End of Unit Assessment

The knowledge organiser determines the age-appropriate, key vocabulary and key knowledge associated with the unit that children must learn. School and home learning will focus on the knowledge organiser, gamification and end of unit assessment that will be provided to all children on the Chesswood Junior School website. The assessment will be administered in one of the last two lessons of the unit, or shortly after the unit ends, to find how many pupils have learned the knowledge required. Due to the nature of these tests being determined by Subject Leaders and not nationally standardised tests, they will rely heavily on responsive teaching to form a complete picture of the

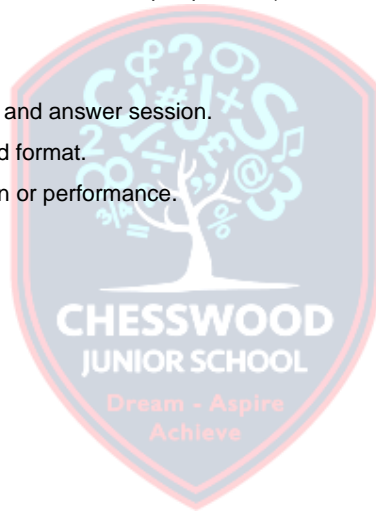


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progress and attainment of children.

The test could be in the following forms:

- Paper based written assessment.
- On-line quiz (Microsoft Forms or alternative on-line quiz platform).
- Blank knowledge organiser.
- Vote based classroom system.
- 1:1 teacher and pupil verbal question and answer session.
- Peer assessment following a standard format.
- Individual presentation, demonstration or performance.





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7.7.2. Challenge Task

The Challenge Task is to determine who can use and apply their knowledge in a variety of ways, such as comparing historical periods studied or demonstrating skills learned in design and technology. The task could take the following forms:

- Practical challenge, demonstration or performance.
- Individual presentation of knowledge.
- Use of their knowledge in a debate.
- 1:1 teacher and pupil verbal question and answer session.
- 1:1 pupil and pupil verbal question and answer session (recorded for evidence).

Assessment for Core Subjects: Reading, Writing and Maths

Responsive Teaching

Tracking

Unit of Work
(Standardisation & Moderation)

End of Unit Assessment
(ARE and GDS)

Termly Assessment
+ QLA (autumn)

Assessment for Foundation Subjects and Science

Responsive Teaching

Tracking

Unit of Work
(Standardisation & Moderation)

End of Unit Assessment
+ Challenge Task

Assessment Points
(February + summer)

8. Standardisation and moderation

A key aspect in determining the validity, reliability and value (see Pillars of Assessment) of assessment is standardisation and moderation. Responsive Teaching and Tracking must be monitored and cross-checked to ensure that it is accurate: moderating children's work and assessment pieces to establish the desired ability level and producing standardised work from a number of children for teachers to use as a comparison is essential to this accuracy.

The purpose of moderation is to ensure that an agreement on standards of teacher assessment can be reached through a process of professional review. It gives teachers confidence that their assessments are accurate and consistent with the national picture and enables school leaders to





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benchmark school performance in a reliable way. The discussion focuses on how teachers reached their judgements and offers them an opportunity to demonstrate their understanding of standards by focusing on a small number of individual children and their work. Moderation is designed as a supportive process. The emphasis is on the development of the skills of the practitioner and their confidence in assessing children. In some cases, teachers and moderators may agree to amend the final teacher assessment or agree to disagree as part of positive professional discussion.

8.1. **Reading, Writing and Maths**

The tests used (AR, NFER, PUMA) are nationally moderated and have standardised scores associated with them. Maths and English Subject Leaders complete moderation within school to confirm the standards to which all teachers are assessing against, using the national End of Key Stage 2 exemplification materials to help form their judgements.

8.2. **Other Subjects**

As 'End of Unit Assessments' and 'Challenge Tasks' are set by subject leaders, it is even more vital that these are reviewed annually, from termly teacher feedback, to ensure that they are accurately representing the number of children reaching ARE and Greater Depth. Standardisation work and assessment pieces that have been moderated to the appropriate levels are vital in this instance.

9. Use of Assessment Information

It is essential that teachers record accurate assessment information for all pupils over time to correctly judge their progress and attainment. Reporting to parents, leaders and governors is made far simpler when accurate record taking is standard practice:

- Recognise the full range of achievements of all learners – effective assessment, recording and reporting across the curriculum is essential to this. Examples include:
 - Assessment notebook - to write down assessment/understanding as well as areas to improve, general misconceptions from marking/student work.
 - Computer spreadsheet.
 - Whole class marking approach.

9.1. **Reporting to Parents**

Aims



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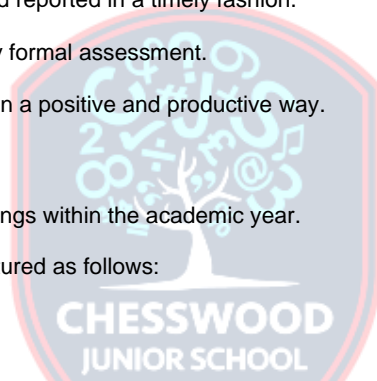
Reporting systems should ensure that parents receive information:

- They can understand and act on.
- Can use as a basis for a partnership discussion with academic professionals.
- That is accurate, based on evidence and reported in a timely fashion.
- That the school holds with regard to any formal assessment.
- Reporting issues without fear or favour in a positive and productive way.

Parent Teacher Meetings

There are three official parent teacher meetings within the academic year.

The recording and reporting system is structured as follows:



	October	January	April/May	July
	Parents' evening 1	Parents' evening 2	Parents' evening 3	Celebration of learning
Teacher Assessment Reports	No	Published to parents January first full week	Published to parents first full week of summer term	Published to parents in the final full week of the summer term
Other reports	No	No	No	Y6 Statutory Assessment report & Foundation, personal pupil report Tapestry of learning published to parents in the final full week of the summer term
Celebration of learning meeting (Wednesdays only – SLT and year leaders to be available NOT teachers)	No	January third full week	Summer term 2 nd full week (significant movement due to Easter holiday annually)	Final full week of summer term. Teachers must attend



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Parents evening	Penultimate week of autumn first half term	January fourth full week	Summer term 3 rd full week	No formal parent evening
Evening Timings	Tuesday early	Tuesday late	Tuesday early	Not applicable
Parents evening have a capacity of 33 meetings. Unless there are exceptional circumstances e.g. domestic violence; one child - one meeting policy	Early 15:30 – 17:30 last appointment 17:20 (no break – 12 appointments maximum) Late 15:30 to 19:30 last appointment 19:20 (17:00 Break 30 mins – 21 appointments maximum)			
Correspondance	Y:\School Level\Clubs, Events, Excursions and Residentials\Whole School\Parent Meetings			

Within parents' evenings the flow of information will overwhelmingly be school to parent, as parents will wish to hear a commentary of experience when they are not there. Teachers should make a professional judgement on the tone, content and flow of information; however the guide below is a useful starting point:

Parents' evening 1

This meeting focuses on the sharing of information between home and school and building productive working relationships.

The 10-minute meeting will address:

- Reporting observations arising within the first half term and those persistent since the previous academic year e.g. learning behaviours, social behaviours and homework. (2 mins)
- Initial discussion on academic attainment and progress – exploring any anomalies or areas for priority focus in school, at home and by child based on outcomes from previous academic year - any baseline assessment and classroom observation. (6 mins)
- Receiving information parents wish to share and answering or signposting for parent questions. (2 mins)

Every effort should be made to keep information sharing succinct and keep to stated appointment times.





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Parents' evening 2 & 3

This meeting focuses on the progress children have made since September, both academically and within personal and social contexts.

The 10-minute meeting will address:

- Test data specifically (2 mins):
 - confirm parents have accessed the online portal and read the available reports
 - the level of progress and attainment made during the year.
 - the level of progress and attainment made since KS1 and what is required to remain on track for end of year/key stage expectations.
- A commentary on the 'teacher assessment reports'. (3 mins)
 - classroom learning and the extent to which it aligns with test outcomes.
 - the difference between test performance and teacher assessment judgements accompanied by possible explanations.
- A commentary on learning and social behaviours. (3 mins)
- Parent questions (2 mins)
- Agree next steps to be taken by school, parents and child, as appropriate
- Note and arrange any necessary future meeting as a result of specific concerns e.g. SEN, behaviour management, progress tracking

Recording parents' evening attendance

For all parents evening class teachers must record parental attendance and send the head teacher an email, within five working days of the final parent teacher evening, in the following way:

Please type both forename and surname (not initials), place in alphabetical order on an email (not an attachment).

- Not Booked
- Booked but did not attend (no communication)
- Booked did not attend (apologised and may have rearranged)
- Not attended/booked but attended most recent SEN meeting



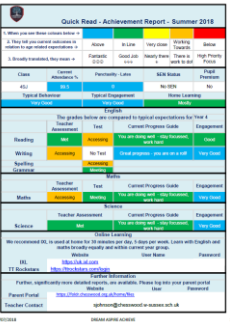
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Interim meetings regarding pupil progress:

- All teachers are advised to avoid impromptu meetings in relation to pupil progress. There is a very high risk, in impromptu meetings, that misinformation is shared unwittingly. Because the data has not been checked teachers often use supportive general terms e.g. "X is doing fine, don't worry". The data may show an adverse picture which later parents will see and will question why 'fine' was used initially and suggest they have rightly lost time in supporting their child.
- Teachers or the office assistant will take notes regarding the concern from the parent and will arrange a meeting within the next 48 hours where specific issues can be discussed on the basis of evidence from pupils' work.
- A record of parent discussion must be made during the meeting to specifically record concerns and questions raised alongside any agreement undertaken by the class teacher concerned. This record should be scanned and filed within the child's E-folder within five working days of the meeting. The administration team will scan and file the notes at a teachers' request. It is important that notes are legible, and content can reasonably be understood by a future professional.
- Where a concern remains after meeting with the parents, the headteacher must be informed, by email, immediately regarding the remaining concerns. The Headteacher will guide and advise on next steps.

Annual Reports to Parents

Report type	Published	Information
Quick Read - assessment report 	January (Autumn report)– first full week Summer (Spring report) – first full week Summer (Summer Report) – final full week of summer term	Publishing and filing: Teacher Assessment>Year>Reports>Term <ul style="list-style-type: none"> • Quick • Full • Teacher A PDF is created by admin team PDF is combined for all class teachers quick, full and teacher PDF is saved within child's directory on parent portal:



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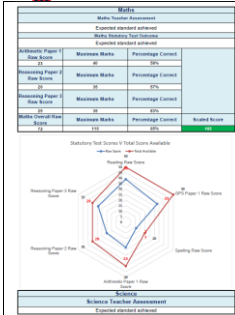

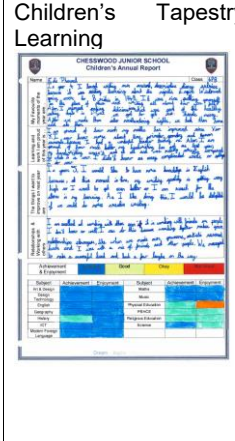


<p>CHESSWOOD JUNIOR SCHOOL School of Future Leaders Assessment for Learning Policy Head Teacher: Mr Andrew Webb Head of Curriculum: Mrs Sarah Webb Head of Learning: Mrs Sarah Webb Head of Sports: Mrs Sarah Webb Head of Art: Mrs Sarah Webb Head of Music: Mrs Sarah Webb Head of Computing: Mrs Sarah Webb Head of Design: Mrs Sarah Webb Head of Drama: Mrs Sarah Webb Head of PE: Mrs Sarah Webb Head of PSHE: Mrs Sarah Webb Head of Careers: Mrs Sarah Webb Head of Safeguarding: Mrs Sarah Webb Head of SEND: Mrs Sarah Webb Head of EAL: Mrs Sarah Webb Head of Pupil Voice: Mrs Sarah Webb Head of School Council: Mrs Sarah Webb Head of School Improvement: Mrs Sarah Webb Head of School Development: Mrs Sarah Webb Head of School Effectiveness: Mrs Sarah Webb Head of School Quality: Mrs Sarah Webb Head of School Standards: Mrs Sarah Webb Head of School Achievement: Mrs Sarah Webb Head of School Progress: Mrs Sarah Webb Head of School Wellbeing: Mrs Sarah Webb Head of School Engagement: Mrs Sarah Webb Head of School Communication: Mrs Sarah Webb Head of School Partnership: Mrs Sarah Webb Head of School Governance: Mrs Sarah Webb Head of School Finance: Mrs Sarah Webb Head of School HR: Mrs Sarah Webb Head of School IT: Mrs Sarah Webb Head of School Facilities: Mrs Sarah Webb Head of School Health & Safety: Mrs Sarah Webb Head of School Environment: Mrs Sarah Webb Head of School Security: Mrs Sarah Webb Head of School Risk: Mrs Sarah Webb Head of School Compliance: Mrs Sarah Webb Head of School Legal: Mrs Sarah Webb Head of School Tax: Mrs Sarah Webb Head of School Insurance: Mrs Sarah Webb Head of School Pensions: Mrs Sarah Webb Head of School Payroll: Mrs Sarah Webb Head of School Accounts: Mrs Sarah Webb Head of School Budget: Mrs Sarah Webb Head of School Finance: Mrs Sarah Webb Head of School HR: Mrs Sarah Webb Head of School IT: Mrs Sarah Webb Head of School Facilities: Mrs Sarah Webb Head of School Health & Safety: Mrs Sarah Webb Head of School Environment: Mrs Sarah Webb Head of School Security: Mrs Sarah Webb Head of School Risk: Mrs Sarah Webb Head of School Compliance: Mrs Sarah Webb Head of School Legal: Mrs Sarah Webb Head of School Tax: Mrs Sarah Webb Head of School Insurance: Mrs Sarah Webb Head of School Pensions: Mrs Sarah Webb Head of School Payroll: Mrs Sarah Webb Head of School Accounts: Mrs Sarah Webb Head of School Budget: Mrs Sarah Webb</p>	<p>Y:\School Information</p> <p>Level\Pupil</p> <p>A hard copy is printed for all families, the reverse of which is a letter explaining the report and how to log into the parent portal. The report is placed in an envelope by the school office team</p>	<p>Y:\School Information</p> <p>Level\Pupil</p> <p>A hard copy is printed for all families, the reverse of which is a letter explaining the report and how to log into the parent portal. The report is placed in an envelope by the school office team</p>
<p>Teacher Assessment report See example below</p>	<p>January (Autumn report)– first full week Summer (Spring report) – first full week Summer (Summer Report) – final full week of summer term</p>	<p>As above – E copy only available unless specific request made by parents or parents are 'Hard to reach' and are unlikely to request</p> <p>Parent report guide is published on school website: https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&pid=150</p> <p>Autumn, spring, summer</p>
<p>Teacher Assessment Report Summer 2018</p> <p>Name: _____</p> <p>Class: _____</p> <p>Subject: _____</p> <p>Teacher: _____</p> <p>Assessment: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>Target: _____</p> <p>Next Steps: _____</p>	<p>Reading Reading Teacher Assessment Reading Progression: _____ Reading Comprehension: _____ Reading Fluency: _____ Reading Accuracy: _____ Reading Speed: _____ Reading Understanding: _____ Reading Engagement: _____ Reading Attitude: _____ Reading Confidence: _____ Reading Skills: _____ Reading Knowledge: _____ Reading Vocabulary: _____ Reading Grammar: _____ Reading Punctuation: _____ Reading Spelling: _____ Reading Writing: _____ Reading Drawing: _____ Reading Design: _____ Reading Technology: _____ Reading Art: _____ Reading Music: _____ Reading PE: _____ Reading PSHE: _____ Reading Careers: _____ Reading Safeguarding: _____ Reading SEND: _____ Reading EAL: _____ Reading Pupil Voice: _____ Reading School Council: _____ Reading School Improvement: _____ Reading School Development: _____ Reading School Effectiveness: _____ Reading School Quality: _____ Reading School Standards: _____ Reading School Achievement: _____ Reading School Progress: _____ Reading School Wellbeing: _____ Reading School Engagement: _____ Reading School Communication: _____ Reading School Partnership: _____ Reading School Governance: _____ Reading School Finance: _____ Reading School HR: _____ Reading School IT: _____ Reading School Facilities: _____ Reading School Health & Safety: _____ Reading School Environment: _____ Reading School Security: _____ Reading School Risk: _____ Reading School Compliance: _____ Reading School Legal: _____ Reading School Tax: _____ Reading School Insurance: _____ Reading School Pensions: _____ Reading School Payroll: _____ Reading School Accounts: _____ Reading School Budget: _____</p>	<p>Maths Maths Teacher Assessment Maths Progression: _____ Maths Comprehension: _____ Maths Fluency: _____ Maths Accuracy: _____ Maths Speed: _____ Maths Understanding: _____ Maths Engagement: _____ Maths Attitude: _____ Maths Confidence: _____ Maths Skills: _____ Maths Knowledge: _____ Maths Vocabulary: _____ Maths Grammar: _____ Maths Punctuation: _____ Maths Spelling: _____ Maths Writing: _____ Maths Drawing: _____ Maths Design: _____ Maths Technology: _____ Maths Art: _____ Maths Music: _____ Maths PE: _____ Maths PSHE: _____ Maths Careers: _____ Maths Safeguarding: _____ Maths SEND: _____ Maths EAL: _____ Maths Pupil Voice: _____ Maths School Council: _____ Maths School Improvement: _____ Maths School Development: _____ Maths School Effectiveness: _____ Maths School Quality: _____ Maths School Standards: _____ Maths School Achievement: _____ Maths School Progress: _____ Maths School Wellbeing: _____ Maths School Engagement: _____ Maths School Communication: _____ Maths School Partnership: _____ Maths School Governance: _____ Maths School Finance: _____ Maths School HR: _____ Maths School IT: _____ Maths School Facilities: _____ Maths School Health & Safety: _____ Maths School Environment: _____ Maths School Security: _____ Maths School Risk: _____ Maths School Compliance: _____ Maths School Legal: _____ Maths School Tax: _____ Maths School Insurance: _____ Maths School Pensions: _____ Maths School Payroll: _____ Maths School Accounts: _____ Maths School Budget: _____</p>
<p>Y6 National Test Report</p> <p>Name: _____</p> <p>Class: _____</p> <p>Subject: _____</p> <p>Teacher: _____</p> <p>Assessment: _____</p> <p>Grade: _____</p> <p>Comments: _____</p> <p>Target: _____</p> <p>Next Steps: _____</p>	<p>Teacher input linked to final TA judgements. All other information downloaded by head teacher from NCA tools: https://ncatools.education.gov.uk/</p> <p>Publish final full week of Summer term</p> <p>E copy only available unless specific request made by parents or parents are 'Hard to reach' and are unlikely to request.</p> <p>Parents notified of the report availability via weekly communication; twitter and schools buddy email</p>	<p>Admin team PDF report</p> <p>Save to Assessment tool>Year 6 Statutory Outcomes > Year > Reports</p> <p>Further information may be found at https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&pid=150</p> <ul style="list-style-type: none"> Y6 Statutory test report DFE Y6 SATS parent leaflet



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	<p>Parent letter published on school website: https://www.chesswood.w-sussex.sch.uk/page/?title=Annual+Learning+and+Pastoral+Development+Report&pid=151</p>	
<p>Annual learning and pastoral development report</p> 	<p>Teacher completion – first full week in July Final full week of summer term</p> <p>E copy only available unless specific request made by parents or parents are 'Hard to reach' and are unlikely to request.</p> <p>Parents notified of the report availability via weekly communication; twitter and schools buddy email</p> <p>Parent letter published on school website: https://www.chesswood.w-sussex.sch.uk/page/?title=Annual+Learning+and+Pastoral+Development+Report&pid=151</p>	<p>Admin team PDF report Save to Annual learning and pastoral development report >Year > Pupil Reports</p> <p>Further information may be found at https://www.chesswood.w-sussex.sch.uk/page/?title=Assessment&pid=150</p> <p>Annual Learning and pastoral development report</p>
<p>Children's Tapestry of Learning</p> 	<p>Children produce this report in the first full week in July.</p>	<p>Reports can be found at:</p> <p>The head teacher share guidance on the report for teachers at the beginning of the 2nd half of the summer term.</p> <p>The class teacher is responsible for making a copy of the child's original work. The copy is kept with the child's record of achievement file.</p> <p>The hard copy is packaged with the 'Teacher Assessment Quick Report'</p> <p>No electronic copy is kept</p>



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9.2. Target Setting

Data targets

It is expected that all academic staff seek to secure the strongest progress possible for all children. Once a child exceeds the original minimum target the expectations remains that we will seek to optimise learning and teaching for them so their outcomes are 'the best they can be'.

Individual data targets are set automatically using KS1 data aligned to expectations for 'Prior Attainment Groups'. Targets are set out in corresponding scaled and standardised scores. The scores themselves are set out as the 'minimum guide'.

Teachers receive a termly report that details the PAG and KS1 guide outcomes and the extent to which current test data demonstrates those targets are being met.

PAG Guide Outcomes			
Based on key stage 1 TA outcomes the data below acts as a guide for teachers on progress made by children from KS1 starting points against that secured by children nationally with the same reported starting points. Use the highest standard/ scaled score from the PAG and KS1 guide below as the minimum guide.			
Floor Guide	Reading	Writing	Maths
Scaled Score	113	110	112
Standard Score	123	123	123
KS 1 Guide Outcomes			
Based on key stage 1 outcomes the data below acts as a guide for teachers on progress made by children from KS1 starting points. The guide data should be treated as minimum expectations particularly where the KS1 test is below 100 or 110 and children are allocated "EXS" or "GDS" through TA.			
Floor Guide	Reading	Writing	Maths
Scaled Score	115	115	115
Standard Score	120	120	120
ARE	GDS	GDS	GDS

The table below sets out reading outcomes. The standardised score has varied markedly during the year, which can happen. The progress from July to July demonstrates a 15 point drop,



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however when a child score above 120 it is increasingly likely that large fluctuations will occur – the key aspect here is the score remaining above 120. A summer to summer progress grade is shared. In 2018-19 the autumn to current progress and Y3 baseline to current progress is also included. The PAG guide is calculated subtracting current standardised score from expected standardised score.

	Starting SS	Autumn 1 SS	Autumn 2	Spring SS	Summer SS
Standard Score	137	121	108	130	122
SS Progress:	N/A	-16	-29	-7	-15
Progress Grade	N/A	Well Below	Well Below	Below	Well Below
PAG KS1 progress	14	-2	-15	7	-1

Senior Leaders analyse all of the RWM data to support termly pupil target setting and the appraisal process – see flow charts in Tracking. The data is used to ensure that the school is meeting its vision and mission statements.

Subject Leaders analyse data from their subjects to check that subject knowledge is being learned and any gaps are closed against other subjects or between target groups.

10. Guidance

10.1.1. Long-Term Planning Roles and Responsibilities

Curriculum leaders

- Develop and maintain spiral curriculum identifying and accounting for key objectives and programme of study foci.
- Ensure all statutory expectations are accounted for.
- Maintain appropriate section of long-term plan identifying the title for the unit and the time available for delivery
- Review the long-term plan annually amending the programmes of study in relation to other subjects as appropriate.
- Determine and be accountable for school based, National curriculum referenced (or other appropriate benchmarking tool) age related expectations within their specific subject area. Including, expected standards set out for each learning unit and for the specific year group overall.





10.1.2. Medium-Term Planning Roles and Responsibilities

Curriculum Leaders

- Use learning intentions primarily derived from National Curriculum, supported by other appropriate reference sources. These may be reworked to ensure clarity but integrity of the original intention must remain. Brackets should be used to give examples where appropriate, for example 'to able to introduce a character (e.g. attitude, hobbies, dress, sense of humour).
- Learning intentions must be constructed with care and must avoid being confused with the activity per se e.g.
 - Activity Description: Run a small business at the Goblin Go Kart day
 - Learning Intention 'Calculate profit and loss calculating expenditure and income'; Identify the factors that influence an effective team.
- Although the activity has a specific focus it is vital that children are led to generalise the knowledge and apply it in different contexts to demonstrate they truly understand the concept e.g. use of English grammar skills with a geography task.
- Due to the nature of knowledge, skills and concepts they require differing amounts of time allocated during the programme of study. Assessments must be carefully constructed to ensure children's understanding of specific concepts is measured with the same rigour as children's recall of knowledge.
- Develop formative assessment opportunities by creating key questions with reference to Blooms Taxonomy.
- Good questions are hard to develop and therefore teachers are encouraged to collaborate and draw on a range of sources to develop such questions.
- Develop summative assessments throughout the curriculum to identify the progress made within a particular programme of study

Teachers

- Teachers using details outlined in long- and medium-term planning, should:
 - Explore curriculum medium-term plans in detail, assimilating information and identifying appropriate teaching strategies.
 - Faithfully ensure curriculum coverage, continuity and progression in the subject.



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as planned by the subject leader, for all pupils, including those of high ability and those with special educational or linguistic needs.

- Ensure they are clear about the learning objectives and success criteria prior to the lesson (notwithstanding the creation of some success criteria with children in the lesson), understand the sequence of teaching and learning in the subject, and communicate such information with significant confidence and clarity to pupils.

10.1.3. *Short-Term Planning Roles and Responsibilities*

Academic Staff

- Inform the subject leader and/or year group subject planner of any significant deviation from the original planning and reasons for this.
- Through questioning, discussion, pupil demonstration and marking academic staff will make adjustments to the planning for the next session. Plan-Do-Assess-Review.
- Annotations to identify changes to the original lesson should be made on the lesson plan, it is an expectation to see notes, ticks, crosses, highlighted text prior to and following a lesson. All teachers should maintain a planning file incorporating all subject areas.

Foundation Subjects

- Teachers are expected to identify the extent to which objectives are achieved at the end of the programme of study by completing end of term subject evaluation feedback within year group discussions.

10.2. *Responsive Teaching Further Examples*

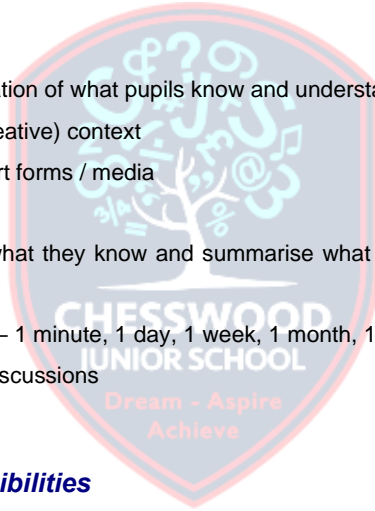
- Spelling and vocabulary tests
- Filling in blank or missing section knowledge organisers
- Questioning and feedback
- Peer to peer discussions and explanations
- Self and peer assessment using pupil / teacher created success criteria
- Pupil created questions and answers from their own learning
- Idea comparisons
- End of task/ sequence/ unit presentations (oral, performance, physical etc.)





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- Focused observation and interaction to analyse pupil response
- Focused games
- Group presentations and hands-on practical activities
- Impromptu low stakes quizzes / multiple choice responses
- Five minute 1:1 conferencing
- Anonymous voting
- Concept maps / Doodle maps – visualisation of what pupils know and understand
- Using the skill / concept in a different (creative) context
- Synthesis of learning in different visual art forms / media
- Misconception checks
- Lesson entry and exit slips to find out what they know and summarise what pupils have learnt
- Flashback slide at the end of the lesson – 1 minute, 1 day, 1 week, 1 month, 1 year ago
- Fluent in 5 – vocabulary and language discussions



10.3. **Feedback Roles and Responsibilities**

Academic Staff

- Are expected to provide written feedback, wherever possible, at the point of learning.
- Be conscious, at all times, within the plan, do, assess, review cycle of the relative demands of the task and therefore the assessment opportunities that would be appropriate.
- Listen carefully to the talk, observe the writing and the action through which pupils develop and display their state of understanding.
- Provide children with tailored feedback and praise (when earned), linked to the learning objectives & success criteria. Lead pupils to understand what they have done well and identify what they should do next to improve.
- Provide timely feedback, where possible, in the company of the child. Fuchs et al 1997, showed that frequent assessment feedback helps children enhance their learning.
- Provide pupil feedback that promotes task involvement and discourage ego involvement e.g. Ego – You are brilliant! Task – This sentence is brilliant; it shows that you understand sub-ordinate clauses. Butler 1987 demonstrated children who are mainly task orientated





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out performed those who are mainly ego orientated. Craven 1991, 'in a competitive system, low attainers attribute performance to lack of ability, high attainers to effort; with task orientated system, all attribute to effort, and learning is improved, particularly for the lowest attainers.'

- Regularly provide children with planned opportunities to reflect on feedback, correct errors and consider how they will improve their work now and in the future.
- Teach children how to use 'Review and Reflect' time effectively demonstrating how to respond to comments and symbols within their published work e.g. incorrect spellings, calculations; incoherent paragraphs.
- The use of review and reflect time aligns specifically with setting and reviewing bespoke learning targets with children e.g. Small step targets and SMART writing target cards.
 - The focus will be to illustrate how to close the learning gap on key learning objectives.
 - During review and reflect time the class will be involved in activities such as:
 - Continuing to complete tasks set.
 - Reading teacher comments on their work and identifying where they have taken note of these in their work.
 - Reflecting on targets for improvement and identifying where they have taken note of these in their work.
 - Edit and improve specific pieces of work – in line with teacher comments and/or learning targets.
 - Completing assessment tasks e.g. Developing / extending concept maps.
- Children should be actively involved where possible within the feedback e.g. discussing strategies, developing a critique of one piece of work in line with focussed objectives.
- Provide feedback that identifies:
 - What is successful about the outcome – linked to the planned learning objective.
 - What needs to be done next to improve – linked to the planned learning objective.
 - How much they have improved by reviewing their progress during the year - give them the confidence to continue and make further improvements. This strategy





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can prove to the child, despite all of their belief systems to the contrary, that they can and do make progress.

- Butler 1988 established that, whilst pupils' learning can be advanced through comments, the giving of marks or grades has a negative effect in that pupils ignore comments when marks are also given – a child receiving consistently low grades or marks with no intervention detailing how he or she could improve is likely to make little or no improvement in his/ her learning and sustain long term harm to his/ her self-esteem and confidence increasingly identifying themselves as irreversibly inadequate.
- Children MUST respond to feedback, appropriate to their age, maturity and subject matter:
 - signing their initials to state they have read the comments and will try to address them.
 - acting on the guidance provided to improve the work.
 - making a note under the original comment when they have achieved it.
- Where children's work simply requires ticks or crosses then it is expected that all will be marked – this may be done by the academic staff member or the children themselves.
- Regularly provide children with examples of work that has achieved the learning objectives, this may be work from the peer group or from other sources such as the DFE exemplar materials.
- Use the termly teacher assessments to provide children and parents an accurate assessment of their current stage and the next steps to support improvement.

Things to avoid

- Constantly directing children towards giving the expected answer – this often seals off any unusual, often thoughtful but unorthodox attempts by the pupils to work out their own answers.
- Feedback that, solely or predominantly, serves social or managerial functions at the expense of learning functions e.g. excessive omission of feedback and expectations for next steps against learning intentions and success criteria to be replaced with “well done” “great work” “marvellous”.
- Collecting marks and grades at the expense of analysing pupils work and giving directions





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to support future learning.

- Using marking and grading practices which emphasise competition rather than personal improvement.

10.3.1. Pupil Self- and Peer-Assessment Roles and Responsibilities

Academic Staff

Academic staff will lead and manage self-assessment to ensure children:

- are guided through the age-related expectations (usually communicated as learning intentions and broken down into success criteria, appropriate to their level of understanding.
- regularly reflect on pieces of work that have attained a specific level and discuss the reasons why the piece of work has attained the level.
- Identify similarities and differences between their piece and a comparator piece of work. Children recognise and record when they have reached their 'next step' within reading, writing & maths on their personal target sheets.
- Note specific improvements they could make to their work based on the comparison exercise.
- Develop a deeper understanding of standardised test expectations
 - experience questions that assess a particular level, discuss key words and the requirements of the question – the use of test base soft ware and past papers will support this process for reading, writing (GPS), maths.
 - Are given the opportunity to create their own questions, responses and marking guide.
- Are encouraged to regularly
 - Undertake Self-Questioning – How might I explain or teach it to someone else? How would someone else know I had learned and understood it?
 - Have the opportunity for children to feedback to others about the areas for improvement in their work; and the actions they taken to improve it.
 - Create memory map or a concept map.
 - Practise 'Positive Self-Talk' – This is a can-do school with can do pupils.





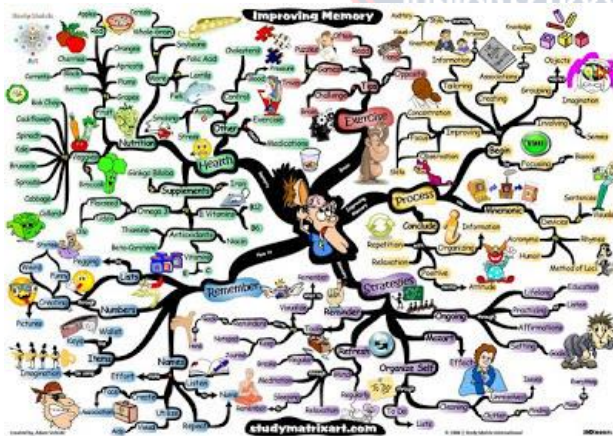
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Peer Assessment

Academic staff will lead Peer Assessment to ensure children:

- Have 'Response Partners' for a particular session or allocated for a pre-determined length of time e.g. lesson, day, week, term
- Have the opportunity, as response partners to
 - explain their strategies and methods
 - Review work against success criteria and identify where improvements could be made, appropriate to their understanding.
 - develop key points, applications, personal uses, evidence of truth, deductions (KAPED)
 - develop memory maps



10.3.1. Questioning for critical thinking Roles & Responsibilities

Academic Staff

- Provide 'Wait Time' - Consider the challenge presented by the question asked and allow appropriate 'wait time' (even if the room is dead silent for what appears to be an intolerable length of time) to enable pupils to assimilate thoughts and construct a response.

To support children's ability to reflect and respond successfully, make use of

- Whiteboards - children writing down their answer. **Caution:** it is advised that children typically work in exercise books so there is mounting evidence of progress, however



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quick response answers e.g. what are the factors of 36 would be appropriate.

- Jig-sawing (think pair share) to support children when giving responses.
- Children responding on behalf of each other.
- Providing children with a choice of answers (scaffolding).
- Concept photos.
- Children should be encouraged to wait for the teacher to ask them for their answer (use lolly sticks or other random selection method) after the 'wait time'. We discourage hands up and do not accept answers shouted out. As children are selected at random (in their eyes, anyway!) there is some jeopardy that could lead to negative emotion. 'I don't know' is an acceptable response and one which allows an assessment to be made. Children should be encouraged to go further and state "I don't know because I am struggling with" Or "I don't know but I think it might be..."

Things to avoid:

- Allowing one group of confident children to dominate the discussion or Q&A sessions – this may keep the lesson moving but will the majority of the children's learning be progressing? No, disengagement for the majority is likely and disenchantment.
- **Caution:** Quick response answers provide a level of fright within the room and often only produce recall of facts. Use this type of questioning carefully and with a broad balance of other questioning styles.

10.4. **Annual Testing for Reading, Writing and Maths Roles and Responsibilities**

Headteacher or Senior Leader will:

- Maintain and develop SAT's analysis spreadsheets to support data analysis.
- Populate SATs analysis spreadsheets with test data.
- Gather summative test analyses from national sources (Analyse School Performance) entering this data into comparison tools within schools e.g. KS1 – KS2 progress; Quartile progress and the Y6 Target & teacher assessment comparisons.
- Create and maintain reporting frameworks, as appropriate e.g. termly assessment report for leaders and governors – supported by recommend and reviewed actions from subject and area leads. SATs analysis reports.





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- Undertake the annual assessment report for Reading, Writing, Maths and Science using all available evidence to develop conclusions and recommendations.
- Provide support and coaching for subject leaders to support high quality data analysis and reporting.

English & Maths Subject Leaders will:

- Use summative data to identify pupils who are underachieving or excelling in English and maths, monitoring and evaluating class teachers responses to providing support or extension programmes and the effectiveness of this.
- Provide support and coaching to class teachers to enable them to develop and implement effective 'Closing the Gap' plans to support pupils who are underachieving. This includes supporting teachers subject to formalised support i.e. securing expected outcomes and capability procedures.
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Use summative test data as a key aspect of subject self-evaluation.
- Develop, maintain and sustain improvement plans based on conclusions and recommendations drawn from summative test data in each year group.
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, account for policy success and consistency as part of leadership accountability.
- Use summative test data to cross reference teacher assessment judgements and the resulting 'next steps' reported to children and their parents; ultimately ensuring these are consistent, valid and reliable.

Teachers will

- Maintain familiarity with the statutory assessment and reporting requirements. Year 6 teachers will establish and maintain an in-depth knowledge of statutory assessment procedures;
- Develop a good knowledge of comparative national, county, and school level data, to support clear target setting with appropriate challenge and expectations for pupils'





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achievement.

- Carefully consider conclusion and recommendations draw up by respective subject leaders and adjust their teaching accordingly.
- Secure consistent, valid and reliable teacher assessment outcomes.
- Identify pupils and groups who are not securing optimal attainment and progress – take effective action to secure said optimal achievement.

11. Appendices

Reading

Embedding Formative Assessment (EEF)

https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf

Could the Mastery Transcript prompt an assessment transformation?

<https://rethinkingassessment.com/rethinking-blogs/could-the-mastery-transcript-prompt-an-assessment-transformation/>

The problem with progress: a guide

<https://www.sigplus.co.uk/2020/07/the-problem-with-progress-a-guide-for-governors/>

Teacher Feedback to Improve Pupil Learning (EEF)

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>

The Four Pillars of Assessment

[Y:\Management\Leadership\Assistant Head\CY Leadership\Curriculum Teaching and Assessment CPD](#)

Formative Assessment: Guidance to support your skills and knowledge regarding formative assessment. WSCC School Effectiveness Team

Y:\School Level\Policies\Assessment - Recommended\Assessment

Policy\Assessment_Area_Network_Group_-_West_&_South_10.11.20_-_Documentation.zip

A marked improvement?

A review of the evidence on written marking April 2016 Education Endowment Foundation

https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/EEF_Marking_Review_April_2016.pdf

Eliminating unnecessary workload around marking

Dream Aspire Achieve – Be Extraordinary



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Report of the Independent Teacher Workload Review Group

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf

Effective Marking: what do we really know?

Blog: Teachers spend much of their time marking, but do we really know what makes an impact on pupil progress? We summarise the research evidence.

<https://my.optimus-education.com/effective-marking-what-do-we-really-know>

