NEWPORT INFANT SCHOOL

MONITORING, ASSESSMENT, RECORDING AND REPORTING, AND TARGET SETTING POLICY

Co-ordinator: Miss R Overthrow

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The aims of this policy are to:

- develop a shared understanding of, and agreement upon, the principles and purposes of assessment

- give direction to curriculum assessment practice based upon a common set of principles

- encourage consistency of procedures and practices across school year groups, and between our school and Newport Junior School

- provide a focus for reviewing, monitoring and evaluating the children's learning and the effectiveness of the teaching

- enable the school to meet statutory requirements

The Purposes of Assessment

Assessment needs to

- be integral to teaching and learning

- help children understand how effectively they have acquired knowledge, understood concepts, applied processes and used skills

- offer clear guidance about what children need to do to improve, and support teachers in planning to enable the children to make those steps

- illustrate the effectiveness of the teaching and highlight areas which may need greater emphasis

- inform parents, governors and others who need to know about progress and achievement.

The Principles of Assessment

To help children to learn more effectively by:

- involving the child in the assessment process, through target setting and assessment for learning opportunities planned into daily lessons

- identifying individuals' strengths and weaknesses

- indicating the next steps in the learning process, and

- motivating the child through success and encouragement.

To help teachers to evaluate their teaching by:

- identifying strengths and weaknesses in the teaching, or gaps in provision

- identify possible strengths and weaknesses in teaching approach

- indicating the next steps in the teaching, and

- identifying those children who need further support and those who require further extension.

<u>**Assessment in Practice**</u>

Assessment takes place in a variety of ways. Teachers need to be aware of this range and the complementary nature of how each links together to build up a picture of the individual child.

Formal assessments <u>OF</u> learning

are the statutory tests at the end of the key stage, baseline assessment (Foundation Stage Profile) plus the standardised testing the school carries out eg Year 1 phonic screeening check

Assessments <u>FOR</u> learning

AfL has been defined as:

"the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning , where they need to go and how best to get there"
(Assessment Reform group)

Some characteristics of constructive written feedback include:

➢ **focusing on the success criteria for the session selectively**

➢ **confirming that the pupils are on the right track -> Value process and efforts not just the outcome**

➢ **stimulating the correction of errors or improvement of a piece of work**

➢ **scaffolding or supporting next steps**

➢ **providing opportunities for pupils to think through for themselves**

➢ **commenting on progress over a number of attempts**

➢ **providing opportunities to respond**

and what else?

Is your policy clear on how written feedback links with:

➢ APP statements / targets

➢ pupil peer and self- assessment

➢ the learning objective and success criteria

Analysing teacher feedback

➢ do comments reflect the subject at the appropriate level / pitch?

➢ is pupil self- esteem promoted ?

➢ does the marking reflect the learning objective, success criteria / intended learning outcome and link to progression?

➢ does the selected piece represent a milestone in pupils learning route?

➢ are pupil next steps easy to see?

➢ are further challenges set?

➢ does the teacher regularly expect and get a response that move the learning on?

These are the daily observations, interventions, feedback and next steps carried out alongside the children, to inform the learning and to allow the teacher to plan short term. The teachers will ensure that there is enough flexibility in their medium term planning to ensure that daily teaching is always responsive to the needs of the children, as identified through the assessment for learning process. Each lesson's objective will be clearly articulated to the children, and recorded through the 'learning label'. This will identify what the children are to learn by the end of the lesson, and the 'steps to success' clearly identify how that will be achieved.

These opportunities for assessment might include some or all of the following:

- listening to what children say and then posing additional questions to extend their thinking;

- encouraging discussion amongst children and with the teacher;

- observing and evaluating children's written, oral and practical work; and

- encouraging children to evaluate their own work and the work of others (self and peer assessment)

- using individual whiteboards or other 'everyone respond' carpet resources as whole class feedback to make assessments of children's level of understanding to inform next steps in learning within the lesson

Assessment for learning opportunities will not necessarily result in a written or formal record as teachers will respond verbally and act upon them within the lesson, with an individual, group or whole class.

Feedback
Five key strategies

1. Clarifying, understanding, and sharing learning intentions. Sharing success criteria with learners.

2. Engineering effective classroom discussions, tasks, and activities that elicit evidence of learning.

3. Providing feedback that moves learners forward and giving learners time to act upon it.

4. Activating students as learning resources for one another.
      e.g. Collaborative learning, group work, reciprocal teaching, peer assessment

5. Activating students as owners of their own learning.
      - Metacognition (knowing how you learn) motivation, interest, attribution, self-assessment.

How does APP and individualised targets fit into success criteria in lessons and into feedback ie in marking

The teacher will make 'close the gap' feedback comments to the children in their guided group session for Maths and Literacy each day. This will mean that each child will have focused feedback at least twice a week. The teacher may choose to give detailed feedback more often than this, but this is the minimum requirement. Again, planned opportunities to allow the children to respond to the 'close the gap' marking will be incorporated into weekly and daily planning.

The children will also be given regular planned opportunities to take part in self and peer assessment. The format of this will vary across year groups, ranging from discussions with the younger children, to more formal opportunities towards Year Two, for example the "Three Stars and a Wish" strategy. All these opportunities should enable children to discuss their work in relation to the learning objective identified, and should be highly supported by the teacher, so that children continue to feel proud of their work, as well as wanting to improve their work.

The teaching assistants may offer detailed feedback to the child during a guided session. The teacher will very clearly have articulated the learning that was to be developed from a particular piece of work, and the TA would comment particularly on that learning focus. Teaching assistants have been trained to understand close the gap marking, and the purposes of assessment for learning.

See appendix for a comprehensive list of assessment opportunities in use throughout the school.

Moderation

Teachers input data on pupil's achievement in reading, writing and Maths once a term. This is available for analysis after each half term holiday. Teachers will ensure that a range of assessment information informs their professional judgement regarding levels of ability. The headteacher will analyse the tracking pupil progress data each term, to identify children on track to achieve their targets, those who are in danger of underachieving, so that interventions can be planned to help close the attainment gap for those children, and to identify where there may be gaps in provision, so that teachers can make effective adaptations to medium and short term planning to help maximise children's opportunities to succeed.

The school ensures that vulnerable groups of children are carefully tracked to ensure they make appropriate levels of progress whilst at our school. All staff are aware of the vulnerable groups within their class, so that appropriate provision can be planned, taking into account these children's particular needs.

External moderation by the LA is a further feature of the moderation process and may take the form of a non-school based moderator scrutinising and confirming judgements with further referral for arbitration should this be deemed necessary.

APP in writing

Whole school staff meetings are planned during which writing samples are moderated, and target writing groups established within each class for the term. This process involves staff in discussions about levelled work, and reiterates for all staff the expectations within a piece of work at each of the levels, from Stepping Stones through to levels 1 and 2 of the National Curriculum. This also helps Year Two staff to effectively group children for Swap Groups which happen once a week in Literacy and Numeracy for the Spring and Summer term usually.

Year 2 staff moderate SAT writing altogether to ensure consistency of marking. This enables us to set a benchmark for each level of writing and remain consistent across Year 2.

In the Summer Term, staff will liaise together to plan the following year's class organisation, to support with the target setting process, and helping ensure that teachers are familiar with the level of ability for each child in their new class, thus helping to minimise the settling in period.

Evidence and Recording

The records are used to:

- identify an individual child's achievements and appropriate targets for the future

- inform future planning eg brief evaluations at the end of the week on weekly timetables

- inform receiving schools and teachers

- provide evidence for teacher assessment at the end of the key stage

- assess continuity and progression in the teaching and learning, and

- to inform reporting to parents.

These records

- supplement the teacher's personal and professional knowledge of the child

- are useful, informative and manageable

- are accessible and easy to interpret

- support teaching and learning

- establish a link between planning, assessment, recording and reporting.

Recording Curriculum Coverage

Evidence of curriculum coverage is to be found in the curriculum planning and schemes of work, which are part of the recording systems which specify what is to be taught and learned.
For this reason curriculum coverage is not recorded for each individual child.
Individual records relate to children's attainment and progress.

Recording Individual Attainment and Progress

We recognise that

- different subjects may require different approaches

- children's differing needs will determine the details and frequency of recording an individual's progress

Records may consist of

- the children's work including topic books

- teacher's marking and annotations on the children's work, including targets, next steps, learning labels and close the gap marking

- brief notes made by the teacher or teaching assistant, on oral work, group work, mental calculation strategies etc

- a copy of the annual report to parents which provides an annual summary of all the above, and

- any other specific records, such as IEPs and SAT results

- Foundation Stage Profile (on entry to school)

- termly unaided pieces of work: writing, handwriting and observational drawing

- reading record books

  - writing, reading and Maths group target sheets, to indicate targets met through the year, and next steps

- curriculum webs, with individual targets in reading, writing and Maths (informed by the group targets)

- class cohort sheets to record levels in reading, writing and Number each term, and to record levels in all other subjects at the end of the Summer term, ready to inform report writing.

Reporting

Children's progress is reported to parents in a variety of ways, these include:

- informal discussions with parents

- planned discussions with parents, as and when requested,

- parents' meetings held during the school year.

- termly curriculum grids sent home, including individual targets for reading, writing and Maths, for each child

In addition parents receive an annual written report on their child in the Summer Term, covering each National Curriculum subject and Religious Education.

The evidence in these reports is drawn from the written records, teachers' annotated comments produced over the year, the teachers' own professional and personal knowledge of the child and the levels assigned to each child on the class cohort sheet from the level descriptor file.

Level Descriptor File

Newport Infant School has produced our own level descriptor file which contains the level descriptors for each curriculum area, including R.E. The curriculum co-ordinators for each of the subjects have broken Levels 1 and 2 down into c, b and a, to enable a more refined and accurate levelling process.
Each teacher records the levels from the children's formal assessments each term (in reading, writing and Number work), and once at the end of the year for the remaining curriculum areas, onto a class cohort sheet (See Appendix). This then forms the basis for the end-of-year annual report to parents.

End-of-year reports to parents

A bespoke computer program has been exclusively designed for our school, to be relevant for our children, upon which the data from the level descriptor cohort sheet can be entered. This produces an accurate and detailed description of the attainment of each child within each curriculum area. It also informs parents of the level at which their child is working within each area. We have found this to be extremely well received by parents.

The teachers add their own personal comment about each curriculum area, and an overall comment at the end of the report about the child's general progress, attainment and behaviour.

Class assemblies are held for children to share their work with a wider audience and are often used as a vehicle for parents to appreciate the arts in the curriculum: elements which are less than easy to record in document form.

Target Setting

Target setting is a positive method of linking assessment, record keeping and moderation by providing a framework for planning the next steps.

Target setting does:

- enable staff to celebrate, discuss and disseminate good practice

- involve pupils, parents and staff in raising standards, expectations and levels of attainment

- encourage the participation of all staff at all stages of the target setting progress

- ensure continuity and progression across the year groups and throughout the school

- inform future planning and clarify next steps for individuals, groups and cohorts

- enable staff to improve practice and contribute to the raising of standards and achievements.

Pupil targets

Children are grouped according to ability for writing, reading and Maths, and are given group targets in these three areas. These are shared with the children as part of the daily Literacy and Numeracy Hour, and children are made aware of their achievements and successes throughout the year, as the children reach their targets and further targets are set. These will often be directly linked with the close the gap marking, and with teachers and children working otogether to identify next steps in learning.
The Assessment co-ordinator has been active in developing writing and reading targets from the National Literacy Strategy, and Maths targets from the National Numeracy Strategy.
Individual targets are shared with parents throughout the year. Group and individual targets are reviewed with parents at open evenings and afternoons, thus maintaining direct positive home school links.

Target Setting – planned intervention at Year 1

In the Autumn term of each year, all pupils are assessed.

A set piece of unaided writing from each <u>Year 1</u> child will form the basis of this assessment.

Whole school staff will be involved in the process of awarding levels to these pieces of work using National Curriculum level descriptors from our own Level Descriptor file.

From this information a target group of Year 1 children will be identified.

The target group within the cohort consists of those pupils who are considered likely to achieve 2C SAT result in writing at the end of Key Stage 1.

Termly target words will be set for this group, with progress closely monitored by a cross-Key Stage group of teachers and SSAs, through whole staff meetings, SEN IEP review meetings with the SENCo, and Year 1 team meetings.

This assessment data will form the framework for tracking the progress and attainment of the target group, enabling the school to ensure an appropriate curriculum for all children regardless of degree of ability.

The information gathered during the course of the year will be linked to other target setting data (6+ results and reading test results), and will inform SMART targets for the coming year.

RESPONDING TO AND MARKING CHILDREN'S WORK

Aims:

- To determine the role of the teacher in marking work

- To ensure consistency of approach and terminology throughout the school

- To provide feedback to the child on work, and offer guidance, next steps, targets for the future (Short term or long term)

- To provide the teacher will information to inform assessment and future planning

- To develop a record of progress and development

- To provide information for other audiences, eg parents, teaching assistants, Governors, inspectors, etc

Strategies:

In order to implement the marking policy, a range of strategies will be used:

▪ Verbal responses:
Discussion with individual children or small groups. At Newport Infants, we pride ourselves on the value of adults' verbal exchanges with the children, and spend a lot of time talking to children about their work, encouraging them to develop a vocabulary to be able to discuss their work confidently with others.

▪ Written responses:

All marking will be in **black pen** to enable easy differentiation between the child's and the teacher's marks on the page.

The adult's marking should provide a model of correct spelling and layout of work, and will, wherever possible, be written in full and clear sentences, starting at the left side of the page. Where a piece of children's work has filled the page, the adult's marking should be overleaf.

Comments are usually addressed to the child, and will focus on the positive aspect of the work, or the child's response to it. Some comments may be addressed to the teacher to inform assessment and planning. Sometimes the teacher may write a question, either to clarify the child's thinking, or to extend their learning.

Responses will link directly to the learning objective (as indicated by the dated "Learning label" stuck on pieces of work)

Responses may make reference to children's individual or group targets.

Teachers will offer children the next steps in their learning, through close the gap marking, for each child in the teacher's guided group each day in Lteracy and Numeracy lessons. Teachers and teaching assistants will only be expected to respond in detail, to the work of the guided group of children (with whom they have worked), in any one lesson. This marking will be linked to the learning objective and may comment on children's individual or group targets. Each group within the Literacy and Numeracy Hour will be the teacher's focus group at least once in a week. The teaching assistant will work with other groups, at the

teachers' discretion, depending on the ability and level of support needed in particular activities.

Groups who are working independently will have their work marked, but this may not be a detailed comment. It may be a tick to show the work has been seen, or a small written comment, and will include reference to the marking key, to show how the child has worked:

Marking key

The assessment co-ordinator has devised a key to enable teachers and teaching assistants to mark the level of support children received for each piece of work. The key is as follows:

> **G = guided activity (by an adult)**
> **OA = other adult, may be TA, student teacher, volunteer**
> **I = worked independently with no adult intervention**

- Facial expressions/responses ie a smile, a nod

- Positive rewards

Stickers of all shapes and sizes, certificates, Gold Star awards, Headteacher awards, Golden Time and reward assemblies are all strategies used in school to promote confidence and self esteem. These are used alongside other strategies to respond to written work.

When to mark

Ideally, all work should be marked alongside the child, as close to the completion of the activity as possible. We have stipulated that teachers and teaching assistants only mark, in detail, the work of the guided group of children. Therefore, other work from each lesson will be marked with less detail, and may be marked after the lesson or at the end of the day. It should be available for the child to read, or have an adult read it to them, the next day.

The independent group who become the guided group the following day, will be able to look at the comments on their independent work with the teacher. This will help focus their learning in the guided session, and inform short term planning.

MONITORING

Each teacher is responsible for monitoring the teaching and learning in their curriculum area(s). Teachers follow a monitoring timetable which informs staff of the subject in focus within each term, and the format the monitoring will take eg lesson observation, scrutiny of books, pupil interview, etc. this can be found in the SDP.

For monitoring to be effective, feedback must be given.
It is important to recognise that overall judgements and findings are conveyed to the appropriate audience.
This audience could be:
Individual member of staff
Whole staff
Governors
Parents
LA
Wider community

Feedback will include positive comments, constructive critical comment and areas for development.

The lesson observation proforma can be found in the Appendix.

The School development Plan is regularly reviewed, and regular monitoring information feeds into this key document. Where Subject leaders and/or Senior

Leadership Team feel the plan needs adjusting to take account of recent developments, or particular monitoring information, this will happen at a whole school staff meeting.

Performance Management is statutory and is an ongoing cycle monitored by team leaders (Senior Management Team) and the Headteacher. (See separate Performance Management Policy)

APPENDIX

The following is a comprehensive list of assessment opportunities identified and used by staff throughout the school year to monitor planning, ensure effective and appropriate curriculum delivery and support pupils' progress by determining next steps.

Planning: Long term, ensuring coverage of objectives across each attainment target within each curriculum area.

Medium term, including some blocked units of work, and cross curricular links

Short term, consisting of a weekly timetable, including lesson objectives, next steps for individuals or groups, and assessment for learning opportunities

PPA: 10% non-contact time per week for year group teachers to meet to plan, prepare and assess, including discussing individual children, groups or pieces of work.

Entry into school: Foundation Stage Profile

All About Me form completed by parents

Induction process including home visit and parents' meeting

Annotation of work: school marking policy

Jottings/
professional judgements: teacher notes on planning or in children's books

Assessment opportunities: planned activities to ascertain understanding

Assessment grids in Science, Maths and ICT to record individual progress

Phonic check sheets

Records/Data Analysis: APP grids
                                            Year 1 Reading Check data
                                            Termly tracking pupil progress data
                                            SATs   Year 2 (May)

                                            reading records – daily/weekly
                                                                parents/teachers/TA's

                                            Children's work

                                            School development Plan - ongoing analysis and review

Class Assemblies   public performance

Concerts

Monitoring/moderation
opportunities: lesson observations

Book trawls/scrutiny of work

LA advisor inspections

Work sampling

Interviews with children

Governor questionnaires to parents

Annual Parent questionnaires

SEN review of provision maps with SENCo

Lesson observation sheet