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Inspire a love of learning, within a nurturing Christian environment

Teaching & Learning Policy
(Including Assessment and Feedback)

Brockenhurst CE Primary School & Pre-School

Approved by:	Board of Governors	
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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels

3. Principles of assessment

To ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the skills set out in the National Curriculum and that it lies at the heart of promoting children's education
- High quality, in depth teaching is supported and informed by high quality regular formative assessment (Ongoing assessment)
- The school ethos promotes and emphasises the opportunity for ALL children to succeed and hence assessment needs to be effective for each child's needs (inclusive)
- There is a clear purpose for assessing and the assessment is appropriate for the skills being assessed
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- Assessment provides information, which is clear, reliable and free from bias and informs teaching and learning
- Assessment supports instructive conversations with pupils and parents
- Children take responsibility for their learning and are encouraged to reflect on their progress, understand their strengths and identify what they need to do to improve through discussions and feedback from their teachers
- We assess without adding unnecessarily to teacher's workload

4. Assessment approaches

At Brockenhurst C of E Primary School and Pre-School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our skills-based curriculum

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Ongoing formative assessment outcomes will inform dynamic adaptations to planning and teaching strategies

Teachers will use feedback strategies that are most impactful for the children. This will often be immediate and verbal

Formative assessment includes a range of techniques.

- Gradual Release Model
- Think, pair, share
- Individual whiteboard work
- Use of misconceptions as a teaching tool
- Questioning – open, closed, expanded
- POP's (Point of Proof)
- Retrieval practice
- Reflective edit (response to VF)

In the Early Years formative assessment techniques will be through the ongoing role of adults questioning/interactions based on shared understanding of current learning/next steps and the individual child

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve good progress and attainment
- **Teachers** to evaluate learning at the end of a lesson, unit or period of learning and the impact of their own teaching
- **Pupils** to know how well they have understood a taught concept over a period of time. It should be used to provide feedback on how they can move learning forward
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time

The in-school summative assessments will be used to monitor and support children's progress

The range of approaches include:

- End-of-term assessments, (NFER for Reading and Maths)
- Independent writes
- Maths POP
- Termly teacher assessments as recorded on SIMS for Reading, Writing and Maths
- Ongoing Phonics assessments

- Reviews for pupils with special educational needs or disabilities
- Retrieval practice
- Writing moderation – local schools and internal

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

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

Nationally standardised summative assessments include:

- A Baseline Assessment in Year R
- Early Years Foundation Stage (EYFS) profile at the end of Year R and moderation
- Phonics screening check in Year 1
- Multiplication Check in Year 4
- National Curriculum tests and teacher assessments at the end of Key Stage 2 (year 6)

5. Reporting to parents

Assessment data will be reported to parents, through a combination of annual reports, parents' evenings, and/or access to Tapestry

Annual reports to parents will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress and attitude to learning
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record (except where the pupil is in the reception year)

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' educational needs and any requirements for support and intervention

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. (This should account for the amount of effort/learning the pupil puts in as well as the outcomes achieved)

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' barriers to learning

7. Training

Teachers will be kept up to date with developments in assessment, best practice and how they will be able to develop and improve on a regular basis through staff training. The Assessment Lead will ensure staff have access to continuing statutory professional development opportunities on

There will be an emphasis on ensuring teachers have a good understanding of assessment and assessment practice

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

8.3 Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Subject leaders are responsible for reviewing assessment of their subject

9. Monitoring

This policy will be reviewed every 2 years by the Leadership team. At every review, the policy will be shared with the governing board

All class-based staff are expected to read and follow this policy. The Leadership team is responsible for ensuring that the policy is followed

The Leadership team will monitor the effectiveness of assessment practices across the school, through:

- moderation
- learning walks
- work scrutiny
- pupil progress meetings
- pupil interviews.

10. Marking and Feedback

Pre-School & Early Years

Tapestry is used to record children's achievements, across areas of learning. Alongside this we use verbal feedback to support children and move their learning forward

KS1 and KS2

All non-core books - Flash of LO (Green/Orange) to indicate whether the child has achieved the learning objective, or is achieving it in some areas

Maths

Feedback is to be given to every child once a week in the form of verbal feedback during the lesson. The feedback is intended to be in the form of questioning, verbal prompts and modelling in order to support the child and move their learning on. Feedback should be individualised to that particular child

English – writing
Feedback is also to be given to every child once a week in the form of verbal feedback. The feedback is to identify areas within a piece of writing which could be improved

Recording Feedback
Feedback to be recorded by staff using green pen
Children to respond to feedback and edit/mark their own work in red pen
Children in KS2 to use a purple pen when up levelling their work

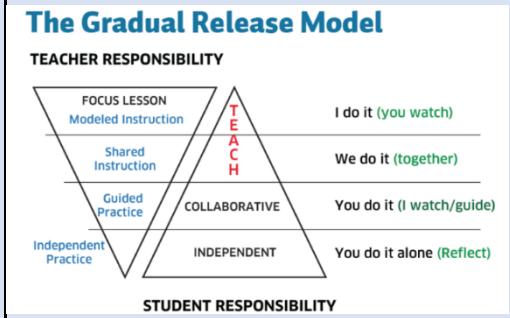
A record of children receiving feedback is to be recorded in the following places:

- On a class list (where a child has been absent all week, please indicate on the sheet)
- In the child's Maths book using the abbreviations below
- In the child's English book using the abbreviations below

FB – Q **Ch**	Extending the child's learning with questioning Extending the child's learning with challenge
FB – M	Modelling
FB – VP	Prompting the child To be used when a child has received support and then demonstrated independence within that same lesson
	Verbal prompt for editing writing - **FB – CL** - Capital letters **FB – FS** - Full stop **FB – FS** - Finger space **FB – SP** - Spelling/using a dictionary **FB – PH** - Phonics **FB – HW** – Handwriting **FB – P** – Punctuation **FB – SS** – Sentence Structure

POP
Once a week the children are to be given a POP (Point of Proof) in maths. This is a 5-minute task that tests the learning that has taken place from the previous weeks. This is an independent piece of evidence to show that they can apply previous learning and can be used as assessment

Adults working on a 1:1 basis will record more detailed notes in the child's book. This will show how the child has accessed the learning objective

Quality of Instruction			
Learning Journey	**Instructional Strategies**	**Task Design**	**Subject Knowledge**
Learning journeys are reversed engineered from intended, meaningful outcomes. Learning journeys take account of the 'big picture' by building on prior learning, preparing for future learning and making links between subjects. Learning journeys break knowledge down into sequential small steps. Learning journeys make use of opportunities to assess what the children know and can do Learning journeys are flexible and should be adapted to ensure identified gaps are addressed	The Gradual Release Model will be used to guide quality instruction that enables independence  Adults model in ways that lead to high levels of success for all children. Adults model cognitive and metacognitive strategies. Questioning and class talk (questions, cues and prompts) are used effectively to deepen and elicit pupils understanding.	*Right Learning, Right Time for All.* Tasks are clearly aligned to intended learning and take account of the needs of all pupils. Tasks allow pupils to show their understanding in different ways. Tasks are adapted in real time to meet the needs of pupils in response to AFL. Tasks include opportunities for pre teaching, over learning, consolidation and retrieval. Task design makes effective use of additional adults and learning resources. Feedback supports effective learning and good progress.	Subject knowledge is good enough to teach effectively. Adults identify and anticipate misconceptions Adults break learning into smaller steps Adults understand the bigger picture (prior learning, progression, endpoints). Adults have a sound understanding of the school's and national curricular. Adults use explicit and precise vocabulary. Adults use effective AFL to plan next steps and adapt for need.

Enabling Environments			
Environment Routines	**Supporting Behaviour**	**Role of adults**	**Displays and Resources**
Clear, consistent systems and routines free children to focus on learning. Transitions managed and planned well to maximise use of time. Physical environment is well organised, enabling independence and communicates high expectations. Resources are accessible and promote independence. Children look after and manage the classroom environment.	Consistent use of values-based language promotes high expectations and a sense of belonging. Learning is engaging and takes account of pupils interests and needs. Consistent strategies make use of appropriate and proportionate rewards and sanctions. Consistent use of strategies to support pupils' self-regulation. A culture of actively noticing and valuing positive behaviours and pupils' strengths.	Adults build positive relationships with all children. Adults build a strong sense of belonging for all children through being emotionally available (*Right person, Right Time.)* Adults use their knowledge of children to identify and overcome barriers to learning. Adults have a clear understanding of the learning and their role in enabling independence.	Displays reflect/support the Learning Journey while taking into account sensory sensitivities and cognitive overload. Displays may include: • Key vocabulary • Learning Models • Materials that support retrieval and recall • Examples of children's' work at different stages of the learning journey • Celebration of work Resources support: • Learning of key concepts • Learning in a range of style (VAK) • Learning needs • Emotional regulation • Independence and success

Teaching Culture			
A culture of values	**A culture of development**	**A culture of working together (Relationships)**	**A culture of resilience**
Adults believe that they can make a difference. Adults exemplify and model the school vision and values. Adults promote and model positive attitudes to learning and engender commitment and enthusiasm. Adults use their knowledge of children to identify and overcome barriers to learning. Adults are reflective, supportive and collaborative. Adults actively work to increase the engagement of the school with the local and global community. Adults contribute to the wider school life. Adults are committed to ensuring effective safeguarding.	*Adults are committed to developing their practice.* Adults strengthen pedagogical and subject knowledge by participating in wider networks. Adults reflect on their practice and identify strengths and areas of improvement and are able to make changes to their behaviour as a result. Adults seek challenge and professional development opportunities. Adults have an interest in educational developments, research and policy.	Adults feel a shared responsibility for improving the lives of pupils within our school. Adults see collaboration as an essential part of their role. Adults share their time and expertise to support colleagues and some coach and mentor others. Adults are skilled communicators and have an understanding of how to adapt communication to build rapport, trust and respect. Adults seek to build effective partnerships with parents and carers. Adults work closely with educational professionals to further support the pupils in their care. Adults are effective in their pastoral role and intentionally seek to connect with all pupils.	Adults recognise and celebrate their own and others' achievements. Adults are solution focused when facing challenges. Adults are flexible and open to change. Adults make use of systems and routines that support efficient time and task management. Adults collaborate with colleagues to share workload. Adults are proactive in managing their own well-being and that of others. Adults are aware of the range of channels available for support and make use of these if and when needed.