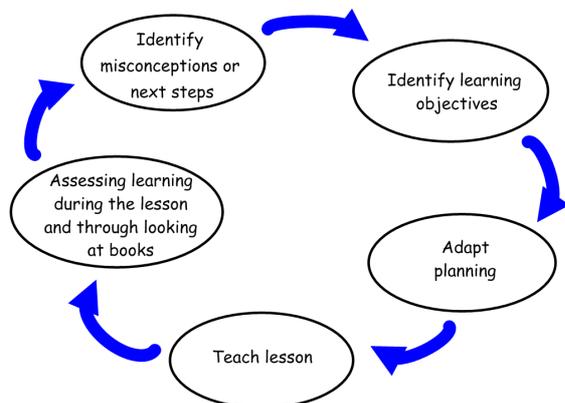


**ELEANOR PALMER PRIMARY SCHOOL
PLANNING AND ASSESSMENT POLICY**

PLANNING

Planning is an integral part of the assess – plan – teach cycle. Assessment should inform planning.



Aims

All plans, whether long, medium or short term, should be realistic, relevant and adaptable.

The aims of planning are to:

- Provide a broad and balanced curriculum;
- Provide for progression, continuity and differentiation between pupils;
- Inform and make use of available resources;
- Provide a record of work covered over the term, year and Key Stage;
- Help plan time effectively and
- Help focus on classroom organisation and groupings;

Long Term Plans

The school has a skeletal long term curriculum map which plans out the National Curriculum work that needs to be covered by each year group. Our approach is 'autonomy within a framework'. This map outlines broad themes and areas to cover but how this is pieced together over the year is up to the teacher. The National Curriculum outlines the curriculum for English and Maths.

The Foundation Stage has a two-year topic cycle based on Development Matters and the Early Years Primary Strategy.

Medium Term Plans

Each term, the class teacher refers to the Long Term Plan and devises a topic or theme that pulls some of these requirements together e.g. the Year 2 'Famous People' history topic linked to 'World Geography' might lead to a topic called 'Explorers'. There is no expectation that the

themes should be done in a particular order, rather where the teacher can see natural links. A staff meeting will be set aside towards the end of the previous term to allow staff to brainstorm and share ideas for the next term's topic. Plans from previous years are easily accessible on the schools computer network under 'Planning'.

Where possible English skills and outcomes will relate to experiences in other subjects e.g. Year 6 journal writing linked to their School Journey to Wick Court. Writing outcomes will be identified in the planning, with a series of literacy lessons teaching the skills leading up to this, taken from the National Curriculum.

It is recognised that some areas will be taught discretely e.g. maths or science. However, where links can be exploited they are.

School visits are an integral part of the planning process and should be carefully planned to tie in with classroom-based activities. Teachers are expected to plan at least three visits or visitors per term.

A wide range of resources are used to write the Medium Term Plans. The starting point is the new 2014 National Curriculum as interpreted in our Curriculum Framework.

Teachers in the Foundation Stage will hand into the Headteacher:

- Topic planning linked to all seven Areas of Learning

Key Stage 1 and 2 class teachers are expected to complete and hand into the Headteacher:

- A termly matrix showing themes, visits and cross-curricula links;
- Literacy and Maths plans using our proformas;
- Foundation subject plans – history, geography, science, computing, art, D.T., R.E. P.E., PSHE, using school proforma and
- An evaluation of the previous term's teaching highlighting successes and priorities.

All teachers meet with Kate at the beginning of each term to talk about their medium term plans and their evaluation of the previous term, a document completed at the end of each term.

Short term (weekly) plans

There is no expectation that teachers hand in weekly plans or use a standardised planning format. However, it is expected that each teacher keeps accessible a planning file.

Stationery to organise this file is readily available in the school office.

ASSESSMENT

Our assessment and recording procedures will:

- Support quality teaching and learning;
- Provide reliable and credible information to support progression in learning;
- Find out and build on what children already know;
- Be based on clear and shared criteria;
- Motivate and actively involve children in review and target setting;

- Be manageable, sustainable, consistent and useful;
- Describe the child's progress against expectation;
- Highlight a child's success and progress;
- Identify areas for improvement and how they can be addressed and
- Meet statutory requirements.

Marking should:

- Identify attainment;
- Recognise achievement;
- Praise success;
- Highlight areas for improvement and ways of achieving it;
- Encourage self-assessment;
- Be capable of easy interpretation by pupils and parents;
- Help children to take responsibility for their own learning and
- Extend children's learning.

Classroom assessment - the key

Assessment is a formal or informal dialogue between teacher and pupil about work in progress or completed work. It may take place between the teacher and an individual child or with a group or class. It may take the form of open-ended questioning, dialogue focusing on learning intentions, a written record of observations or learning targets onto the child's work. Essentially it should provide clear and realistic feedback to pupils about where they need to go next. We place great emphasis on this type of dialogic marking, developing teachers' ability to question so as to assess a child's understanding and next steps. We believe that a teacher must be as close to the learning as possible for learning to take place. Thus leaning over a shoulder observing a calculation being completed is more of a **'teachable moment'** than marking a pile of books after school.

In maths, teachers are expected to teach **'with a pen in hand'** so that they can make notes as the child works in their book during the lesson. Dated notes indicating, for examples, particular success or difficulty, independent achievement, time taken, are all important.

The expectation at our school is that written and mathematics work is assessed on a daily basis so that it can inform planning and next steps. To this end, each maths marking ends with 'NS' comment where the teacher notes the 'next step' for the child i.e. what needs to happen the next day.

Specific formative comments on pupil's work act as a record as well as being a reminder of the focus for future progress. It is important that teachers make clear decisions about critical pieces requiring good quality feedback that will enable the child to move forward in their learning.

In Writing, it is school policy that teachers use highlighters to give visual feedback to the children. Yellow means 'sunshine' – that was a great sentence, green means 'growth' – how can we improve this sentence? This provides clear visual feedback along with notes and other annotations. *Our English Policy describes in full how this strategy is developed into prompts for improvement and into developing a dialogue about next steps with the child.*

There should be evidence that the classteacher has looked at each piece of work with feedback for extended pieces. Although we strongly recommend marking alongside the child we understand the realities of class teaching and that piles of marking have to be taken home on occasion!! Marking is not in itself useful: what matters is that it is acted upon e.g. direct feedback given; plans altered accordingly....

It is important that work the children have done at home also be marked. See our homework policy.

Each half term, members of SLT undertake a 'book look' with individual classteachers to monitor progress and marking. We also use whole staff meetings to look at work in books from across the school.

Self-assessment

We believe that there should be opportunities for pupils to develop the skills and vocabulary needed for self-assessment and that this should be built on year by year. Learning objectives should be shared with pupils and used as a focus for dialogue when discussing work and progress.

In maths children usually write a 'message' to the teacher at the end of a lesson reflecting on how they have found the lesson/learning. This begins in Year 2. These notes form the basis of an on-going dialogue. Teachers must model what they expect and insist on a high standard of reflection. Giving sentence starters can be a useful strategy.

In writing, children respond to the 'prompts' in green pen so that there is evidence of responding to the suggested improvement.

At the end of each half term, children are given time to complete 'half term feedback' proformas in reading, writing and maths, reflecting on two key questions: 'What are you proud of this half term? What do you need to focus on next?' Classteachers then make a written response.

Running Records

From Reception teachers carry out 'Running Records' to assess children's reading level. The school uses the PM Benchmark books to carry out these assessments which show the readers level of accuracy (children achieving 95% or more are ready to move on to the next level) and what reading strategies children use and don't use so thus informs teaching.

Reception to Year 2 carry out Running Records on the whole class each term but complete additional ones as they see fit - if a child has made exceptional or little progress. TAs in Key Stage 2 carry them out on readers they focus on to inform how they support these children and in order to ascertain which level book is appropriate.

Writing samples

Each term a 'writing assessment week' is identified. These are in November, March and June. Every class from Year 1 to Year 6 carries out an agreed independent writing task which is marked using our own writing moderation sheets based on the National Curriculum.

Class teachers complete this tracking sheet identifying current attainment and next steps. After each termly writing sample, levels are moderated by our English co-ordinator and individuals tracked. All samples are stored in the classroom filing system showing name, term, and whether the child is 'towards', 'at expected levels', or 'at depth within expected levels'. Assessments inform our end of term summative tracking against new National Curriculum end of year objectives.

Conferencing

Once a term teachers are given a day to spend conferencing with each child individually. Teachers share assessed writing outcomes with the child and set targets with them. The child completes an end of term reflection for writing, reading and maths which are based on these discussions and these are stuck into their work books. Children are also encouraged to reflect on their attitude to learning through placing marks on a slider for resilience, learning from mistakes and so forth.

Termly maths assessments

At the end of each term, teachers comment on each individual child's or groups' mathematical attainment and identify areas for development, working towards an end of year target. End of term maths assessments are informed by the PUMA tests. These inform the end of year summative tracking against new National Curriculum end of year objectives

Ongoing Summative Assessment

In the Autumn and Summer Terms the Suffolk Reading and Spelling Tests are taken by all children in Years 2 to 6. Year 1 take the test just in the Summer term. Those children achieving within quartiles 1 to 4 (out of a range 1 to 9) i.e. with a standardised score below 100 - are re-tested mid-year in the Spring Term.

Throughout the year teachers administer other assessments, (such as Unit Tests, Test Base quizzes and Hodder tests) at the end of units of work e.g. spelling tests in Literacy, tables tests in Maths and concept maps or brainstorms in Science.

Year 2 and Year 6 teachers complete Standard Attainment Test/Task (SATs) In Year 2 these inform an overall teacher assessment level, in Year 6 they are externally set and marked.

Years 1-6 sit PUMA maths tests each term. These are used to generate standardised scores and to triangulate with teacher assessments. Reception do one paper at the end of the Summer term.

Teachers **triangulate the results of these reading and maths assessments** with teacher assessment and broader class work to reach end of term judgements.

Although we take a professional view of preparation **for** and information **learnt about** the child from national SAT tests, we do not allow the tests to dominate the child's learning. Our approach is a well-planned block of revision in the final few weeks before the tests. Throughout the year sample test questions may also be used as an integral part of English and mathematics lessons, particularly in the plenary.

We use 'Primary Progress Toolkit', as a tracking package that allows sophisticated analysis of our assessment data. Towards the end of teach term a staff meeting is a dedicated 'Data Dump' when teachers spend a couple of hours inputting their data into the system.

Best Bits Book

At the end of every year, teachers, in collaboration with each child, select work they are proud of and include it in a 'Best Bits Book'. Children annotate their chosen work. When children leave EP, the book is presented to them.

Reporting to Parents

We believe that reports should have a positive effect on children's attitudes, motivation and self-esteem. We also value the input we receive from parents and see reports as one way of further developing the relationship between the school and parents.

The Annual Report to Parents will include:

- Highlights of positive achievements and progress made;
- Careful chosen language that clearly communicates whether the child is working above, at or below average in the core subjects;
- A summary of the child's attendance and punctuality;
- In Years 2 and 6, pupil's National Curriculum assessment results and how they compare to the results of pupils of the same age in the school;
- Positive suggestions that would help further development;
- General comments about the child's attitude and social skills;
- A child's reflection on his/her year's work.

Three Parents' Evenings are held during the school year, one in each term:

Autumn - is an opportunity for the parents to meet the classteacher and share concerns, worries and so forth. It is an opportunity for parents to ask questions about the year ahead. Parents sign up for a specific time slot.

Spring - parents will have an opportunity to look at their child's work and discuss with the teacher their child's progress on a one-to-one basis. Parents sign up for a specific time slot.

Summer - when the class teacher discusses their child's Annual Report with their parents. There will also be an opportunity for parents to look at their child's Record of Achievement Book. Parents are asked to arrive ten minutes prior to their chosen time slot in order to look at their child's work, collect their report and read it prior to meeting the teacher.

The support teachers and Headteacher will also be available at each evening to meet parents with additional concerns.

Planning and Assessment Overview

	Autumn Term
September	<ul style="list-style-type: none"> • Medium Term Plans handed in • Planning and assessment meeting with Kate • Suffolk tests – all children Y2-Y6 • Parents' Evening
October	<ul style="list-style-type: none"> • Individual Parents' Meetings • Running Records KS1
November	<ul style="list-style-type: none"> • Writing sample 1
December	<ul style="list-style-type: none"> • Planning Staff Meeting for spring term • PUMA maths tests 1 • SEN Reviews
	Spring Term
January	<ul style="list-style-type: none"> • Medium Term Plans handed in – • Planning and assessment meeting with Kate • Running Records KS1 & YR
February	<ul style="list-style-type: none"> • Best Bits Book – mid-year completion • Writing sample 2 • Parents' Evening
March	<ul style="list-style-type: none"> • One-to-one Parents' Evenings • Re-do Suffolk tests – lowest attainers in Y2-6 • End of term 2 maths assessments • PUMA maths tests 2 • SEN Reviews • Planning staff meeting for summer term
	Summer Term
April	<ul style="list-style-type: none"> • Medium Term Plans handed in – • Planning and assessment meeting with Kate
May	<ul style="list-style-type: none"> • Y6 and Year 2 SATs Running Records KS1 & YR • Music/support teacher comments for reports by half term
June	<ul style="list-style-type: none"> • Re-do Suffolk tests – all children Y1-6 • Reports due in – • PUMA Maths tests 3 including Reception • Y2 final assessments
July	<ul style="list-style-type: none"> • Parents' Evening • End of term 3 maths assessments • Best Bits Book complete

"WHAT MAKES FOR GREAT ASSESSMENT?"

Ask the right questions



Seize the teachable moments



Speak less - OWL (observe, wait, listen)



Embrace good mistakes



Set next steps for each child in your marking



Sail towards end of year expectations by knowing the journey there and back



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