



Fairfields Primary School

Teaching and Learning, Feedback, Marking and Assessment Policy

Aims

This policy aims to clarify, create and maintain a common approach for effective and enjoyable learning, teaching and for continuity and progression. It gives a framework for consistency of expectations as well as being a support tool for evaluation. We aim to have a single handbook which is available for Staff.

At Fairfields Primary School we believe assessment helps all pupils become involved in their own learning and is a fundamental part of what we teach. We aim to ensure learners are clear about the learning intentions and also the success criteria, are given explicit guidance about progress and are given the next steps of learning. They too are involved in self- assessment and we aim to involve pupils in setting their own targets and discussing their progress.

Achievements are praised and celebrated. Teachers use a range of assessment data and information to inform planning. We communicate regularly with parents, and encourage their contributions. We promote a partnership between Learner, Teacher, Learning Support Assistant, Parent or Carer, and other parties to ensure further learning.

Policy Statement

We believe that children learn best when:

- They are challenged, motivated and engaged
- They are involved in planning for learning
- They talk and question each other about their learning
- Positive behaviour management is used
- Assessment for learning is used effectively
- Learning objectives and success criteria are shared
- Opportunities are provided for them to share what they have learned
- There are high quality relationships within the class
- They know they are making good progress
- Resources are used well
- Parents /carers are engaged.

Non-negotiables

We have agreed non-negotiables for the whole school. These are monitored as part of MER (Monitoring, Evaluation and Review) process each week.

Principles Underlying Effective Feedback

Feedback to individuals and groups within a lesson takes place to give instant on the spot improvement and is used as a strategy to take particular children onto their next steps of learning/thinking within a lesson. The use of iPads with the Target Tracker assessment tool accessible within lessons on it supports this strategy, allowing teachers to see exactly what children need to be working towards.

Feedback in Mathematics and Literacy

Written feedback is also given using marking ladders. These are stuck into books at the top of every piece of work and allow the child, a peer and the teacher to assess the work against the learning objectives. Marking ladders also allow teachers to signpost the children to a section of the work which may need improving to meet a particular objective. This helps to move the child on with their learning and will be used when marking work as appropriate.

Marking by the teacher will be completed in purple pen. Pink pen is used by the children for any editing and improvements (pink polishing pen). Following feedback, there will be a time allotted for the children to make the suggested improvements. We call this Response to Marking (RTM) and pupils do this using their pink polishing pens.

Correction of Spellings

A maximum of four in a piece of work - focus on Common Exception words initially.

In Years 1 and 2, the teacher will write the correct spelling of the word at the bottom of the page in cursive handwriting. The child must write the correct word next to this word three times using a pink polishing pen.

In Years 3 and 4, the teacher will underline the word and the child must use a dictionary to find the correct spelling of the word and write it above the word using a pink polishing pen. The teacher may support children by giving them the first three letters of the word so that they can find them in a dictionary.

In Years 5 and 6, the teacher will write 'sp' in the margin to show the line where a spelling mistake occurs. The child must correct the spelling mistake using a dictionary (if needed) and write the correct spelling above the word using a pink polishing pen.

If children are working above or below their year group in spellings, we will apply the most appropriate policy. A spelling dictionary will be available for children if needed.

Codes in marking:

Code	Explanation
ST	Supply Teacher
VF	Verbal feedback
Ab (Date)	Absent
Drawing of the resource from the Maths sheet below to show which one they need to complete the work.	The child has been successful but has used a resource for support in order to achieve the objective,

Use of Success Criteria and marking ladders

We believe that in order for children to achieve well in lessons they must be given a clear success criteria. These should be differentiated as appropriate without limiting the learning of individuals and are shared with the children on the marking ladders which they stick into their books at the start of every piece of work.

L.O.				I	S
	Child	Learning partner	Teacher	4.9.17 	

Each piece of work will have a marking ladder at the top of it. The ladder will list the key skills which are the focus for the lesson. It does not matter if these skills are repeated for a few days, but they should be specific and small achievable steps.

At the start of every lesson, the children need to stick in their marking ladder. When the lesson ends, the 'S' or 'I' at the top of the ladder needs to be circled by the child to show whether they have worked independently (I) or supported (S). Children will also complete how successful they have been at the end of the lesson against each statement using a face - smile, tick with a question mark, straight line- depending on their confidence against each learning objective. Following that, a learning partner or the person sitting next to them can give their thoughts using the faces to add peer assessment.

The teacher will then say how well they feel the child has achieved the statement using a face against each objective. The teacher will then draw an arrow to where the work needs to be corrected and give a symbol or word or phrase to suggest what the child needs to do next to improve the work. For older children, it may be more appropriate to draw an arrow at the bottom of the piece of work with the next step written next to it so that they can find for themselves in the piece of work where the improvements need to be made.

During allocated time each day, the child needs to complete the corrections using their pink polishing pen. The teacher then checks the corrections and puts a silver spot over the face where the statement has now been achieved.

If a child has completed the work successfully and you feel that they need an additional challenge, the teacher can use a star to set this for them at the bottom of the piece of work. A post it note, which can be

moved from page to page as a reminder, may be used if a child has an individual target they are working on.

Assessing Progress in Writing

Before each teaching unit in literacy, an assessment piece (cold task) will be given for children to complete on light blue paper. Following this, the Teacher will celebrate any achievements, using two stars and also set a target for the children to work on throughout the unit of work, based on Target Tracker statements.

Throughout the unit of work, shorter pieces of writing and skills based learning should take place in the writing journals. At the end of the unit (2 – 3 weeks later) a final hot task will be set and written on orange paper. This work will be marked using two stars and an action which reviews the target set in the cold piece.

Assessment in Core Subjects

Target Tracker is used across the school in Reading, Writing, Mathematics and Science, as well as in all the Foundation subjects.

The new National Curriculum has been written to give age related expectations (ARE) for the end of each year. As children travel from Year 1 to Year 6 in our school, they will be tracked against the age related expectations. These are numbered bands.

The bands give the level of attainment.

So Year 1 is band 1, and so on until Year 5 is band 5 and Year 6 is band 6.

Because all children are individual, develop at different rates and have differing needs, they will work in the band which is appropriate to them to make sure that learning makes sense. Extra help or challenge is given to make sure they are learning at the right level.

Progress within bands

As children develop through each band, we track their progress very carefully. Each band is broken into 6 steps which roughly represents a half term's progress. Over the year the steps are called:

Beginning (B)

Beginning + (B+)

Within (W)

Within + (W+)

Secure (S)

Secure + (S+)

Teachers can further break down each step into two in order to tightly track children's progress and ensure they are constantly moving forwards and building on their previous learning. The extra steps are denoted with a '+' .

So 2W+ shows a child is working very well within band 2, and teachers will be looking to move them to 2S.

4S+ would show a child is very secure at band 4, and teachers will be preparing them to move to band 5.

1B+ would show a child has an excellent basis to begin level 1, and teachers will be ready to move them to 1W.

This gives a total of 6 steps for a year. Wherever children begin their learning in September we expect them to make at least 6 steps progress. So if they start at 2W+ in Year 3, we generally will expect them to be at least 3W+ at the end of Year 3. Over time accelerated progress of more than 6 steps will close gaps. For Year 1 we expect at least 5 Steps as we have completed the baseline from EYFS in Autumn 1.

The table below shows how we would measure progress through the school.

Year	Beginning	Beginning +	Within	Within +	Secure	Secure +
1	1 B	1B+	1 W	1W+	1 S	1S+
2	2 B	2B+	2 W	2W+	2 S	2S+
3	3 B	3B+	3 W	3W+	3 S	3S+
4	4 B	4B+	4 W	4W+	4 S	4S+
5	5 B	5B+	5 W	5W+	5 S	5S+
6	6B	6B+	6W	6W+	6S	6S+

Tracking Progress in the EYFS

Children in the EYFS continue to be tracked on the Development Matters bands of the Early Years Foundation Stage Curriculum. By the end of their Foundation Year in school it is expected that they reach the 'Early Learning Goals'.

At the beginning of the year a 'baseline' assessment is made of everything they can do so teachers know what they need to learn next. This is shared at the first parents' evening of the year.

Children are tracked through their reading, writing and maths development by what they write down, through careful observation of what they can do, how they interact with others and how they explain what they know.

A learning journey is kept of their development using the software Tapestry—which we will share with parents throughout the year. Parents can contribute to this to include what children can do and are interested in at home.

At the end of the EYFS year the EYFS Profile completes the picture of everything they have learnt, and are able to do. This is reported to parents in July, so parents know if their child is at the age related expectation, is emerging into this or exceeding above. Most importantly it shows how much progress has been made from the baseline, and so teachers in Year 1 are ready to teach them their next steps in the National Curriculum.

Use of target Tracker

When the statement is marked red, it show that the child is working towards that target on target tracker. When they have achieve the target, it is marked blue. The KPI statements will need to have three pieces of evidence before the statement can be marked as blue on target tracker. Target tracker will be updated

where possible in lesson time, using iPads to assess as the children are working. Further updates can be made however as teachers mark work following the lesson.

Uploading achievements onto Target Tracker

Once logging in follow the steps below:

Home – Steps – Statements – Select a subject – Select pupils or pupils groups (children you are assessing will be seen on the right hand side). You can now click on the statements that apply (one click working towards / two clicks achieved). Right click to remove the statement. Expectation is that target tracker is updated regularly alongside daily teaching and marking. Target tracker will be monitored by SLT during regularly as part of the MER process, progress meetings and moderation for example.

Testing

PUMA and PIRA tests are used at the end of each term for years 1 to 6 to test the children against age related expectations in maths and reading. The exception to this is at the end of the summer term as year 2 and 6 will not take these tests due to the SAT's tests taking place. These tests provide a standardised score which can be used to support teacher assessment. The tests also breakdown areas within maths and reading so that a gap analysis can be generated to find weaknesses in learning and to be able to target teaching.

In addition, our Abacus mathematics scheme provides an end of half term test which will be used to assess the specific skills taught that half term and again will be used to aid teach assessment, and planning to secure learning.

In particular year groups, additional practice tests may be taken to support teacher assessment in specific circumstances, for example, phonics practice tests in year 1.

Subject specific guidance

Guided Reading

Guided reading is taught daily across the school. Rich texts are chosen carefully and are used as a stimulus for guided reading. These texts may not necessarily be whole books, but could be extracts. The texts link to the literacy focus for the block of work being studied, and provide pre-teaching the week before a new block commences, as well as providing supporting work during the first two weeks of that block. Guided reading is completed solely in class (see separate homework policy for information on reading at home). A variety of tasks are presented in guided reading sessions to the children and, using a double page spread through the week in their writing journals, children present their work linked to these tasks. Mild, medium and spicy tasks allow the children and teacher to select work at a level which provides each individual child with the appropriate challenge. Children working significantly below age related expectations in their classroom will have work presented to them in guided reading which will involve the use of a more simplified or age appropriate text. Children in F.S. and year 1 and those children who have not yet met age related expectations in year 2, 3 and 4 use the Read Write Inc. programme to support their learning which incorporates their guided reading sessions as part of the Read Write Inc. scheme.

Writing

Writing across the school is blocked in 3 week units and begins with a cold task for staff to assess children's ability in a particular genre. At the end of the three weeks, a hot task is presented to the children to allow them the opportunity to apply their learning from the unit of work. Literacy lessons are supported by the use of rich texts as a stimulus for learning and opportunities for writing within cross curricular work is in place and encouraged daily- our new creative curriculum supports this. Cursive handwriting is taught in the school from F.S. (see separate handwriting policy for more information). Children are encouraged to edit their work and this can be seen in books with the use of the pink polishing pen.

Spellings

No Nonsense spelling is taught every day for children from year 2 to year 6. This focuses on spelling rules and patterns which then feeds into and supports the literacy learning and spelling homework for that week (see separate homework policy). Prior to year 2, and for the children in year 2, 3 and 4 who are not yet working at age related expectations, Read Write Inc. is used for phonics teaching instead. Read Write Inc. is also taught in F.S.

Maths

Maths in the school is taught daily from F.S. to year 6, following the Abacus scheme. Lessons are taught through an initial problem which is presented to the children. Planning follows a structure which includes in the introduction to a lesson learning around the following headings; 'What's the Problem', 'Trial and Improvement', 'Evaluate Skills' and 'Steps to Success'. The Abacus scheme differentiates work three ways through support, core and extension activities, however for children working significantly below age related expectations, planning may include personalised learning for pupils where appropriate. The scheme provides progression across the school and is pitched to challenge children at all abilities. 'Mastery checkpoints' allow assessment opportunities through the week too. Reasoning lessons are taught on a Friday each week in all year groups. Work involving calculation is supported with the use of the calculation policy to ensure progression across the school.

PSHE

All year groups, from F.S. to year 6, teach PSHE through the Jigsaw scheme of work. PSHE is taught on a Friday afternoon, although concepts will be taught as appropriate through other subjects, and PHSE sessions such as circle time may be taught at other points in the week to address any issues which come up for individual classes. The whole school work on one particular theme each half term in PSHE, for example 'relationships'. The content of this theme is differentiated as appropriate for each year group. An assembly at the start of each half term, and at the end, introduces and summarises each theme and brings the whole school together through a shared vision in collective worship. Work produced through the half term from all year groups is displayed in the hall in a central, collaborative display to celebrate learning.

Creative Curriculum

We have a creative curriculum which inspires children to become motivated, active learners. Each term's work is linked to an overarching theme, such as 'Temptation' and learning is topic based. Planning is developed with input from the children and includes real life experiences and learning in context. Lessons are not taught discretely (with the exception of maths and spelling, and for children on Read, Write, Inc.) but rather topic based which allows for cross curricular learning greater flexibility.