

WARDEN HILL PRIMARY SCHOOL

PLANNING AND ASSESSMENT POLICY

Member of staff responsible	Paul Hiatt/George Flooks
Governor responsible	Chair of curriculum committee
Sub-Committee responsible	Curriculum
Date agreed with staff	February 2013
Date discussed with pupils	NA
Date agreed at Sub-Committee	February 2013
Date approved at Governing Body	NA
Frequency of policy review	Annual
Date next review due	February 2014

Introduction

At Warden Hill we believe that:

- Assessment should be an integral part of the teaching and learning process
- Teachers, support staff, pupils and parents all have an important part to play in that process

General Principles and Aims

In our school teachers are involved in assessment and recording procedures that:

- Support quality teaching and learning
- Find out what children already know
- Are based on clear and shared criteria
- Are manageable, sustainable, consistent and useful
- Meet statutory requirements

In our school children are involved in an assessment process that:

- Provides reliable and credible information to support progression in learning
- Identifies and tracks their progress
- Highlights strengths and difficulties
- Raises the expectations of success and celebrates a broad range of achievements
- Is motivating and actively involves them in review and target setting

The school will provide parents with clear information that:

- Involves them in helping their child meet learning targets
- Highlights their child's success and progress
- Identifies areas for improvement and how they can be addressed
- Provides them with opportunities to review and discuss their child's achievements.

Planning

Planning is the key to effective assessment and the quality of learning. Assessment should inform planning. All plans, whether long, medium or short term, should be realistic, relevant and adaptable.

Aims

The aims of planning are to:

- Provide a broad and balanced curriculum
- Provide for progression, continuity and differentiation for 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
- Help focus on classroom organisation and groupings

Long Term Plans

The school has a curriculum map which plans out the National Curriculum work to be covered by each year group. The Primary Strategy outlines the curriculum for English and Maths.

The Foundation Stage has a two-year topic cycle based on the Early Learning Goals. The Primary Strategy will be referred to when the child is ready for this, usually a term after their fifth birthday.

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. 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.

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

It is recognised that some areas will be taught discretely e.g. maths or science.

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 visits and visitors each term to enhance the topic.

A wide range of resources is used to write the Medium Term Plans. These might include the National Curriculum, the Primary Strategy and Q.C.A. schemes, which outline the curriculum for the foundation subjects. For R.E. the 'Gloucestershire Agreed Syllabus for Religious Education' is used.

Planning is submitted to the SLT and subject leaders as outlined in the Monitoring programme (Appendix 1).

Short term (weekly) plans

Teachers submit weekly plans for literacy and maths to the appropriate area on the school intranet and each teacher keeps accessible a planning file with all planning included.

Although individual formats are acceptable, it is expected they will include:

- Weekly literacy plans
- Weekly numeracy plans
- Planning showing how all other curriculum subjects are delivered
- Class list
- Timetable
- Pupil tracking sheets
- Medium term planning

Assessment

Marking

Marking 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.

There are times when specific formative comments on pupil's work can 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.

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
- Extend children's learning

In Writing, it is school policy that teachers use highlighters to give visual feedback to the children as set out in the literacy policy.

In maths, teachers are expected to use a variety of approaches to identify particular success or difficulty and independent achievement.

There should be evidence that the classteacher has marked each piece of work with feedback where possible. 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!!

It is important that work the children have done at home also be marked.

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 intentions should be shared with pupils and used as a focus for dialogue when discussing work and progress.

Children at Warden Hill School make comments about their progress in a variety of ways and these will be seen in children's books as well as the frequent verbal opportunities.

Reading records

Home/school reading records are key to monitoring a child's progress and offer a flow of information between school and home. All children will have reading record books which are monitored by class teachers and teaching assistants.

Targets

Children will be made aware of the targets they have in a variety of areas but principally in reading, writing and maths. These will be individual, regularly updated and form a focus for feedback.

Work samples

Children's exercise books and topics form a record of their progress through the year. Writing books are kept to show this progress over an extended period following a child through their time at the school.

Formal assessments

The school uses APP grids to track progress in writing and maths alongside regular summative assessments and moderation exercises.

Reading is regularly benchmarked and other formative and summative assessments are used to 'build a picture' of achievement in reading including APP in guided reading.

Other areas are tracked in a variety of ways as identified by the individual subject policies.

Record Keeping

The school and classteachers also keep the following records:

- Attendance
- Punctuality
- Special educational needs (SEN)
- English as an additional language tracking
- Work covered
- Test scores
- Summative assessment
- Child protection details
- Observation notes
- Foundation Stage profile
- Medical notes

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 reporting takes place in three parts - Autumn, Spring and Summer and builds up to a comprehensive picture of a child's progress, their attainment against national expectations and a variety of aspects of school life including attitude and behaviour.

The three report to Parents will include:

- Highlights of positive achievements and progress made
- Particulars of progress in all National Curriculum 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
- 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 - an opportunity for parents to look at their child's work from the year and discuss any issues arising with the class teacher. There is also the opportunity to visit their 'new' class and introduce themselves to their next teacher.

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

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pupil Progress Trackers SLT	Staff enter baseline data	Update data at mid-point 1	Update data at mid-point 2	Update data at mid-point 3		Teachers to update end of year results onto tracker.
Target setting and Pupil progress meetings	<p>September SLT to hold Target setting meetings - enter end of year target on the grids for Reading, Writing and Numeracy</p> <p>Submit intervention timetables</p>	<p>Meeting with SLT to discuss pupil progress so far, agree next steps for named pupils and update SEN/ FSM/ GT and class vulnerable groups. Teachers to Outline impact of support programmes:</p> <p>Social Skills SEN Withdrawal groups TA Withdrawal Groups and in class TA support - Use of Intervention trackers to</p>	<p>Instigate next steps for named pupils and then teachers to update records/Interventions</p>	<p>Pupil progress meetings as at mid-point 1</p>		<p>Meeting with SLT to discuss pupil progress with updated end of year levels. Teachers to also add in the APS(Average Points Score) for the final levels.</p> <p>Inform details of your data as part of transfer meetings with other colleagues.</p>

		support this information as you will have to prove the impact of them.				
Performance Management (All Staff)	October PM Reviews - focus on Progress and targets set for next year	Lesson observations to evidence PM for teachers	Observations to evidence PM for TAs	Mid-point PM reviews	Further evidence collection as appropriate - book looks, additional observations etc	End of year PM review
Lesson Observations and PM		PM observations	Subject specific observations	Peer observations as part of learning community		
Learning Walks			DLW (Diagnostic Learning Walk) focused on Target pupils. The focus is on the LEARNING experience of the children and NOT the TEACHING		DLW focused on the same Target pupils.	
SDP	SDP evening in October	Governors finalise SDP	SDP monitored through governor meetings - different	SDP monitored through governor meetings - different	SDP monitored through governor meetings - different	Review of SDP - identify issues to be addressed

			focus for each full governors meeting	focus for each full governors meeting	focus for each full governors meeting	by following SDP
Pupil Conferences led by UPS3				As part of learning communities		
Planning	Long term plans submitted Medium term plans til Christmas submitted Short term plans for Literacy and maths submitted	Short term plans for Literacy and maths submitted	Long term plans submitted Medium term plans til Easter submitted Short term plans for Literacy and maths submitted	Short term plans for Literacy and maths submitted	Long term plans submitted Medium term plans til Summer submitted Short term plans for Literacy and maths submitted	Short term plans for Literacy and maths submitted
Whole School targets: Numeracy	Formal assessments to be carried out against targets	APP updated	Formal assessments to be carried out against targets	APP updated	KS1 and 2 SATs Formal assessments to be carried out	APP updated Results passed onto the SL
Literacy	KS1 & 2 APP piece update APP booklets	Writing Green/Special book work - use one of your RS end of unit assessments in this	KS1 & 2 APP piece update APP booklets	Writing Green/Special book work - use one of your RS end of unit assessments in this	KS 1 and 2 SATs Year 1,2, 3,4 & 5 APP piece and update APP booklets	KS1 & 2 APP piece and update grids Year 6 to update with SATs results Years 3,4,5&6 Writing Green/Special book work

Reading	KS1 - Miscue analysis KS 2 - Rising Stars reading tasks APP for guided reading groups	KS 2 - Rising Stars reading tasks APP for guided reading groups	KS1 - Miscue analysis KS 2 - Rising Stars reading tasks APP for guided reading groups	KS 2 - Rising Stars reading tasks APP for guided reading groups	KS1 - Miscue analysis KS 1 and 2 SATs Optional SATs tests to be carried out by Years 3,4 &5 and update results onto PPT.	APP for guided reading groups
Speaking and Listening	On- going throughout each term					
Numeracy	Whole School APP Update grids	Whole School APP Update grids	Whole School APP Update grids	Whole School APP Update grids	KS1 SATs and KS2 SATs Whole School APP Update grids	Whole School APP Update grids and pass onto SLG
Science	KS 2 - Rising Stars Science tasks - to be completed every term at the end of each appropriate unit of work. Send results to SL at the end of each term in given format.					
Foundation stage moderation meetings	In House Moderation with Foundation Stage Team	Cluster Moderation In House Moderation with SLT	In House Moderation with Foundation Stage Team	Cluster Moderation In House Moderation with SLT	In House Moderation with Foundation Stage Team	In House Moderation with SLT
Foundation Stage	<p>Baseline assessment on entry using transition from pre school and our own activities for assessment.</p> <p>Profile - 6 main areas - 1 -9</p> <p>First 3 must be got first - in any order - this then continues throughout the year. The Scale Points are looked at each term in a moderation meeting and make any amendments necessary.</p> <p>Teachers keep a file with all the observations (including photographic folder on the computer) in and this helps back up their judgements. Reading - assessed at the end of each phase for letters and sounds - this will then progress onto blending etc.</p> <p>Reading miscue benchmarks - as and when the children are ready for it - normally after 12 reading books have gone home. Miscue in the spring term and at end of summer.</p>					

	<p>Phonic sheet and high frequency words and tricky words are filled in as and when they are confident with them and this is passed on to year one.</p> <p>Writing of the sounds and high frequency and tricky words as and when they are ready for it.</p> <p>Writing assessment grid - Spring 2 - children complete an independent writing task - when the children reach CLL writing scale point 7 then the children are assessed against the level descriptors. (dotted if it is seen consistently in a piece of work and highlighted when secure - this is passed on with the child all the way to year 2)</p> <p>Learning Journeys</p> <p>Numeracy Profile based and also the whole school targets.</p>
<p>Informing and Communication with TAs</p>	<p>Monthly meetings held by the DH and/or the Head of KS1 with all TAs. Purpose is to update/share good practice for CPD ensuring that impacts of interventions run are optimised.</p>