

ST JAMES C.E. INFANT SCHOOL

POLICY FOR

Planning, Assessment and Feedback

The following stakeholders were consulted in the process of drawing up this policy:

- Governors
- Staff

It was approved/ratified by the governors

on

Signed:

.....Committee Chairman

..... Headteacher

Date approved.....

Date of review:

Member of staff responsible:

St James' CE Aided Infant School
June 2016

Planning, Assessment for Learning and Feedback Policy

Co-ordinators: Melanie Shackleton & Sarah Cota

Our Values

We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves and confident to have a go and take risks in their learning.

We will make learning exciting, challenging and fun through our rich and creative curriculum, making every day different and memorable.

We will strive to meet the strengths and interests of every child by identifying their needs and matching provision.

Rationale

This Policy outlines the purpose, nature and management of assessment, planning and feedback at St James' CE Aided Infant School. **Assessment** complements and assists teaching and learning, it plays an integral part in each teacher's **planning** and enables the evaluation of current practice as well as pupil achievement. It ensures a whole school approach to the provision of an excellent education for all children at St James'.

Feedback should be verbal and constructive for every child, focusing on success and improvement needs against learning intentions enabling children to become reflective learners.

We are committed to effective assessment for learning that enables each child to know where they are with their learning and what the next step is to make progress. These assessment and feedback processes encourage a personalised learning approach to planning and delivering an appropriate curriculum.

Our ultimate aim is for children to be able to take responsibility for their own learning through developing 'learning to learn' skills.

We want every parent and carer to know how their child is doing, what they need to do to improve and how they can support the child and their teachers.

Entitlement

It is the entitlement of every child at St James' to be given an education that builds on their strengths, addresses their individual needs and ensures progression.

Effective planning, assessment and feedback are essential tools in the delivery of this entitlement.

Planning

At St James' Infant school our planning is informed by the National Curriculum framework, Early Years Development Matters and Diocesan Guidance for RE. Our curriculum planning ensures breadth, balance and coverage from Foundation Stage to Year 2 providing an exciting and rich curriculum. We aim to make 'every day different and memorable' and fun.

Teachers and Teaching Assistants meet each term to plan for the following term's topic. Teachers may share PPA time in order to plan in year groups.

Medium term plans identify specific learning intentions, key questions and success criteria for each subject.

Teachers' short term planning is weekly or daily allowing them to plan for independent learning activities and differentiated focus groups. Learning intentions are clearly displayed in planning for each lesson to focus both the teacher and teaching assistant on the intended learning. Planning for use of extra adults and opportunities for computing tasks are also shown.

Evaluations from focus group work are made to note children's achievement and suggestions are made about what needs to happen next in planning.

The Foundation Stage has an agreed planning format in accordance with the Early Learning Goals. The Curriculum Teams and the Head Teacher monitor all plans and evaluations regularly.

Annotated daily and weekly plans are stored in the head's office.

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Assessment

Assessment at St James' is carried out:

- day to day through observation, discussion and feedback. Children are taught in focus groups and assessment of and for learning is recorded on focus sheets
- periodically at start, middle and end of year tracking in English, Maths, Science and RE
- in EYFS at Baseline on entry and throughout child initiated play and teacher directed activities
- at transition from EYFS to KS1 using the e-profile and KS1 to KS2 using teacher assessment and end of KS1 information
- by observing the involvement and wellbeing of the children using the Leuven Scales

Assessment information is kept by teachers, the Inclusion Manager and Headteacher. Assessment evidence folders are kept by class teachers for:

- Focus group work
- Writing
- Individual assessments
- Tracking
- Early Years Profiles

Throughout the school the input of all adults working with the children is valued and used to assist the class teacher to make judgements.

Feedback

Children need information and support in order to carry out the next steps in their learning. Teachers pinpoint the children's strengths and help them to develop them, they are clear and constructive about any weaknesses and how they might be addressed and provide opportunities for learners to improve upon their work through focused and constructive oral feedback. We use constructive, qualified praise to celebrate success and focus on the **process** followed by the child to achieve the outcome. It is also important that children understand the need to develop the ability to evaluate, and ultimately develop responsibility for, their own learning.

Marking

Written marking of work is carried out to allow the teacher to note the context of the work and to aid in forming judgements for periodic assessment.

In **KS1** teachers will annotate work in the following ways:

The context of the task will be highlighted:-

- Teacher Focused Group where the children are taught a particular skill in a small group with verbal feedback – **TF**
- Teaching Assistant Focused Group where the Teaching Assistant leads a small group to consolidate or revise learning specific skills – **TAF**
- Independent where children work independently on a challenge following input from the Teacher or Teaching Assistant – **Ind**
- Writers' Workshop (whole class writing) – **WW**
- Maths Workshop (whole class maths)– **MW**
- Child initiated where children make their own decision about how to carry out a chosen task - **CI**

The success criteria for the task will be recorded as 'I can' statements and **ticked** if achieved. Where the success criteria hasn't been achieved the teacher will mark it 'Next Step' – **NS**

The success criteria can be colour coded to show increasing challenge in green, orange or red.

This information will be at the bottom of the page the children are using to complete the work.

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The work will be marked using the following codes:-

- **I** – the child has worked *independently* after input from the teacher or Teaching Assistant.
- **S** – The child needed *support* from the teacher or Teaching Assistant. This should be qualified as to the type of support e.g. ideas, full stops, sounding out etc.
- **VF** – Verbal feedback has been given. This should be marked at the point where the feedback has been given and must be specific, such as 'full stops'.
- Teaching Assistants will record any comments about their focus group's learning on focus group recording sheets or on a post-it note.
- Supply teachers should use a stamp provided by the school to show work they have marked.
- **NS** - Next steps are annotated on the work when appropriate. A sticker with the Development Matters stage is stuck into books to highlight which points are covered by pieces of work.

Reporting to Parents

Consultations with parents take place in October for Reception, Year 1 and Year 2.

Annual reports are issued in March for all pupils. In KS1 these report on the child's wellbeing and involvement, National Curriculum subjects and Religious Education and Targets are set for English, Maths and attitude to learning. Early Years Foundation Stage reports focus on the areas of learning. E-Profiles are completed and reports for Reception children are issued at consultation meetings in July.

Consultations are held in July for all pupils. Year 2 end of key stage assessments and Year 1 Phonics Screening results are issued to parents.

Quality Assurance

This policy will be working if;

1. Staff, parents and governors are clear about the purpose and value of the principles of planning, assessment and feedback.
2. Giving children oral feedback is consistent throughout the school
3. Children are motivated through involvement in celebrating their success.
4. Children are encouraged to consider their own learning needs by 'building their learning power' and have clear strategies for improvement.
5. Children's attainment forms the basis for future planning.
6. Planning is creative, broad and cross curricular with opportunities for child-initiated learning

This Policy will be reviewed: Spring 2017