



# Castleford Park Junior Academy

## **Assessment Policy**

Sept 2016

Version 1

Review Sept 2018

## The three aspects of assessment

- **Day-to day assessment for learning:** this is formative assessment – an integral part of teaching and learning: the interactions between learners and teachers within lessons that shape the next steps for improvement
- **Periodic review: a profile of pupils' learning using National Curriculum 2014 assessment criteria.** This helps teachers to track pupils' progress, outside of lessons, by using precise criteria to discover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Statutory assessment – this is the use of summative (or summary) tests and tasks** (at the end of EYFS, KS1, KS2- SATs), that formally recognise pupil achievement over the year and are shaped with pupils and their parents.

## Tracking pupil performance – pupil progress

The school is firmly committed to ensuring that all pupils make very good progress from respective starting points when they join the school. Their performance is tracked – or followed, carefully – throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in their learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this

Most pupils join our school in Year 3, but a growing number of pupils join the school at other points during the academic year. Once they have settled, within their first half-term here, on entry assessment is undertaken. This is the initial starting point for measuring pupil progress -an accurate baseline against which to measure future progress needs to be established by teachers. It is the responsibility of the teacher to quickly establish what point these children have reached in their learning. Previous school records are analysed to ascertain pupils' respective starting points. Subsequently, suitable ambitious pupil performance targets are set for the academic year.

## Attainment and Achievement

There is an important distinction between these two terms:

**Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

**Achievement** is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where s/he has reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- a high attaining pupil to have low achievement. This means that an intelligent pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.
- a low performing pupil to have high achievement. This means that the pupil concerned is still performing below the national average for her age, but she is making good progress from her starting point: she is doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a **high achievement culture** and expect every pupil to reach the highest possible attainment of which they are capable. The mark of an outstanding teacher is that every pupil in their charge surpasses the progress they were expected to make based on past performance.

### **Pupil performance targets**

All staff set provisional performance targets in core areas for all the school at the end of the Summer Term. The SLT evaluate targets set based on the school's previous standards and contextualised information. **Targets are both aspirational and ambitious.** All staff's level of expectation for pupils is very high. **High expectations** have been described as a 'crucial characteristic of virtually all unusually effective schools' At Castleford Park Junior Academy we believe it is a teacher's ambition for a pupil which raises that pupil's expectations and leads to higher standards being achieved.

The progress pupils have made towards the performance targets set will be one of the topics for discussion in teachers' performance management review meetings, which will take place early in each academic year. All teaching staff are accountable for the value that is added to each child's learning during the year that they taught that class.

### **Class trackers**

A record of every pupil's academic performance will be kept on the school's **electronic tracking system**. Right at the start of each academic year teachers are given access to the relevant spreadsheet for their class so they can see how individual pupils have performed since the point when they first joined the school. A picture of a pupil's progress over time, and their rate of progress during a particular year, can be established. Trackers contain information about pupils' prior attainment year on year – not just a record of assessments for the previous academic year. The tracker will be used alongside teachers' day to day assessments of pupils during September to guide them.

In addition, trackers assist school leaders to:

- monitor academic standards
- analyse the performance of individuals, different groups of pupils, classes and whole school
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs related basis

- identify which pupils should be given the opportunity to participate in the school's more able – challenge groups
- hold informed discussions with parents and carers regarding the progress being made by their child

### **End of year assessments**

Towards the end of the academic year all pupils in Key Stage 2 undertake summative assessments, which together with teacher's assessment judgements of each pupil's performance in reading, writing, mathematics, and wider curriculum forms the overall judgement on attainment.

These summary assessments are organised as follows:

Year 3 Year 4 Year 5	Teacher assessment using the National Curriculum 2014 assessment bands criteria. Teachers will 'build a picture' of what a pupil can do using a wide portfolio of evidence.
Year 6	Teacher assessment using the National Curriculum 2014 assessment bands criteria. Teachers will 'build a picture of what a pupil can do' using a wide portfolio of evidence. The Key Sage 2 SATs tests.

At the end of the academic year each teacher reports their pupils' achievement within the assessment bands based on 'ARE' (working at, above or below age related expectations).

- the level a pupil attained on a summative task or test
- teacher assessment based upon the pupil's performance over the course of the academic year

### **Progress Measures**

From a pupils' starting point to the end of the year:

0-5 steps = red (unsatisfactory)

6 steps = yellow expected = typical progress

Mastery development measured through 'gold' allocation against specific objectives, indicating deeper learning has taken place in this area.

Pupils may not progress across bands to next year expectations until this is absolutely necessary.

At Key Stage 2 the average expectation for each pupil is one band of improvement, or 6 steps progress, per academic year.

The value to the school by the end of Key Stage 2 is reported every year in a comprehensive data rich document: **Raiseonline** (Reporting and analysis through school self-evaluation). These reports inform the school's result in nationally published league tables and are central to the Ofsted school inspection process.

### **Termly Assessments**

It is essential that the progress pupils make is closely monitored within a school year, as well as at the end of it. This is because assessments enable a timely analysis of pupil performance data and allow speedy action to take place. So, for example, it is simply too late to provide additional support for a pupil at the end of the Summer Term. An opportunity has been lost and valuable time has been wasted. Key Stage 2 teachers are requested to fill in a Class Teacher and Pupil Progress and Evaluation document for each pupil on the formative class tracker following the 6 week cycle.

6 Week Cycle:

<b>Assessment Week 1</b>	
<u>Year 6</u>	<u>Rest of School</u>
<ul style="list-style-type: none"> <li>• Last year’s test paper (SPAG, reading, maths and science) to baseline</li> <li>• Phonics tests (where needed for LA) and spelling test (see spelling guidance)</li> <li>• Reading age test (NGRT)</li> <li>For children working well below their peers – SALFORD as NGRT test is too hard (record in different colour as a reminder as this is easier)</li> <li>• PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>• Writing assessment in progress book</li> <li>• For SEN pupils working well below – assessment against B-Squared</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete initial assessments in target tracker – reading, writing, maths, spoken word</li> </ul>	<ul style="list-style-type: none"> <li>• Rising stars SPAG test</li> <li>• Writing assessment – writing criterion scale</li> <li>• Phonics test</li> <li>• OWLS in 5 and 6 for whole school screen to pick up gaps and then... (proper phonics assessment for LA/SEN)</li> <li>• ANY CHILDREN WHO ARE NOT ABLE TO ACCESS PHONICS BY YR 4 – WHO ARE CLEARLY WORKING AT ‘ARE’ IN OTHER AREAS – SWITCH TO TEACHING THEM SIGHT VOCAB USING PRECISION TEACHING (High Frequency Words first and then National Curriculum Vocabulary)</li> <li>• Spelling test against National curriculum spelling rules</li> <li>• NGRT reading test</li> <li>• PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>• For SEN pupils working well below – assessment against B-Squared</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete initial assessments in target tracker – reading, writing, maths, spoken word</li> </ul>
<b>Assessment Week 2</b>	
<u>Year 6</u>	<u>Rest of School</u>
<ul style="list-style-type: none"> <li>• Practice SAT in test conditions (SPAG, reading, maths and science)</li> <li>• Phonics tests (where needed for LA)</li> <li>• Writing assessment in progress book(writing criterion scale)</li> <li>• Guided reading assessment of progress (reading criterion scale)</li> <li>• For SEN pupils working well below – B-Squared</li> </ul>	<ul style="list-style-type: none"> <li>• Assertive maths test for this point in the year</li> <li>• Guided reading assessment of progress</li> <li>• Rising stars SPAG test</li> <li>• Writing assessment (progress write)</li> <li>• Phonics test</li> <li>• PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> </ul>

<ul style="list-style-type: none"> <li>You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>Complete initial assessments in target tracker – reading, writing, maths, spoken word</li> <li>Foundation trackers updated</li> </ul>	<ul style="list-style-type: none"> <li>For SEN pupils– assessment against B-Squared</li> <li>You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>Complete assessments in target tracker – reading, writing, maths, spoken word</li> <li>Foundation trackers updated</li> </ul>
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### Assessment Week 3

<u>Year 6</u>	<u>Rest of School</u>
<ul style="list-style-type: none"> <li>Practice SAT in test conditions (SPAG, reading, maths and science)</li> <li>Phonics tests (where needed for LA) and spelling test (see spelling guidance)</li> <li>Reading age test</li> <li>For children working well below their peers – SALFORD as NGRT test is too hard (record in different colour as a reminder as this is easier)</li> <li>PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>Writing assessment in progress book</li> <li>Guided reading assessment</li> <li>For SEN pupils working well below – assessment against B-Squared</li> <li>You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>Complete assessments in target tracker – reading, writing, maths, spoken word</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading assessment</li> <li>Assertive maths test for this point in the year</li> <li>Rising stars SPAG test</li> <li>Writing assessment</li> <li>Phonics test (results to KL)</li> <li>Spelling test (only with pupils ready to leave letters and sounds in Year 3)</li> <li>NGRT reading test</li> <li>PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>For SEN pupils working well below – assessment against B-Squared</li> <li>You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>Complete assessments in target tracker – reading, writing, maths, spoken word</li> </ul>

### Assessment Week 4

<u>Year 6</u>	<u>Rest of School</u>
<ul style="list-style-type: none"> <li>Practice SAT in test conditions (SPAG, reading, maths and science)</li> <li>Phonics tests (where needed for LA)</li> <li>PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>Writing assessment in progress book</li> <li>Guided reading assessment of progress</li> </ul>	<ul style="list-style-type: none"> <li>Assertive maths test for this point in the year</li> <li>Guided reading assessment of progress</li> <li>Rising stars SPAG test</li> <li>Writing assessment (in Big Write books)</li> <li>Phonics test</li> <li>Spelling test for all and results to KL</li> <li>PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> </ul>

<ul style="list-style-type: none"> <li>• Foundation trackers updated</li> <li>• Spelling test for all and results to KL</li> <li>• For SEN pupils working well below – assessment against B-Squared</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete assessments in target tracker – reading, writing, maths, spoken word</li> </ul>	<ul style="list-style-type: none"> <li>• For SEN pupils working well below – assessment against B-Squared</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete assessments in target tracker – reading, writing, maths, spoken word</li> <li>• Foundation trackers updated</li> </ul>
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**Assessment Week 5**

<u>Year 6</u>	<u>Rest of School</u>
<ul style="list-style-type: none"> <li>• Practice SATs over half term and real SAT in test conditions (SPAG, reading, maths and science)</li> <li>• Phonics tests</li> <li>• Writing assessment in progress book</li> <li>• Guided reading assessment</li> <li>• NGRT reading test</li> <li>• PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>• For SEN pupils working well below – assessment against B-Squared to analyse where gaps in learning are so that specific and accurate teaching can take place</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete assessments in target tracker – reading, writing, maths, spoken word</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading assessment</li> <li>• Assertive maths test for this point in the year</li> <li>• Rising stars SPAG test</li> <li>• Writing assessment</li> <li>• Phonics test</li> <li>• Spelling test (only with pupils ready to leave letters and sounds in Year 3)</li> <li>• NGRT reading test</li> <li>• PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> <li>• For SEN pupils working well below – assessment against B-Squared to analyse where gaps in learning are so that specific and accurate teaching can take place</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete assessments in target tracker – reading, writing, maths, spoken word</li> </ul>

**Assessment Week 6**

<u>Year 6</u>	<u>Rest of School</u>
<ul style="list-style-type: none"> <li>• Reading age test – final time to pass up to High School teachers with reading record</li> <li>• Writing assessment in progress book</li> <li>• Assertive maths test (against KPIs)</li> <li>• Foundation trackers updated</li> <li>• For SEN pupils working well below – assessment against B-Squared</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words</li> </ul>	<ul style="list-style-type: none"> <li>• NFER optional tests for reading and maths (same as start of year)</li> <li>• Rising stars SPAG test</li> <li>• Writing assessment</li> <li>• Phonics test</li> <li>• Spelling test for all as end of year baseline</li> <li>• PM Benchmarking <b>afterwards</b> if pupil previous teacher assessment seems very wrong, or the pupil is not making the progress you want – will give you guidance about gaps in learning</li> </ul>

<p>(first 100, next 200 and so on...) Including letter names when spelling</p> <ul style="list-style-type: none"> <li>• Complete assessments in target tracker – reading, writing, maths, spoken word</li> </ul>	<ul style="list-style-type: none"> <li>• For SEN pupils working well below – assessment against B-Squared are so that specific and accurate teaching can take place</li> <li>• You also need to test their knowledge of being able to read and spell the High Frequency Words (first 100, next 200 and so on...) Including letter names when spelling</li> <li>• Complete assessments in TT – reading, writing, maths, spoken word</li> <li>• Final reading record and NGRT level ready to pass up to next teacher</li> <li>• Foundation trackers updated</li> <li>• Notes for next teachers about your class including medical, safeguarding, issues over year, friendships/clashes, next steps in core subjects, good progress this year? Not? Why/why not?</li> <li>• Set aspirational targets for next year</li> </ul>
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National Curriculum assessments bands criteria grids are used to reach judgements, as well as a reading and writing criterion scale and assertive maths assessments.

The assessment information gleaned will be one of the entries on the school's tracker. The performance of identified groups will be analysed by the Assessment Leader as follows:

- by the class teacher (prior to completing the Pupil Progress sheet)
- by the Literacy, Maths, Pupil Premium leader, SENCo and Senior Leadership Team.
- then by the whole team in Pupil Progress meetings in order to discuss under performance or shared good practice that has taken place for exceptional performance.

Core leaders also analyse Raise On Line and in school data to determine the school's and sub leader development plans.

### **Pupils working at an advanced level**

In every class in Key Stage 2 a small number of very high attaining pupils will be working above the expected level for their age. These pupils will be taught to develop mastery skills related to their attainment and next steps.

See **appendix 2** for planning and mastery level ideas/tools/

### **Pupils in Key Stage 2 working below the expected levels for their age**

Some pupils – usually those with additional needs – will not be working at a sufficiently high enough level to access the curriculum designed for their age group. These pupils will be learning at an appropriate assessment band level. A small number of pupils may not be working at a level that allows them to access the KS2 end of year test. For these pupils, teacher assessment will be used as the sole measure of their progress and B Squared readiness tracking is used for such pupils.



## **Pupil improvement targets**

Teachers provide children with specific improvement targets to move them on to their next steps. These targets are reviewed frequently to secure good progress over time:

- **reading**
- **writing**
- **mathematics**
- **general skills** – this is optional and dependent about the pupil's learning attitude

Pupils need to be aware of exactly what their targets are. As far as possible, pupils are involved in this review process.

## **Reminding pupils, parents and teachers of a pupil's termly target**

When parents engage in their children's education, achievement levels rise. If there was any doubt, recent research has shown that parental engagement is a decisive factor in determining learner achievement at any age, but the younger the children are the more impact this has. What really matters is that learners feel their parents are paying attention, engaging in the child's learning and care about their performance.

In order to keep parents informed about what their child needs to work on next, and to encourage them to support improvement, every pupil's targets must be accessible.

Pupils are given the following message:

*Your job is to put as much effort as you can into reaching your target. Remember: if you practise hard and believe that you can get better you are likely to succeed. If you reach your target your effort will have been worth it. Even better if.....*

## **Communicating information about pupils' progress to parents**

It is of paramount importance that the school provides regular opportunities for parents to keep abreast of the progress their son/daughter is making. Mindful of this the school will follow the practices listed below:

- a summary report of teacher assessment of their child's next steps
- offering termly **parent consultation meetings**
- offering additional, informal meetings, by appointment on the request of parents/carers, parent meetings at the start of each year to set out appropriate expectations of learning over the year
- OPP meetings twice a year – separate to parents' evening - to discuss the progress of SEN pupils and review their needs and progress

- issuing an annual school report during the second half of the Summer Term. In this report teachers should stipulate very clearly whether pupils are performing:

- broadly at the national expectation for their age
- above the national expectation for their age
- below the national expectation for their age
- well above/well below the national expectation for their age

### **Marking/Feedback – highlighting quality and significant achievement**

Quality work that meets the learning intention and shows progress should be highlighted using a highlighter pen – ‘yippee yellow’. Areas where improvements could be made and potential new learning targets should also be highlighted – ‘green for growth’. In this way pupils can develop an understanding about quality. Parents can also see the significant steps their son/daughter has made. (Please see marking and feedback policy for further details)

- since the last time they saw books
- over the course of the academic year

### **Assessment for Learning (AFL)**

The features of assessment for learning are at the core of the pedagogic approach that has resulted in high standards being achieved as the information is used in the following ways:-

- assessment being done with pupils, rather than being done to them
- a clear, specific lesson objective being communicated to pupils
- the use of success criteria as a checklist, or aid memoire, to assist pupils to achieve the learning objective
- the measure progress against a rubric
- the teacher using effective questioning strategies, such as asking a significant number of open ended questions and questions of differing levels
- participatory learning, with pupils having frequent opportunities to speak and make sense of what they are learning
- ‘dialogic talk’ – this involves extended pupil talk, with the teacher asking probing, supplementary questions and ‘*the talk not always returning to the teacher*’. Instead the pupil voice is prominent and there are opportunities for pupils to comment on the contributions of their peers. In this way the talk is ‘more evenly distributed around the classroom’
- self –assessment and peer assessment against the success criteria established (critique and rubrics)

- the teacher providing constant feedback on pupils' performance and how individuals can improve. This takes the form of in class oral feedback and diagnostic written feedback that acknowledges success whilst also pointing out the next steps a pupil needs to take to improve
- mid-session and end of lesson plenaries being used to review what has been learnt and develop pupils' understanding of the learning process and how it is possible for them to improve
- same day intervention to challenge misconceptions and scaffold future learning
- pre-teaching e.g. in preparation of new topic/concepts

See **appendix 3** for AFL tools – Claire Gadsby ideas

Through a wide range of assessments we aim to ensure that:-

- every teacher is equipped to make sound judgements about pupils' attainment and can, subsequently, forward plan to secure pupil progression
- every child knows how they are doing and what they need to do to improve
- every parent and carer knows how their child is doing, what they need to do to improve and how they can support this process

### **Moderation**

In order for one teacher's assessment judgements to be the same as another teacher's, regular moderation is built into the school's continuing professional development (CPD) programme. Consistency in practice across the school will only occur if there is regular, scheduled time when teachers can reach a shared understanding of what constitutes a particular point of performance. Moderation also takes place between schools in the local collaborations and other local pyramids.

### **Assessing progress in foundation subjects and religious education**

School leaders are committed to teachers working within a manageable and sustainable assessment framework. Therefore teachers provide the Senior Leadership Team with assessment data reflecting pupils' attainment (ARE).

- Art
- Geography
- History
- Music
- Physical education
- Religious education
- PSHCE (Leeds Healthy Schools Assessment)

- French
- DT
- Computing

CPJA – records are on a skills attainment ladder and on annotated schemes of work

### **The self-improvement process (learning about learning)**

Learning in primary schools is not exclusively about content. Effective teachers provide children with opportunities to engage in a dialogue about the learning process, or metalearning. They create regular opportunities that help children to understand how they learn new things. Plenary sessions and the final ten minutes of the school day are good times for this. The following questions may be used to assist children to reflect on the learning process:

- What have we learnt about today?
- What was the most important thing you found out today?
- How many new things did you learn?
- What are the things you have to remember to do if you want to be a good learner?
- What was our learning objective?
- Did we choose the right success criteria?
- Why have we been learning about this?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- What helped you to learn?
- Was there anything that made it difficult for you to learn?
- How can you use what you have learnt?
- How could you use what you have learnt in...?
- What are the important words that we have used in this session?
- How will you be able to remember what you have learnt?
- What is the connection between this learning and the work we did in...?
- How can you improve on what you have achieved in this session?
- Was there anything you found hard?

- Did you encounter any problems? How did you overcome them?
- What would happen if...?
- When your mum asks you what you learnt at school today what will you tell her?

### **Formal reporting to parents**

**Annual reports** – schools have a statutory duty to compose an annual written report to all parents. A new report format was created for Key Stage 2 parents in 2015. New features include:

- pupil attainment bands for reading, writing, mathematics and science
- a section for a comment about performance in other subjects/aspects of learning

### **Assessment timeline**

<b>Month</b>	<b>Activity</b>
September	SLT set provisional aspirational targets, which aim towards cohort and individual benchmarks of progress. Pupil Progress meetings then agree these with teachers during the first half term.
Early October	Pupil Progress meeting to establish under performance, intervention support and SEN referrals.
Mid October	Assessment week 1 Review of learning targets
End of October before half term	Parent consultations 1
Early December	Assessment week 2 Review of learning targets
February	Assessment week 3 Review of learning targets
End February	Parent consultations 2
May	End of year assessments Review of learning targets
Early July	End of year reports Parent consultations 3

At the end of each assessment period, results are sent to subject leader for assessment

## Appendices

### Appendix 1: Glossary of terms used

Term	Definition
achievement	The amount of progress a pupil has made from her starting point at the beginning of the year
assessment for learning	An approach to learning that maximises the impact of assessment on learner progress
assessment bands	Government produced criteria to support precision in assessment practice
attainment	The standards a pupil has reached (as measured by the national average)
Target Tracker	An electronic spreadsheet containing pupil performance information
Tapestry	An electronic program for recording the performance of pupils in the EYFS
formative assessment	Day-to-day assessment. Forming an impression of how well pupils are doing by reflecting on their written and oral performance.
high achievement culture	An organisational approach that aims for every pupil to make high levels of progress
national average	The performance of all pupils in the country averaged out
on entry assessment	The assessment of pupils when they first join the school
parent consultation meetings	A teacher-parent discussion about the attainment and achievement of pupils
peer assessment	Pupils assessing each other's work
pupil improvement target	A skill or attribute that the pupil wants to get better at and/or the academic attainment level the teacher aims to assist the pupil to reach
pupil profile	A picture of the significant achievements of a reception or nursery aged pupil over a year
self-assessment	Pupil assessing their own work using specific criteria
summative assessment	A summary of what a child has attained that is completed after a period of time has elapsed (usually a test)
cycle assessments	A levelled summary assessment of a child's performance at the end of a half term
tracking	Checking on how pupils are doing, identifying need and putting in place support to meet that need
moderation	Joint banding of a pupil's work to develop consistency in practice across school

## **Appendix 2: Planning and mastery level ideas/tools**

### **Maths Mastery**

We aim to ensure that all children develop a deep understanding of mathematics through enquiry and context-based learning wherever possible.

The National Curriculum for mathematics aims to ensure that all pupils:

“become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.”

At CPJA we understand the importance of children knowing more than isolated facts, methods and having procedural fluency – equipping them for real life needs. In order to develop children’s conceptual understanding in maths, we ensure that we plan for opportunities for children to: recognise, generate examples, use diagrams and manipulatives, interpret, compare and contrast ideas – analysing how they might solve complex problems (in line with Blooms Taxonomy).

Through reasoning, children are able to conjecture, generalise and justify. Teachers promote reasoning during maths lessons through using carefully chosen questions eg:

\_\_\_\_\_thinks that\_\_\_\_\_do you agree? Explain your answer...

Is it always true, sometimes true, never true that\_\_\_\_\_

Explain why\_\_\_\_\_ is wrong... (Could put other questioning strategies in here)

Children are provided with opportunities to express their mathematical reasoning and explain their learning through frequent self and peer evaluation. We understand that mathematical language is crucial to children’s mathematical thinking, which is why we promote this. Our calculation policy also promotes the progression of language that children should be exposed to as they move through school.

At CPJA we believe the whole point of maths is being able to use this in real life problems. Therefore, we plan for mathematical activities to have a problem solving element through the use of daily challenges. Each child takes part in a weekly problem solving investigation linked specifically to a problem solving skill, or strategy – linked to the area of learning for that week.

### **Mastery in Literacy**

At CPJA we believe that mastery in literacy means:

- Being able to use a wide range of sophisticated vocabulary in context
- Transforming reading knowledge into sophisticated writing
- Being able to recognise and apply writing techniques to engage the reader
- The ability to manipulate sentence structure to surprise, engage, or reveal a message

In order to encourage mastery in literacy we:

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- Encourage wider reading in a range of forms, contexts and genres
- Encourage a wide range of speaking opportunities that allow children to put forward their opinions and justify their thoughts
- Develop higher order thinking to cultivate articulacy, organised thought and freedom of expression
- Provide high quality text examples and learning opportunities that promote high standards from pupils themselves
- Put the children in purposeful situations where the need for literacy and communication is clear and motivating
- Provide high quality feedback from adults to provide challenge to move learning forward to the next step
- Teach pupils to have the skills to produce high quality self and peer evaluation that ensures pupils talk about and recognise their own next steps in learning and how they can improve their skills further
- Cultivate coaching skills in our more able pupils to ensure that they are able to synthesise and explain their learning at a higher level



## Appendix 3: AFL tools – Claire Gadsby ideas

### Top Tips For Sharing Learning Objectives With Pupils

1. **The pen of power.** Begin by randomly selecting a pupil to come to the front and use the 'pen of power' to highlight key words within the objective and to explain their choices. The important principle here is that it is the learner rather than the teacher, talking about the objective and annotating it to show their understanding. I find it useful to ask learners, 'How would you translate that for a much younger learner?' or 'What are we really trying to do today?' This checks that subject-specific terminology has been fully understood.
2. **The red herring.** Add an extra learning objective and ask pupils at the end of the lesson to identify which one has not been covered and how they know which one was the red herring. The challenge is increased if the objectives are only subtly different, perhaps through changing some of the verbs.
3. **The hide and seek.** 'Can you guess what it is yet?' Ask the pupils to suggest what the learning objective could be before revealing it (e.g. it could be completely concealed beneath sugar paper or possibly have just some words visible). Discuss the differences and similarities between pupil's attempts to work it out. Some schools have developed this idea further by hiding the objective behind a pair of stage curtains, either literally or on screen, and finally revealing it with a fanfare and flourish!
4. **Guess who.** Distribute a range of learning objectives to pupils individually and, at the end of the lesson, ask them to work in groups to discuss who thinks they have the correct objective for the lesson in front of them and how they know.
5. **Delete petit.** Discretely delete the objective word by word during the lesson and use these moments as opportunities to challenge learners to spot which words have disappeared, thus reactivating the objective regularly throughout the session. Challenge pupils to remember the complete objective correctly by the end of the lesson.
6. **Close but no cigar.** Present the learning objectives as a cloze activity where pupils are encouraged to fill in the missing words before the completed learning objective is revealed.
7. **Place your bets.** Get pupils to speculate (bid) for verbs that could be used to complete a learning objective (e.g. by using a plenary placemat with key words on it or use Bloom's sentence stems). This method can be used to increase the level of challenge within the lesson as well as engaging the pupils in genuine co-construction of the objective itself.
8. **Mini-plenary.** Incorporate a mini-plenary where pupils are asked to evaluate their progress towards the objectives partway through the lesson.
9. **Translation.** Ask pupils to collaborate to rewrite the learning objectives in a more pupil-friendly style. Next, compare and evaluate the suggestions.
10. **Rank order.** Select two or three learning objectives for the lesson and ask the pupils at the start of the session to vote for the one which they feel is the main class priority.
11. **Nourish deeper learning.** Incorporate one skills based objective (perhaps a focus on collaborative group work or personal, learning and thinking skills (PLTS) or social and emotional aspect of learning (SEAL objective) alongside the subject-based objective. Encourage pupils to think about where else they have used/could use this skill. Indicate if this is going to be the focus for a plenary and, if so, when and how the subject-based objective will be reviewed.

### Top Tips For Bringing Success Criteria to Life

1. **Blankety Blank.** Begin with a blank grid on the board. Invite pupils to suggest what some of the success criteria could be. When as a class, they have reached agreement about the criteria, each pupil transcribes their own grid which is then referred to regularly throughout the teaching. By giving each criterion a number you can make targeted and formative feedback very manageable (e.g. 'Well

done, you have included numbers 1 to 4 very effectively – now see if you can use number 5 in a new paragraph’).

2. **Extra, extra...** Give the pupils a list of possible success criteria plus extras (see ‘the red herring’ on p.22). Ask them to suggest which criteria should be deleted and why. This activity involves the higher order skills of classification and analysis and ensures that pupils are challenged and involved from the outset.
3. **The competition.** Organise learners into groups and challenge them to compile a list of possible success criteria. These can then be critiqued by the class and the ‘best’ ones selected.
4. **Two for true.** You, or better still a pupil, calls out a selection of possible success criteria. Pupils raise two hands if it is true (a good suggestion) or one hand if it is false (not suitable).
5. **Last man standing.** All pupils begin by standing up. They can only sit down when they have suggested a success criterion. If numbers are an issue, allow the pupils to work in twos or threes. Similarly, if pupils are struggling, allow them a lifetime such as ‘pass it to the class’ or ‘phone a friend’.
6. **In first place.** Give the pupils a range of possible success criteria, either cut up or scattered randomly across a large piece of paper. Ask them to work together to rank order the criteria in order of importance, justifying their decisions.
7. **Building blocks.** For longer term pieces of work and for younger learners in particular, it can sometimes be useful to build a large scale display or even a physical model of the success criteria to be displayed prominently in the classroom. You can encourage active engagement with this in many different ways (e.g. by removing blocks and challenging pupils to remember what was there).
8. **Beat the teacher.** Model the completion of a task (e.g. writing the opening of a creative story, using a material if art or tackling an equation) but with deliberate mistakes. Challenge the pupils to spot where you go ‘wrong’ and then ask them to correct it. These corrections then become the bones of the success criteria.
9. **Ensure success criteria are displayed prominently throughout the lesson.** These are the key signposts by which pupils can navigate their way towards achievement in each lesson.
10. **Build it up break it down.** Sometimes it can be advantageous to immerse pupils in the completion of a task without knowing the success criteria for their first attempt. Afterwards, ask them to evaluate the strengths and weaknesses of what they did, thus generating success criteria that can be used to support their second attempt at the task. This might be particularly attractive to teachers of creative and practical subjects who are keen to cultivate originality.
11. **Provide models.** But don’t tell the pupils whether you are presenting these as models of good or poor practice. Ask them to analyse and evaluate the models, explaining their reasons. From this process, pupils can be guided towards generating the success criteria.
12. **Choose your analogy.** Being a terrible cook, I tend to talk to pupils about the ‘recipe’ for success in my lessons and use cooking related images around my success criteria displays. Other teachers use references to navigation and construction very effectively.
13. **Uplevelling.** Display a weak model and demonstrate how it can be improved. Encourage pupils to make suggestions and incorporate these. If appropriate, pupils themselves can make changes on the board as well as the teacher.
14. **Return to the beginning.** There is extra learning potential to be gained from returning to the success criteria after the work is completed in-order to re-evaluate the success criteria (e.g. ‘are we still happy that short sentences always make the best narrative hooks? Explain why’)

### **Top Tips For Engineering Effective Classroom Discussions**

1. **Group work.** See page 42

2. **Push the right buttons.** Ensure that you have an object or topic that pupils will genuinely want to talk about in lessons. Sometimes teachers invest a lot of time and energy setting up discussion tasks which fail to engage the learners. Make use of fascinators, props and so on.
3. **Adequate wait time.** Make sure you build in sufficient wait time before pupils are expected to answer. Opportunities to discuss answers first with a 'talk partner' are vital for extending learning and developing both confidence and interpersonal skills.
4. **Don't jump in.** Practise 'teacher wait time' before responding to pupils. Research shows that many teachers actually answer their own questions or simply rephrase what learners have said. Use a range of non-verbal cues, body language or even symbols or props, rather than words, to encourage pupils to keep talking.
5. **Frameworks**, such as the PMI (Plus, Minus, Interesting) as suggested by Edward De Bono, are useful for extending the range of pupils' thinking and discussion. For example, 'Imagine that all the water in the world is frozen. What would be positive? A minus point? Just interesting? Now put your answers in a table'. The 'interesting' column is especially useful for generating original and divergent thinking.
6. **Use questions which generate emotional connections.** For example, when working with a new class, consider asking them formally about their interests, passions and aspirations and link lesson content and resources to this where possible.
7. **Feedback.** Plan a range of ways of taking feedback. For example, determine the spokesperson at the outset or experiment with giving different groups different tasks so that feedback to the whole class is more purposeful and pupils have a purpose for listening to each other.
8. **Use generic question cue cards.** Try giving cue cards to pupils as they enter the classroom to maximise every child's involvement. They must ask this question of someone (not just the teacher) before the end of the lesson. Questions might include: 'What might someone say who disagreed with that?' or 'Can you back up that idea?'
9. **Randomly select pupils to answer.** Use names on cards or lolly sticks or a computerised random generator. This establishes a 'no hands-up' culture and helps to ensure that all pupils are engaged.
10. **Rank order activities.** This is a quick and effective way to get even reticent pupils involved in discussions (e.g. 'Rank these ideas in order of importance').
11. **Introduce 'devil's advocate' or provocative questions.** These give pupils something which elicits a gut reaction or problem to ponder, encouraging deeper thinking and originality.
12. **Questions to generate philosophical thought.** Ian Gilbert's *The Little Book of Thunks* is a brilliant source of questions that are impossible to answer with one word. You might also want to explore Philosophy for Children (P4C) or 'community of enquiry' approaches to generating and exploring 'big' questions.
13. **Questions to explore in depth.** Covering a topic in more detail over a longer time (e.g. the week-long lesson) gives pupils better opportunities to problem-solve and independently apply what they have learned.
14. **Questions to trigger the transference of learning from other subject areas.** For example, 'What can you bring to this from other subjects?' or 'How is this useful in...?'  
This links to the idea of a competency-based curriculum, PLTS and so on.
15. **Questions which have no single right answer.** For example, 'Did Curley's wife really deserve to die? What evidence is there to support that view? The teacher may have to model that there is no right answer and demonstrate that we are also learning, alongside the pupils.
16. **Inductive learning activities.** see pg. 46
17. **Questions which allow deeper learning beyond the lesson.** If these are written up in reflective journals, this can be a useful way of encouraging learners to reflect on their learning journey and also develop extended writing and evaluative skills.
18. **Indirect questions.** This might involve using an image for pupils to investigate, such as a photograph of soldiers in the trenches, and then asking 'What does this tell us?'

19. **Pupil generated questions.** These can come from pupils using a KWL grid to organise their research, where K stands for 'What do you know already?' W for 'What do you need to find out?' and L for 'What has been learned confidently?' QUADS grids (Questions, Answers, Details and Source) are equally useful.
20. **Questions to close gaps in learning.** One carefully targeted question may allow a pupil to demonstrate progress very quickly whilst developing their vocabulary at the same time. An example of an effective question might be, 'Can you develop your idea a little further using the word photosynthesis as well this time?'
21. **Questions as part of a 'conversational classroom'.** Are you happy to be interrupted and questioned by pupils as the lesson unfolds? Do the pupils know this? Do they also know how and when it is appropriate to do this?

### **Top Tips For Making Feedback Formative**

1. **Comment-only marking.** See pg. 57
2. **Expect an immediate response to your feedback.** Jackie Beere talks about the need for DIRT (Dedicated Improvement and Reflection Time) in lessons. Try to end your feedback with a specific task for pupils to complete or a question for them to answer.
3. **The 'purple pen of progress'.** Make purple the colour of progress by providing pupils with purple pens to complete their improvements based on your feedback. This provides powerful evidence of pupils' ongoing progress over time; the more pupil changes and additions there are in purple, the more effective you know your feedback is.
4. **Make time for feedback.** In the busy world of the classroom, staff and pupils are often hurtling from one scheme of work to the next with scarcely time to draw breath. For feedback to be most effective, it needs to have time devoted to it. Try to plan gaps – what I think of as 'buffer' or feedback lessons – where quality reflection and feedback can take place.
5. **Design a menu of 'feed-forward tasks'.** Pupils should complete these in response to your feedback. For example:
  - Annotate three changes you would have made in your work and say why.
  - Rewrite a section.
  - Look again at success criteria 1 and 6 – now add these to your work.
  - Make six improvements to your vocabulary choices.
  - Annotate your work against the success criteria.
  - Provide another example
6. **Consider the use of feedback frames.** see pg.59
7. **Reverse horseshoe forum.** see pg.59
8. **Use guided work.** This is an ideal model for working closely with targeted pupils to help them improve their work in response to your feedback.
9. **Oral-only feedback.** see pg.61
10. **4x4 feedback.** This is pedagogy for bringing feedback into teaching itself. The title refers to the four activities of: *exploring* an anonymous/exemplar response, *guessing* the feedback/mark that would go with it (based on the success criteria), *modelling* how to improve it and, finally, *inviting* learners to do the same with their own work.
11. **Delayed gratification.** see pg.62
12. **Feedback margins.** This is a designated place on the right hand side of the page where you can genuinely begin to create a two-way dialogue with pupils in which you can hear and respond to their feedback to you.
13. **'Two stars and a wish' and 'Even better if...'** These make very useful frames for feedback but overuse can lead to them becoming formulaic. Invite pupils to help you design new, class-specific models that they will be even more likely to engage with.
14. **Link classroom display to feedback.** For example, against your large-scale display of success criteria, get pupils to generate a quick 'progress bite' or implementation task, perhaps on a sticky note, which they place next to the criterion they think they have evidenced. (See Chapter 8 for more on progress bites and demonstrating pupil progress.) This makes assessment literate pupils an everyday reality in your classroom, demonstrates progress over time and keeps the learning 'live' for pupils between lessons.
15. **Beware the phrase 'next time' when marking.** This has very little meaning for learners unless we are going to apply specific dates and times. Far better to allow immediate opportunities for pupils to respond to feedback whilst it is still in their minds.

16. **Make marking imperative.** For example, 'Change three adjectives to improve the impact of your work.'
17. **Sticky notes.** These are a fantastic way to provide instant formative feedback to students without interrupting them (e.g. 'Great Gemma, now use another quote from the play to develop your idea further' or 'Well done on checking the success criteria – have another look at number 4').
18. **Insist that pupils respond to your feedback.** You can encourage this by structuring marking in the following way:
  - What Went Well (WWW) – Positive aspects of the work.
  - Even Better If (EBI) – Action needed to improve.
  - My Response Is (MRI) – Pupil writes a response to the feedback or just signs up to above action.

### **Top Tips For Activating Learners As Resources For Each Other**

1. **Talk partners** are crucially important and should be randomly generated and rotated after no more than one week for maximum impact.
2. **Spotlighting** is a particularly powerful way of evaluating the collaborative work happening in the classroom. When pupils are engaged in group work, periodically ask them to pause, signal that it is 'spotlighting time' and then ask one group to resume its work while a metaphorical spotlight is shone on them. The role of the rest of the class is to observe and be prepared to offer formative feedback as required.
3. **Day-to-day classroom routines.** See pg.69
4. **Use a random name generator** to determine which learners are going to provide feedback or talk about their own work. You can download software onto your computer or just use a jar full of name labels.
5. **Cooperative learning (Kagan structures).** Embrace pedagogies which are specifically designed to promote the development of pupils' interpersonal skills. Approaches like the cooperative learning structures advocated by Dr Spencer Kagan provide an opportunity to develop subject-specific learning, interpersonal skills and emotional intelligence at the same time using one activity. What one could describe as a 'but one, get one free' pedagogy!
6. **Take over the teaching.** Introduce the expectation that, once a pupil has successfully completed their work, they make themselves available to help others in the group. This is particularly effective in practical subjects where 'pupil helpers' circulate the room offering support. Be careful to ensure that pupils understand that their role is to coach others – not to complete the work for them.
7. **The spectacles of feedback.** To really signal the importance of peer assessment, and the expectation that pupils should be assuming a different role, I encourage pupils to make their own 'feedback glasses'. Using the 3D cardboard glasses issued by cinemas as a template, I invite pupils to make and customise their own pair. Putting these on prior to assessing either their own or their partner's work really focuses attention and improves the engagement of younger pupils.
8. **Film stars.** Experiment with filming learning as it unfolds in the classroom. This footage provides brilliant opportunities for pupils to see how best to evaluate each other's work and can be used to show the difference before and after feedback has been given. Photographs can be used in much the same way.
9. **Put the words into their mouths.** Work with your pupils to design a bank of effective feedback comments available for them to use. These could be laminated and placed in pots in the centre of tables.
10. **Group-generated questions.** Ask pupils to work in groups to write down five questions and, following whole-class discussion, identify the best two from each group. This generates 10 or 12 good questions which can be explored possibly as homework.
11. **Anonymous models.** Use examples of work from anonymous pupils and ask their peers to suggest possible ways of improving the work and how they would meet the learning outcomes.
12. **Question time.** Ask pupils to work together to write their own questions and in addition to provide answers to each other's questions.
13. **Make sure peer assessment mirrors the best practice modelled by teachers.** For example, peer assessment should be followed by an immediate opportunity/expectation that pupils do the feed forward/improvement task.
14. **Don't confine pupils to just written peer assessment.** Make full use of oral feedback but perhaps capture comments on thought-bubble shaped stickers for future use/reference.

### **Top Tips For Activating Learners As Owners Of Their Own Learning**

1. **Pause points.** See pg. 78

2. **Reflection tasks.** These can be laminated and displayed around the classroom, placed in pots on tables or stuck into books. Like feedback tasks they may be more memorable if presented as mnemonics such as:  
**Cream of the crop?**  
 Come to a stop.  
 Read what you have produced so far.  
 Evaluate your work against the success criteria.  
 Ask yourself: 'Is this my best effort?'  
 Make one small change before carrying on.
3. **Lesson domestics.** These can be used to actively encourage independence. Try experimenting with book monitors, a choice of materials or tasks for pupils to choose from, pupil generated displays or pupil-led plenaries.
4. **Pick up where we left off.** Ensure that pupils can catch up easily if they have missed a lesson. For example, take a screen shot of the key learning each lesson, print off copies and display prominently in the classroom. Encourage pupils take a copy and discuss with a friend or the teacher.
5. **The guide on the side.** The teacher acts as a facilitator and pupils are expected to talk more than they are. The teacher is on yes/no answer mode and, during independent work, they will only provide yes/no answers or say 'pass to the class' so that difficult questions are directed to the class.
6. **Tap into the talent in the room.** See pg. 80
7. **Pupil annotation of their own work.** 'I did this because...' This is a very powerful way of gaining an insight into the deeper learning of particular pupils. This kind of annotation is most effective when it relates directly to success criteria and provides teachers with a sense of exactly what the pupil was thinking during the process of completing their work.
8. **Regularly and routinely involve pupils in actual lesson delivery.** This can be done by choosing pupils at random to present their homework or revision to the rest of the class who, in turn, provide feedback based on the success criteria.
9. **Teach from the back.** Simply changing your position within the classroom dramatically alters the dynamics of the lesson as the pupils are not automatically looking for input from the teacher at the front of the room but are using independent learning strategies. Interestingly, it also physically repositions the teacher into more of a facilitator role.
10. **Devil's advocate or provocative statements.** Giving pupils something which elicits a gut reaction or asking them to ponder a problem encourages deeper thinking and originality.
11. **Getting unstuck –the 'B strategy'.** Instead of stepping in and providing the pupils with the answers to difficult questions, model ways for them to get themselves 'unstuck'. For example: check your **Book, Board, Brain** and **Buddy** before you ask the '**Boss**'!
12. **Talk timer for teachers.** Most teachers are used to setting time-managed tasks for pupils. Try setting the timer and stating explicitly: 'I will introduce the topic for the next 10 minutes only, and then it's over to you to apply what you have learned.'
13. **The week-long lesson.** This could mean studying a topic in more detail to allow pupils to problem-solve and independently apply what they have learned.
14. **Pupils taking responsibility for designing their own learning.** Ask students: 'If this is our objective, what suggestions do you have for how we might learn it?'
15. **Question cue cards.** These are generic questions that are issued to pupils at the start of the lesson. It is the responsibility of the learners to ask the questions of each other during the session, thus reducing the amount of teacher talk.
16. **Creating a culture of 'no single right answer'.** Try setting lessons as problem-solving exercises (e.g. 'Was Henry VIII a good king?'). The role of the teacher is to model that there is no right answer and that we are learning alongside our pupils.
17. **Reflective journals.** These can be a useful way of encouraging learners to reflect on their learning journey plus they also develop extended writing and evaluative skills.
18. **Inductive learning activities.** see pg. 82
19. **The silent lesson.** This creates both intrigue and real concentration. Display a problem, question or 'fascinator' (see Chapter 3) on the board and then invite the pupils to respond – but don't use any words! This takes practice; focus on an engaging stimulus, mime and passing on the pen to pupils to take over.
20. **Plenaries and self-assessment.** These are ideal places to promote further independence. Begin by asking learners to tell you what they have learned, rather than us as teachers telling them what *we think* they have learned.

### Top Tips For Demonstrating Pupil Progress

1. **Set appropriate learning objectives.** See pg.87
2. **A recipe for success.** Check that pupils have access to success criteria within each lesson. These function as a recipe or map showing pupils precisely *how* to progress in their learning.
3. **Portable plenaries.** See pg.87
4. **Targeted questioning.** This has a key role to play – the random generation of pupil names to answer questions helps to ensure that all learners are fully engaged.
5. **Progress points in classrooms.** These can be very helpful in signposting pupil progress by making it very visible to all. Strategies such as KWL (what do we **K**now, **W**hat do we need to find out, what has been **L**earned confidently), QUADS (**Q**uestions, **A**nswers, **D**etails, **S**ource) grids, ‘graffiti walls’ and ‘post-it/park-it walls’ can also be used interactively in the lesson itself.
6. **Progress bites.** In other words, quick implementation/application tasks to demonstrate that pupils have grasped the main learning point. This could be a timed paragraph, equation or question which, again, can be dropped into a lesson at any point and would serve to provide a portable plenary.
7. **The killer question.** Make a point of asking pupils: ‘What do you know/can you do that you didn’t/couldn’t do an hour/week/month ago?’ Then ask them to respond to this in a variety of ways – verbal, written, diagrammatic or physical.
8. **Explain it to a 5 year old.** Asking pupils to simplify and synthesise their learning in order to explain it to a much younger pupil really exposes any gaps in their learning.
9. **Fill in the gaps.** Try presenting pupils with an overview of the lesson/unit in the form of a cloze activity. This could take the form of individual pupil versions or a giant display which pupils independently fill in when they are confident that they know the answers.
10. **Transposition or transformation of learning.** See pg. 89
11. **Podcasts or sound bites.** Catch them being clever and keep this evidence safe using a Dictaphone or mobile phone (e.g. ‘Who would like to have a go at summing up what we have learned so far in one sentence that we can record?’). This sort of classroom culture actively encourages pupils to develop their vocabulary and speaking skills.
12. **The power of peer and self-assessment.** This is well documented. Pupils’ own responses to their work can be supported by grids containing success criteria which they can link to their own work. Crucially, this allows them to talk in specific detail about their targets rather than superficial comments such as ‘I need to get to level 5’.
13. **Ask a big question.** This would be an *overarching question*, maybe straddling several lessons, which could be displayed in the classroom. At any point you could ask pupils: ‘What do you feel that we know now that would help us to answer this question?’

### Top Tips For Working Most Effectively With Parents

1. **A PR offensive.** Research suggests that a significant percentage of parents find schools intimidating due to their own experience as pupils. Try offering interactive and fun workshops which demonstrate that learning, and assessment, has altered dramatically since they themselves were pupils – and for the better! Ensure that parents experience a range of learning activities alongside their children so they can see for themselves the power of AFL.
2. **A Trojan mouse.** We all know that it can be particularly difficult to engage certain parents and these are often the ones we most want to reach. If you cannot entice parents to take part in the kind of sessions described above, try a more stealthy approach by dropping AFL type strategies and messages into the more well-attended events such as sports day and annual concerts.
3. **A radical rewrite.** Have an honest look at your existing policies around assessment and then rewrite them in a shorter, illustrated and straightforward way, avoiding jargon and acronyms, and share them with parents.
4. **Manage expectations.** In pupils’ books and planners include a short and explicit statement of what parents can expect in terms of assessment, and stick to this.
5. **Make research resonate for parents too.** In this statement include a short overview of what the overwhelming weight of research tells us about the efficacy of formative feedback. John Hattie’s work on effect sizes might be useful here.
6. **Consistency of practice.** Ensure that staff in all subject areas follow the same policies and procedures in terms of marking and feedback to avoid confusion on the part of parents.

7. **Use success criteria effectively within lessons.** Then make sure that pupils have copies of these in their books, making it easy for parents to see exactly what their child has been learning and how and why feedback is being attributed.
8. **Design a feedback key.** See pg. 94
9. **Be upfront.** Research shows that parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood. Tell this to parents – it is a powerful incentive for them to get more involved.
10. **The right tools for the job.** See pg. 95
11. **Develop assessment literate parents.** Post copies of mark schemes, success criteria and annotated model answers online so that you create assessment literate parents as well as pupils.
12. **Parent assessment.** Encourage not only self and peer assessment but parent assessment as well. Experiment by providing parents with a list of effective feedback comments in the same way that you might for pupils (see chapter 6) and encourage them to make use of these when working with their children.
13. **Use the 'purple pen of progress'.** (See chapter 5). This provides powerful visual evidence that feedback from pupils, teachers and parents is actually contributing to pupils' progress.
14. **Make it personal.** The best way to get parents involved is to extend a personal invitation. General letters or flyers home tend not to be overly successful – try to create ways to communicate with parents one to one.
15. **V is for visibility.** Try to ensure that you are communicating your ethos and expectations around assessment using the fabric of the school. For example, make sure that displays around the building, and especially in the foyer, celebrate work in progress as well as finished pieces, and that they feature AfL strategies and success criteria.
16. **Drip feed.** See pg. 96
17. **Pupils' annotation of own work.** This provides even the most sceptical of parents with powerful evidence that assessment for learning really does empower their children to take control of their own learning and to make progress.
18. **Parent view.** Once they are all onside, encourage them to say how brilliant your school is on Ofsted's Parent View.

#### **Top Tips For Winning Hearts and Minds**

1. **Make it personal.** See pg.105
2. **Go back to the basics.** To begin with, ensure that all staff are aware of the bigger picture about what Assessment for Learning is and why it is so important. (The research evidence cited in this book will help you to do this.)
3. **Know where to start.** AfL has been around for more than 14 years so it is likely that most schools will have made a start on engaging with it and pockets of good practice will probably exist. It is important to assess your staff and find out where they are in relation to AfL. The AfL progression tables (see pages 6 -13) may be useful in establishing where you currently are.
4. **An audit by any other name.** Think of a *creative* way to ascertain teachers' knowledge of, and commitment to, AfL. You could try asking staff to self-categorise by aligning themselves with a statement they most identify with.
5. **Incidental CPD.** See pg.106
6. **Differentiate.** See pg. 107
7. **Problem- solving.** Invite staff to share a perennial 'problem' with assessment that makes their life difficult (e.g. pupils not reading feedback) and experiment with solutions for a short period of time.
8. **Make it very visible.** Perhaps introduce a staff learning wall where staff are encouraged to post ideas and strategies they have used. (It can be helpful to incentivise this – perhaps by issuing a raffle ticket for each contribution with a prize draw every Friday).
9. **Own it.** See pg.107
10. **A radical rewrite of your assessment policy.** Look at what latent assumptions are lurking in your current and possibly outdated version. Challenge these, then rewrite it so it is shorter, more purposeful and links to success criteria. Put this in every classroom or teacher planner.
11. **Keep AfL at the centre of your day-to-day business.** Make AfL the first standing item on the agenda for any meeting and perhaps encourage departments to introduce 'ten minute Tuesdays' ( a ten minute slot where they informally share their ideas and reflections on what they have trialled recently in classrooms).
12. **Tell me a story.** Provide time and space for staff to 'tell the story' of their classroom-based work. According to Mark Friedman, telling stories is one of the oldest ways of making sense of the world and converting our own experiences into useful lessons. It allows each person to express their unique perspective on a situation.



13. **Continue to invest time and resources in high-quality CPD.** See pg.109
14. **Collaboration.** See pg.109
15. **Involve all major stakeholders in the process.** See pg.109
16. **Incorporate AfL into performance management.** Make it a key priority for everyone, every year, until it is embedded. Use coaching to help those who are not moving forward with it and, if necessary, use sanctions such as capability procedures or withholding movement up the pay spine.
17. **Use lesson observations or drop-ins to embed AfL.** Prior to these ask teachers, 'Which aspects of AfL would you like me to look for specifically in your lesson?'
18. **Let AfL lead your marking policy.** Ensure that progress over time is evident in pupils' books, that they respond to written feedback and that there is a consistent language children use about their learning.

#### Appendix 4: Self-assessment and Peer Marking: (From Marking Policy)

It is clear, from John Hattie's research, that the biggest impact on the rate of learning within a lesson is 'assessment literate pupils', so it is important pupils can evaluate theirs and others' work against a clear criteria in order to help them understand how close they are to achieving the learning objective and to help them improve further.

## **Self - Assessment**

Children should be encouraged to re-read and edit their work carefully at different points within each lesson:

- If the child has made a mistake, and recognises it themselves, then they should cross this out with a neat line and write the correction next to it, or above it. Crossing out, inserting new words or phrases and re-drafting should be actively encouraged. This should be completed using the 'Purple Pen of Progress'.
- Where teachers give verbal feedback in the lesson, pupils should respond in purple pen wherever possible, demonstrating they have listened and acted on the advice given.
- Where pupils mark their own work, or the work of a peer, this should also be indicated in their purple pen.
- For spelling or times table tests when children are encouraged to better their performance, it is appropriate for the child to know his/her own mark, so peer or self-marking with instant feedback is appropriate.

Wherever possible, the teacher should pinpoint exactly what pupils are looking for and what is expected of them, modelling possible responses when self-assessment is being established, in order to help the children make comments that are relevant about the learning that has taken place.

They may give sentence starters linked to the steps to success to help scaffold this process. Eg:

- *The sentence that grabs the reader's attention the most is...because...*
- *Whilst I am confident at...I now need to practice...*
- *I felt\_\_\_in this lesson because\_\_\_*
- *My work would be even better if...*
- *Next I need to work on...*

## **Peer - Assessment**

Children need to be taught the peer-assessment process to give thoughtful and useful feedback to their peers. The use of 'steps to success' help give children a clear structure to assess a piece of work against.

Cooperative feedback should be used to develop the most effective peer-assessment techniques. It should be conducted as follows:

1. Both children read and discuss one of their pieces of work together so they have only one book between them. The child whose work it is has control of the pen and ultimate say.
2. Together, they decide upon successes, as indicated by the teacher or in the steps to success, and underline them using their purple pens. Older children may also explain underneath why they chose the ones that they did.
3. Then, they talk about improvements that could be made (again as specified by the teacher or in the steps to success), writing the improvements in the book they are editing.

This may also need to be carefully scaffolded by the teacher, as self-assessment should, until this technique is established.

Signed B. Townend.


**Mrs B. Townend Executive Headteacher**

Date: Sept 2016

Signed 

**Mrs S. Churm Chair of Governors**

Date: Sept 2016

Signed 

**Miss K. Law Headteacher**

Date: Sept 2016

**Review Date: Sept 2018**