



Castleford Park Junior Academy

Assessment Policy

May 2018

Version 1

Review May 2020

Tracking pupil performance – pupil progress

Our school is firmly committed to ensuring that all pupils make very good progress from respective starting points when they join us. Their performance is tracked 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. 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.

Achievement

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 pupils have targets set based on pupils' prior attainment and 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- and they are supported to successfully carry out this responsibility through regular pupil progress meetings.

Class trackers

A record of every pupil's academic performance will be kept on the school's **electronic tracking system**. Teachers are able to compare individual pupils performance with 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 then be established. Trackers contain information about pupils' prior attainment year on year – not just a record of assessments for the previous academic year. Such information 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. Rising Stars tests – appropriate to stage – further compound teacher assessment.
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: **ASP** (Analysing School Performance). These reports inform the school's result in nationally published league tables and are central to the Ofsted school inspection process.

Termly Assessments 6 Week Cycle:

Assessment Week 1 – Baseline (after 3 weeks in school)

Year 6

- Last year’s test paper (SPAG, reading, maths and science) to baseline
- Reading age test (ACC. Reader)
- Diagnostic test **afterwards** if gaps in learning seem to be a problem
- Writing assessment taken from pupil extended writing
- For SEN pupils working well below – assessment against B-Squared
- 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
- Complete initial assessments in target tracker – reading, writing, maths

Rest of School

- Rising stars SPAG, reading and maths – for previous year (Y2 tests for Y3 children)
- Writing assessment – writing criterion scale
- Phonics test – where appropriate
- OWLS in 5 and 6 for whole school screen to pick up gaps and then... (proper phonics assessment for LA/SEN)
- 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)
- Spelling test against National curriculum spelling rules
- ACC reader reading test
- Diagnostic test **afterwards** if gaps in learning seem to be a problem
- For SEN pupils working well below – assessment against B-Squared
- 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
- Complete initial assessments in target tracker – reading, writing, maths

Assessment Week 2 – end of first HT

Year 6

- Teacher assessment – Reading, writing, maths, SPAG, science
- ACC reader reading test
- For SEN pupils working well below –B-Squared
- 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
- Foundation trackers updated

Rest of School

- Teacher assessment – Reading, writing, maths, SPAG, science
- ACC reader reader reading test
- Phonics test (Y3 & pupils in Y4 still using)
- For SEN pupils– assessment against B-Squared
- 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
- Foundation trackers updated

Assessment Week 3 – before end of term one

Year 6

- Practice SAT in test conditions (SPAG, reading, maths and science)
- Phonics tests (where needed for LA) and spelling test (see spelling guidance)
- ACC reader test

Rest of School

- Rising stars reading, maths, SPAG
- ACC reader test
- Writing assessment
- Phonics test (results to KL)

<ul style="list-style-type: none"> • Diagnostic test afterwards if gaps in learning seem to be a problem • Writing assessment in progress book • For SEN pupils working well below – assessment against B-Squared • 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 	<ul style="list-style-type: none"> • Diagnostic test afterwards if gaps in learning seem to be a problem • For SEN pupils working well below – assessment against B-Squared • 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
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Assessment Week 4 – Middle of spring term

Year 6	Rest of School
<ul style="list-style-type: none"> • Teacher assessment – Reading, writing, maths, SPAG, science • ACC reader reading test • For SEN pupils working well below –B-Squared • 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 • Foundation trackers updated 	<ul style="list-style-type: none"> • Teacher assessment – Reading, writing, maths, SPAG, science • ACC reader reader reading test • Phonics test (Y3 & pupils in Y4 still using) • For SEN pupils– assessment against B-Squared • 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 • Foundation trackers updated

Assessment Week 5 – end of Spring term

Year 6	Rest of School
<ul style="list-style-type: none"> • Practice SAT in test conditions (SPAG, reading, maths and science) • Phonics tests (where needed for LA) and spelling test (see spelling guidance) • ACC reader test • Diagnostic test afterwards if gaps in learning seem to be a problem • Writing assessment in progress book • For SEN pupils working well below – assessment against B-Squared • 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 	<ul style="list-style-type: none"> • Rising stars reading, maths, SPAG • ACC reader test • Writing assessment • Phonics test (results to KL) • Diagnostic test afterwards if gaps in learning seem to be a problem • For SEN pupils working well below – assessment against B-Squared • 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

Assessment Week 6 – middle of Summer term

Year 6	Rest of School
<ul style="list-style-type: none"> • Teacher assessment – Reading, writing, maths, SPAG, science • ACC reader reading test • For SEN pupils working well below –B-Squared • 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 • Foundation trackers updated 	<ul style="list-style-type: none"> • Teacher assessment – Reading, writing, maths, SPAG, science • ACC reader reader reading test • Phonics test (Y3 & pupils in Y4 still using) • For SEN pupils– assessment against B-Squared • 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 • Foundation trackers updated

Assessment Week 7 – end of Summer term

- Assessment information passed to feeder High School, including transition work and best piece of writing
- ACC reader test to pass to High School

- Final Rising Stars reading, spag, maths tests
- Final writing assessment
- Final ACC Reader test
- Teachers moderate with new teacher to verify judgements made using sample of books
- New targets set for the coming year

Bespoke assessment bands – recorded on target tracker – help teachers reach their judgements on individual pupil performance.

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.

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 twice yearly **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

Our marking and feedback policy places high emphasis on formative assessment as much as possible, with the pupil – as this is proven to have the greatest effect on learning and progress. Our school continues to develop all adults' ability to work together as a team to intervene at the best moment for each child wherever possible.

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 – using clearly defined examples of what the specific outcome should look like – and supporting them to effectively evaluate their own learning
- a clear, specific lesson objective and path to success being communicated to pupils
- the teacher using effective questioning strategies, such as: asking hinge questions that allow assessment of learning by the teacher
- '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'
- 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
- same day intervention to challenge misconceptions and scaffold future learning

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

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 our multi-academy trust and other local pyramids.

CPJA Assessment Policy April 2018

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) using progressive criteria gleaned from the national curriculum objectives. Subject specialists choose the most important and measurable criteria that will allow a pupil to demonstrate 'readiness for High School' when complete.

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 meta-learning. They create regular opportunities that help children to understand how they learn new things. The following questions may be used to assist children to reflect on the learning process:

- What was the most important thing you found out today?
- What are the things you have to remember to do if you want to be a good learner?
- Did we choose the right success criteria?
- What was the most interesting thing you found out?
- Have you learnt anything about the way you learn?
- Was there anything that made it difficult for you to learn?
- 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?
- Did you encounter any problems? How did you overcome them?

Appendices

Appendix 1: 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...

What is the same/different about these calculations/examples?

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:

- Encourage wider reading in a range of forms, contexts and genres
- Aim to introduce our pupils to a range of rich contexts which build their life experience – subsequently developing their vocabulary and ability to reason effectively
- 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 2: 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 3: Self-assessment and Peer Marking

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.

Peer-Assessment

Children need to be taught the peer-assessment process to give thoughtful and useful feedback to their peers. The use of writing toolkits and success criteria 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.

Review and Monitoring:

Reviewed by K Law May 2018

Next Review April May 2020

Signed _____

Mr J. Dossey Chair of Governors

Date: June 2018

Signed  _____

Date: June 2018

Miss K. Law Headteacher

CPJA Assessment Policy April 2018