



# **Assessment Policy**

Our children  
Our St Jude's family  
Happy Inspired Loved  
The sky is not the limit  
Ready for today prepared for tomorrow

## **Aims and Expectations at St Jude's**

Assessment is an integral part of our teaching, based on best practice. It focuses on the curriculum and it lies at the heart of enhancing children's education. Children's progress is closely monitored at St Jude's in order that we can provide the best possible opportunities and highest levels of support for all children.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow our staff to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning
- to contribute towards accountability data.

## **Teaching and Learning at St Jude's**

We believe that children learn best when they are interested, motivated, engaged and have opportunities for joined up learning that deepens knowledge and understanding.

We do this by;

- Providing a rich curriculum cross curricular links in order to make learning real, relevant, creative and fun.
- Encouraging pupil talk which is central to active learning. This gives children an opportunity to discuss ideas with their peers, develop their confidence and speaking and listening skills.
- Developing children's skills in working with others. From individual and paired working, children are introduced to the concept of group work and the skills required to carry this out effectively. The process of developing self and peer assessment is developed from an early age.
- Making learning an enjoyable and challenging experience, taking into account ability and preference of learning styles, using a range of questions to extend children's understanding and knowledge, and ensuring that learning intentions and success criteria are clearly communicated.
- Giving children the opportunity to reflect on their achievements and identify areas for further self-development.

'Motivation is the most important factor in determining whether you succeed in the long run – not only the desire to achieve, but also the love of learning, the love of challenges and ability to thrive on obstacles'.

Carol Dweck, 2005

At St Jude's, assessment is central to teaching, learning and the curriculum. Our assessment policy is underpinned by the following principles:

### **1. Assessment puts the child at the centre of the process**

- Assessment involves interaction and dialogue around learning between teacher, pupil and peers.
- Assessment involves interaction and dialogue between home and school.
- Assessment facilitates self- assessment and reflection, talking about what they can achieve.
- Assessment clarifies to the child what they can do and what their next learning goals are.
- Assessment promotes high standards of behaviour for learning

### **2. Assessment is robust, fair, accurate and without bias**

- Assessment is inclusive of all abilities.
- Assessment enables pupils to demonstrate their learning and achievements in a variety of contexts.
- Assessment draws on a range of evidence in a range of contexts.
- Assessment promotes breadth and depth of learning.
- Assessment is meaningful, relevant and appropriate it is understood by the child.
- Assessment approaches are regularly reviewed to evaluate their effectiveness and appropriateness.

### **3. Assessment raises standards and expectations**

- Assessment delivers high quality feedback that celebrates achievement and enables children to self-correct, edit and improve.
- Assessment improves the quality of teaching – shapes and guides teaching and approaches based on the needs, prior learning, interests and experiences of the children.
- Assessment improves children's learning – closes the gap between current and desired performance without putting a ceiling on children's abilities.
- Assessment promotes independence, collaboration, responsibility and raises self-esteem.
- Assessment identifies resources needed to support teaching and learning, including electronic resources, practical resources, interventions for children and CPD for staff.

### **4. Assessment is transparent and informative**

- Assessment uses a shared language that is understood by teachers, children, parents, governors, school leaders and other stakeholders.
- Assessment is based and moderated against national criteria as well as teacher's knowledge of the child and how they learn.
- Assessment is collected and recorded in a way that is manageable, transferable and purposeful because it informs planning for future learning.

To ensure every child has the opportunity to succeed we aim to achieve the following key characteristics of high quality teaching:

- ✓ Subject content is introduced progressively and consistently with pace.
- ✓ Teaching identifies common misconceptions which are acted upon swiftly.
- ✓ Time is provided to embed knowledge.
- ✓ Teachers provide children with incisive feedback
- ✓ High expectations for all including an encouraging, positive learning environment.
- ✓ Mastery opportunities are demonstrated through questioning, use of manipulatives, rich learning opportunities.
- ✓ Effective questioning that increases the opportunity for mastery.
- ✓ Relevant and engaging links are planned for and delivered to hook learners in.

We aim to foster the following key characteristics of high quality learning:

- ✓ Our children are enthusiastic and make excellent progress in the lesson.
- ✓ They remain fully engaged throughout the lesson and show a high level of commitment to their learning.
- ✓ Our children understand what work is expected of them during the lesson and work at a good pace.
- ✓ They develop the capacity to learn from mistakes.
- ✓ Our children become keen learners who want to find out more.
- ✓ They feel confident using manipulatives, resources and the classroom environment to support learning.
- ✓ Our children are motivated by the challenge of learning and opportunities to broaden and deepen their learning.
- ✓ They show resilience to failure (learning from mistakes, not giving up).

Ofsted School Inspection Handbook, 2015

### **Ofsted Expectations**

Ofsted has stated the following in regards to expectations for assessment:

Ofsted recognises that marking and feedback to pupils, both written and oral, are important aspects of assessment. However, Ofsted does not expect to see any specific frequency, type or volume of marking and feedback; these are for the school to decide through its assessment policy. Marking and feedback should be consistent with that policy, which may cater for different subjects and different age groups of pupils in different ways, in order to be effective and efficient in promoting learning.

Ofsted does not expect performance- and pupil-tracking data to be presented in a particular format. Such data should be provided to inspectors in the format that the school would ordinarily use to track and monitor the progress of pupils in that school.

Ofsted Inspections – Clarification for Schools, 2015

## **The National Curriculum**

Following the announcement, by the Department for Education, of the removal of levels for the attainment and progress of children (2013) and the relaxation of restrictions on centrally led reporting requirements (Department for Education and Gibb, 2015 and Ofsted, 2015), schools have now been given the opportunity to conduct more 'assessment of the right kind', to offer task specific, personalised feedback and to become 'Assessment Professionals' by creating an assessment system that supports the learning of the individual children in their school. (Tim Oates, Chair of the expert panel for NC review).

Attainment targets and levels were introduced with the national curriculum in 1988. When the new national curriculum was published in 2014, new forms of assessment were developed to align with its content and principles. Since September 2015, national curriculum levels have no longer been used for statutory assessments.

'Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.'

Final report of the Commission on Assessment without Levels, September 2015

Our curriculum is creative, broad and balanced at St Jude's. Our latest Curriculum Map (**Appendix 1**) supports our staff in planning and delivering high quality, joined-up and relevant lessons that link to topic and text. We strive to ensure our children are given every opportunity to succeed and develop their understanding in greater depth.

### **Mastery**

The Department for Education (DfE) has added weight and focus to a child's ability to apply their learning – this is called Mastery.

Mastery is how a child can apply much of the curriculum as a whole in more complex and in-depth, cross-objective, multi-modal methods. It demonstrates how skilfully a child can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations.

At St Jude's we provide our children with opportunities for mastery in every lesson. We do this through mastery challenges that encourage our children to use and apply their learning from that lesson in different contexts. Every child has the opportunity to achieve mastery in every subject. We do not believe in fixed-ability and plan our lessons accordingly.

### **Assessment Delivery at St Jude's**

#### **'Day-to-Day' formative assessment**

'Day to Day' formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress.

In this way, it supports teachers to provide appropriate support or extension (enrichment activities to deepen understanding, including provision for mastery) and informs pupil progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through 'Day-to Day' formative assessment we:

- support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve
- ensure that misconceptions are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations
- record and report progress to parents, providing them with a clear and bespoke report on where their children's strengths and weaknesses lie and what they need to do to improve.

## Target Tracker

Target Tracker is our principal assessment system. It is a complete assessment package supporting entry, analysis and sharing of pupil progress and attainment data through EYFS to Key Stage 2. Formative assessment is a key element of Target Tracker and forms the foundation on which the summative data is built.

Target Tracker provides a 'Steps' system to support us in our assessment of our children within the context of the new National Curriculum. This system breaks the curriculum into 'statements' that come in two formats; teacher statements and child-friendly 'I Can' statements.

These 'Steps' are broken into 'Bands' which are spread across the curriculum subject areas. Bands broadly represent school years e.g. Band 1 statements are associated with Year 1. However, a distinction is made between Bands and Years as Bands may have a broader spectrum with some pupils working below their expected school year progression.

Steps within the documentation can be used to show progress and attainment within each band and enables teachers to monitor a pupil's overall attainment. These steps are defined as:

**B** = beginning

**B+** = beginning plus

**W** = working within

**W+** = working within plus

**S** = secure

**S+** = secure plus

Children are assessed against 'Statements' (previously known as 'objectives') across the curriculum. The children are taught every statement for their year group (band) by the end of the year. The number of statements a child has met provides us with a judgement on whether or not the child is working at ARE (Age Related Expectations). These judgements are made every half-term, with six judgements made per academic year.

For each curriculum subject a set of 'Key Performance Indicators' (KPI's) have been designated. These were formally known as 'Core Objectives' and it is imperative that a child has shown clear evidence of meeting these targets before they can be assessed as 'Secure' working at Age Related Expectation.

A child can be assessed for each statement at the following stages:

1. **'Working Towards'** - the child has accessed the statement and is working towards achieving it.
2. **'Achieved'** - the child has, on three separate occasions, provided evidence that they have met the statement. Teachers will use their professional judgement in deciding if a child has achieved the statement.
3. **'Mastered'** - the child has, on five separate occasions, provided evidence that they have securely met the statement in a variety of contexts.

Target Tracker retains every observation and judgement that our staff make on every individual child. We then use a full range of evidence (work in books, photographic and written observations, Target Tracker and pupil conferencing) to make our final half-termly judgement.

Below is a table to demonstrate 'good' and 'outstanding' progress through steps of development in an academic year:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Beginning	Beginning +	Beginning + Within	Within Within +	Within + Secure	Secure Secure +

- ❖ It is expected that all children should be at 'Secure' by the end of an academic year, having made good progress throughout the year.
- ❖ If a child is assessed at Within + or above in Summer 2 they will then progress to the next band of assessment (e.g. a Year Two child is assessed as Secure in Band 2 so will begin life in Year Three on Band 3)
- ❖ If a child is assessed at Beginning or Beginning + in Summer 2 they will remain on their existing band at the start of the next academic year. Once they have shown enough evidence and moved to Within + they will then progress to the next assessment band.
- ❖ A child will never be assessed as higher than Secure + in their existing assessment band. To be Secure + requires a child to have mastered all the KPI statements in the assessment band.
- ❖ On entering Reception at the beginning of September children are assessed and baselined. Children are assessed throughout the year according to their developmental stage. At the end of the year assessments in Reception are judged against the Early Learning Goals. The children will be given an assessment of Emerging, Expected or Exceeding for each area.

## **Milestone Sheets**

Milestone Sheets support accurate and consistent formative assessment of our children in Reading, Writing and Mathematics (see Appendix 2). These bespoke assessment proforma link directly to the statements and bands from Target Tracker. They inform our staff and parents of a child's gaps and misconceptions in their learning and support their planning to further improve learning and progress.

## **Marking and Feedback**

Marking and feedback is an integral component of day-to-day formative assessment at St Jude's. The fundamental principle underpinning marking and feedback is to provide regular, consistent and high-quality feedback to our children to enable them to reflect on their performance and know how to improve. Please see our Marking and Feedback Policy (Appendix 3).

## **Observation Records**

Building upon the excellent practice in EYFS assessment our staff are trained and adept at using Observation Records (Appendix 4) to supplement our formative assessment across the school. In response to an even greater focus in the new National Curriculum on pupil discussion and verbal reflection, observations are made in the form of a child's answer to a teacher's question, something a child may say during a paired task or even a during a dramatic performance.

These observations can be recorded at any time during a lesson and they provide even greater depth in assessment of pupil progress.

## **Summative Assessment**

Summative Assessments are used to consistently monitor and support children's performance. They provide children with information about how well they have learned and understood a topic or course of work taught over a period of time, and also provide feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes.

Teachers make use of summative assessments to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes support teachers in planning for subsequent teaching and learning. In-school summative assessments are also used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

## **Half-Termly Summative Assessment**

Every half-term St Jude's holds an 'Assessment Week' when we adopt the following summative assessment strategies:

1. A set of standardised tests in Reading, GPS and Mathematics. These scores are placed on to 'Trackers' and scores are added together to indicate if a child is currently working at ARE.
2. Pupil Conferencing in Mathematics - focus children are interviewed and given a range of mathematical challenges linked to the KPI's for the relevant assessment band. This provides our staff with clear, up-to-date analysis of a child's performance against the ARE for that assessment band.



3. A final judgement of that child's progression through the assessment band is made at the end of every half-term, taking into account the correct balance of formative and summative assessment.

### **Statutory Assessments**

**End of EYFS assessment** - the Early Years Foundation Stage Profile is completed for each child at the end of Reception, based on cumulative evidence recorded throughout the year. Children are assessed against the early learning goals and recorded at 'emerging', 'expected' or 'exceeding' level.

**Year 1 Phonics Screening Check** - the Phonics Screening check is a statutory assessment for all Year 1 pupils in maintained schools, academies and free schools to confirm whether children have learned phonic decoding to an appropriate standard. Children are asked to decode 40 words under 1-1 test conditions with a teacher or teaching assistant. The word list contains a combination of real and 'nonsense' words, the latter being included to ensure that children are using phonic skills to decode words and not recognising words by sight. To pass, children must score at least 32 out of 40. Children who do not meet the threshold in Year 1 are required to retake it in Year 2.

**End of KS1 assessment** - Teacher assessment is the main focus for end of Key Stage 1 assessment and reporting. Teacher assessment in mathematics and reading is informed by externally-set, internally-marked tests. There is also an externally-set test in grammar, punctuation and spelling which will help to inform the teacher assessment of writing. The tests have been updated to reflect the new national curriculum and are expressed as a scaled score. These tests take place in May.

**End of KS2 assessment** - at the end of Key Stage 2, pupils sit externally-set and marked tests in mathematics, reading, and grammar, punctuation and spelling. These are used for school performance measures. There is teacher assessment in mathematics, reading, writing and science to give a broader picture of children's attainment. In common with key stage 1, the tests and assessments reflect the content of the curriculum.

Performance descriptors inform the statutory teacher assessments at the end of Key Stage 2. For writing we assess pupils as meeting one of several performance descriptors. For science, reading and mathematics, there is a single performance descriptor of the new expected standard.

The results of the tests in reading, mathematics, and grammar, punctuation and spelling will be reported to pupils and parents as scaled scores. Parents will be provided with their child's score alongside the average for their school, the local area and nationally. These tests also take place in May.



## The role of our staff

Our staff use assessment to improve our children's learning in the following ways:

- ✓ Our staff use Target Tracker as a continuous and instant assessment tool. Evidence is taken during lessons and recorded using our tablet devices so that every 'good' example of learning is captured.
- ✓ Our staff provide effective feedback both verbally and through reflective marking. Our children are expected to respond to staff feedback and continuously reflect on their learning in order to improve and progress.
- ✓ Our staff incorporate formative and summative assessment strategies in their practice to formulate an accurate and comprehensive picture of every child as learners.
- ✓ Our staff are accountable for their pupil progress and are dedicated to providing our children with the opportunity to reach their potential.

## The role of the Senior Leadership Team

The Senior Leadership Team:

- ✓ Has drive, enthusiasm and confidence in implementing change and supporting effective practices.
- ✓ Has the courage to make changes in order to raise pupils' expectations and attainment.
- ✓ Motivates staff and provides opportunities for regular discussion about practice, sharing what works when, why and how, in order to improve processes for the benefit of the pupils.
- ✓ Leads by example, are aware of the issues and promote effective practice through targeted professional development;
- ✓ Monitors and evaluate systematically the effectiveness of teaching, learning and assessment, providing feedback and support where necessary.
- ✓ Ensures every child is monitored and not allowed to 'slip through the net' during termly Pupil Progress Meetings (see Appendix 5).

## The Role of Governors

- ✓ Governors are informed of end of term assessments at PAC committee meetings and at Full Governing Body Meetings.
- ✓ Governors visit the school in order to be informed of best practice in assessment (These maybe presentations and information workshops held for parents also).
- ✓ It is the role of the governors to understand the assessment data and in doing so hold the Senior Leadership Team to account.

## Reporting to Parents

It is a legal requirement to report each child's progress annually to parents. This is carried out in the summer term with reports being issued in July, using St Jude's. A copy of the report is passed onto the next teacher to ensure there is continuity in progression from year to year.

Our reports to parents and carers:

- Provide clear information, which parents/carers can understand, about their children's progress, outlining strengths and the areas they need to develop
- Set learning targets which parents/carers can understand and are realistic, monitored and reviewed
- Promote parent/carer involvement in their child's learning and provide scope for dialogue involving the school, the parent/carer and the child
- Support discussion with parents at times which allow appropriate action to take place.

## **Special Educational Needs**

The majority of children at St Jude's can succeed through the use of effective teaching and learning strategies in the classroom. However, for some children these strategies do not always enable all children to progress. These children benefit, at key moments, from additional support in small groups or one to one. Additional interventions will be available to enable them to make further progress in their own learning. The identification of children who would benefit from a particular intervention is made from reviewing tracking information and in discussion with the Class teacher and SENDCO.

The needs of the children will determine the type of interventions required.

Children requiring assessment by external agencies will be assessed after gaining parental/guardian consent. Progress in targets and specific objectives will be assessed formatively during the term and used to formulate the next Individual Education Plan.

External agencies may include Educational Psychologist, Speech and Language Therapist, Psychotherapist, Paediatrician. These professionals may support in the target setting and implementation of Individual Education Plan Targets and evidence gathering for Education Health Care Plans.

The SENDCO will ensure staff are trained to implement these interventions so they can be used when deemed necessary. The impact of any intervention used is carefully and regularly reviewed to ensure the child is making progress.

### **Additions and Actions**

#### **Policy History**

	<b>Year</b>	<b>Lead</b>
First Written	May 2016	David Winn
Next Review	May 2018	

This policy is a working document and will be reviewed by SLT and school staff annually.



## Yearly Topic Plan 2015 - 2016

	Reception	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
<b>Autumn One</b>	Fairytales	Who am I?	The Circus is coming to town	Mr Fox and Friends	Phenomenal Pharaohs	The Groovy Greeks!	Hard Times
<b>Autumn Two</b>	Celebrations	The magic toymaker	London's burning	Living in London	Hold back the River	One small step...	Extreme Earth
<b>Spring One</b>	Owl Babies	Dinosaurs	Amazing Adventures (Antarctica)	Roman Revolution	Surviving the Stone age	Caribbean Kool	Ancient Africa
<b>Spring Two</b>	Under the Sea	Ahoy there!	Amazing Adventures (Antarctica)	Invaders!	Vicious Vikings	The Terrible Tudors	War Child
<b>Summer One</b>	Mission Impossible	Over the hedge	Seaside Surprise	The Amazing Amazon	Chocoholics	Keep calm and carry on	From Morse to Mobiles
<b>Summer Two</b>	Ready for Rio!	Ready for Rio!	Ready for Rio!	Ready for Rio!	Ready for Rio!	Ready for Rio!	Ready for Rio!



## Appendix 2

KPI Statements						
Word Reading						
1	I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.					
2	I can read and decode further exception words accurately, including words that do not follow spelling patterns.					
Comprehension						
3	I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.					
4	I can use a dictionary to check the meaning of words.					
5	I can check what I have read, and that I have understood it, by telling someone else what has happened.					
6	I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.					
7	I can predict what will happen in a text, using details I have already read to help me.					
8	I can summarise what has happened in a text, using themes from paragraphs to help me.					
9	I can find and record information from non-fiction texts over a wide range of subjects.					
Additional Statements						
10	I can show that I enjoy reading by reading lots of different types of books and for different reasons.					
11	I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.					
12	I can discuss words and phrases that excite me in the books that I read.					
13	I can discuss different types of poetry e.g. free verse and narrative poetry.					
14	I can ask questions about what I have read to help me understand a complicated text.					
15	I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.					

## Appendix 3

# ST JUDE'S CE PRIMARY SCHOOL

## TEACHING AND LEARNING

### MARKING POLICY – Updated January 2017

#### 1. AIMS

At St. Jude's we aim to:

- provide timely feedback which informs pupils about how well they have met the success criteria and next steps to move children's learning on,
- provide the opportunity for pupils to practise and refine skills in order to make progress,
- and, be manageable for the teaching team and be accessible for all children.

*Marking should ultimately be seen by children as a positive approach to improving their learning.*

#### 2. GENERAL PROCEDURES

Every piece of work that a child produces is marked in **green pen**.

Marking:

- is linked to learning objectives/intentions and individual targets
- takes place during the activity or as soon as possible after the work is completed
- **in Mathematics and English will be 'deep marked' once a week and will constitute two stars and a wish (a moving on comment)**
- will **include highlighted examples of where a child has met the objective** (or demonstrated a skill), **or areas where a child needs to improve to meet the learning objective**
- will include use of stampers, used consistently across the school to ensure children are able to engage and respond to the marking. Children will be given time to respond to the marking – the session after break in the timetable is for this
- is positive, constructive and informative
- includes open ended questions to encourage the child to demonstrate progress, not a closed question. **Children answering 'yes miss' is not permitted – a child's initial demonstrates that they have read your comment**
- reflects the teacher's knowledge of individual pupils, including those with SEN
- links with IEP targets if appropriate
- where relevant, includes observations of the child's achievement e.g. in a scientific investigation/practical activity.

#### 2.1 RECEPTION AND NON-READERS

Marking for Reception and Non-readers in Classes One to Six will:

- give children the opportunity to respond to their learning – and this may be recorded by the CT or TA to help assess the child's progress
- share what the child has achieved/learnt in the session.


### 3. PUPIL RESPONSE

Wherever possible, marking is interactive. An opportunity is provided in every lesson for pupils to respond to previous marking, e.g. correcting errors, editing work, answering teacher's questions and moving on comments. This could include an opportunity to correct mistakes/rewrite spellings. Children always respond appropriately to the teacher's comments. Children initial a comment if it does not require a sentence or correction.

Children will respond:

- using blue pen
- and, initial once they have responded to moving on comments.

### MARKING SYMBOLS

<b>p</b>	punctuation		<b>FS</b> finger space
<b>^</b>	missing word	<b>c</b>	connective
<b>//</b>	new paragraph	<b>sp</b>	spelling
<b>g</b>	grammar		


**VF** Verbal feedback given

**T** Used to demonstrate where a target has been met

**I** Independent work

**CT** Class teacher input / support

**TA** Worked with and supported by a Teacher Assistant

 moving on comment

**tickled pink** example of child meeting LO

**green for grow** example of where learning needs to improve

### 4. THE MARKING OF SPELLING

- When a child misspells a word, **sp** is written in the margin and the misspelt word is underlined. The correct spelling is written above the word.
- If key words / words that the child should know - are not spelt correctly – the teacher writes the word below the piece of work for the child to copy underneath 2 times in KS 1 and 3 times in KS 2.

## 6. TARGETS

- In writing and mathematics books, a target sheet will be placed in the child's book – these targets will sit in line with the Target Tracker assessment system – and Key Performance Indicators that are child friendly.
- Class teachers will initial and date these when there is evidence that the child has met the target – this can be completed in lesson time and response to marking time.
- Targets are reviewed on a termly as a result of marking and assessment;
- Children and the staff working with them are aware of the next steps to take in order to progress further;
- During pupil conferences, where children discuss their learning, these target sheets will help to scaffold those conversations.

## 7. ROLE OF SUPPORT STAFF IN MARKING

Support staff working with groups/individuals will:

- Mark the work for the group by addressing the learning objective
- Discuss successes / difficulties with the learning with the class teacher after the session or if this is not possible place a post it note in the book to inform the classteacher
- Ask the classteacher for clarification on specific marking comments if necessary
- Use allocated preparation time from 8.30 – 8.50 and 3.35 – 4.00PM to discuss planning, activities and preparation for future sessions.



ST JUDE'S C OF E PRIMARY SCHOOL	<h2 style="margin: 0;"><u>Observation Record</u></h2>	ST JUDE'S C OF E PRIMARY SCHOOL
<u>Name:</u>	<u>Date:</u>	<u>Subject:</u>
<u>Observed by:</u>	<u>Statement Met:</u>	

### Guide for using the new Observation Record format in Years 1 - 6

#### Why?

- ✓ So that we can gather more evidence for all of the amazing things our children say and do in lessons that do not get written down.
- ✓ This may be in the form of a child's answer to a teacher's question, something a child may say during a paired task or even a during a dramatic performance.


#### When?

- ✓ These observations can be recorded at any time during a lesson. You should have to hand your observation record sheets so that you are prepared for every eventuality!
- ✓ The observations may be taken while the teacher is giving the class the input for that lesson or even when the children are working in pairs or on their own.

#### How?

- ✓ Record the name of the child you have observed, the lesson they have been observed in and the date.
- ✓ Write down **either** a child's comment e.g. "I know that  $75 + 25 = 100$  because I can add  $70 + 20$  and then  $5 + 5$ . It's partitioning."
- ✓ **Or** record an observation of a child doing something really well: "Joshua was able to find 4 different ways of making 100 today by using dienes. He then described to me the two parts that were equal to 100."
- ✓ These observations should be connected to the lesson's Learning Objective e.g.: I am learning to find pairs of numbers that are equal to 100.

# Appendix 5

 <b>ST JUDE'S C OF E PRIMARY SCHOOL</b>	<b>Pupil Progress Analysis - Autumn Term</b>			
	<b>Year:</b>		<b>Teacher:</b>	

1.1 Contextual	Cohort size	New Pupils since start of term (names)	Boys	Girls	Disadvantaged	SEND/EHC/IEP	EAL	WBRI	BAFR	BCRB	WOTH	Summer Born
No. of children												
% of school (210)												

1.2 CHILDREN MAKING BELOW EXPECTED PROGRESS (2 sub levels)										
Include <u>all</u> children who have not moved. Please double check the contextual information below (e.g. EMA, FSM etc) as it is important this is correct. Finally, ensure <u>ALL</u> interventions that have been received this term are included in the table below – check with the Inclusion team where necessary.										
Child's name	Subjects (R, W, M)	Disadvantaged	SEND	WBRI	BAFR	BCRB	Summer Born	Interventions received this term and previous term (frequency, adult) / Include all	Possible reason for no progress	Actions to support progress next term (interventions/focus groups)

1.3 CPD / Teaching & Learning support required for next term			
Type/area of Teaching & Learning support required	Why? What impact are you hoping this will have?	Who could provide you with this support?	When?

1.4 Possible actions points for Class Teacher				
	Action to be taken	When	Action to be taken	When?
1			7	
2			8	
3			9	
4			10	
5			11	
6			12	