

**Curriculum Impact Policy**

**Primary**

**(Assessment and Marking)**

**Assessment**

**Rationale**

We are committed to regular assessment and know that its main purpose is to improve learning. We recognise that it is a vital element of curriculum planning and has four purposes:

**Diagnostic** – determining what the children already know, their knowledge and skills and possible gaps or weaknesses

**Formative** – providing information that can be continually fed into the planning process

**Summative** – providing a summary of the children’s overall progress and attainment

**Evaluative** – provides information on teaching and learning and the progress of individual children and/or groups across the school

**Our aims**

* To ensure that assessment for learning is ongoing in all lessons and the results of this are fed into the planning and review cycle in a timely manner
* To involve children in their own learning e.g. weekly ‘Me time’ sessions give the space and time for children to reflect on their learning as well as regular read and respond opportunities after key pieces of written work
* Set clear learning objectives that are phrased in a child friendly way so that our children can understand them and respond appropriately to them
* For children to know how their own learning equates to national expectations for their age
* For children to value assessment and see this as a positive learning tool (rather than something to make them feel anxious or worried about)

**Our approach**

These types of assessment take place regularly:

1. **Self and peer assessment**

Self and peer assessment encourages children to take greater responsibility for their learning and we actively encourage both.

Self – We encourage children to be participants rather than ‘spectators’, with their learning. At the beginning of new topics their views and opinions are actively sought and where possible are fed into the topic design. After key pieces of work, the children are encouraged to reflect on their learning and to edit/assess their own work. Our weekly reflection time and regular read and respond opportunities are an important part of this. Our aim is to ensure that the children’s perception of learning is not a merely a passive process whereby they listen to the teacher, absorb the information and then regurgitate the information with no links to what they know already or with no change to their deeper understanding and long term memory.

Peer – If children can explain to a peer why or how their work needs to be improved, this is an indication of their own level of learning and shows if they have ‘mastered’ the concept. We value children giving feedback to their peers and we carefully plan opportunities for this to happen – both orally and in writing.

1. **‘Read and Respond’ to teacher’s marking**

Teachers’ read and respond comments are used to address misconceptions, general errors or to reinforce and extend learning. They are not necessarily used after each piece of work but as a general rule, there are usually no more than three pieces of work in a row without evidence in a children’s book of ‘R&R’. See our marking code in **Appendix A**.

1. **Verbal feedback**

This usually happens during a lesson when a teacher may be circulating and a learning conversation has taken place to move or extend the learning. It may also happen after a 1:1 conference. The child’s book will be marked with ‘VF’ (verbal feedback) and may include a short summary of the learning point discussed but this may not always be necessary if is not helpful to the child.

1. **Rich, probing questioning**

In our classrooms, the ability of children to be able to express their views and thoughts is generated through the questioning skills of our teachers. Good questioning skills from the teacher help to:

* Develop interest and motivate pupils to become actively involved in learning
* Help the children to develop their own critical thinking skills
* Support and push learning to ensure that it is fully embedded and mastered
* Encourage children to ask their own questions and start to pursue their own knowledge
* Review learning

Our teachers use both open and closed questions, depending on the context.

Closed – these tend to be used to assess memory recall of previous facts/learnt information e.g. when was World War II?

Open – these are used to encourage children to apply and analyse their knowledge e.g. how might a child feel if they had been evacuated during World War II?

We build a culture where every child knows that they may be asked a question at any point during a lesson. We ensure that a ‘safe’ classroom environment is created where the children know that making mistakes is part of the learning. We do sometimes ask children to put their hands up to respond to questions but this is less common because we know that this relies on perhaps one or two more confident learners while others may ‘switch off’. The use of individual whiteboards is routinely used to capture children’s responses or our ‘think, pair, share’ approach is also helpful in reducing anxiety levels.

1. **Learning conversations – pupils assessing their own learning (the self-improvement process learning about learning)**

Teachers provide children with regular opportunities to engage in a dialogue about the learning process and to discuss any areas that might be challenging. Our ‘all about me’ sessions provide a weekly platform for this but we are also a small enough school to be able to make time for these learning conversations nearer to the actual lesson, typically nearer the end of the day. The type of questions /prompts that teachers may use are:

* What was the most important thing you found out today?
* How are you going to help yourself to remember that particular piece of information?
* What was the learning objective? Can you word it in a different way now?
* What helped you to learn?
* Was there anything that made it difficult for you to learn?
* Let’s talk about some of the key words from today’s lesson.
* What’s the connection between this learning and the work we did earlier on ……?
* If someone asks you what you have learnt today, what will you say?

1. **Conferencing**

This is a regular part of our teaching and assessment practice. Staff provide time for children to engage in a discussion about a particular piece of work and they are encouraged to talk about what progress they have made and any areas of difficulty. This is an opportunity for the child to be fully engaged in their learning and to know what their next steps are to continue their learning journey. The focus of these conversations could be:

* Evaluating progress
* Reviewing short and long term targets (and highlighting how they link to the child’s IEP/PEP targets)
* Listening to the child’s view
* Making it clear on what the child needs to do to improve and perhaps working through some examples together
* Helping the child to respond to their ‘R&R’ marking comments
* Reviewing targets and setting new ones
* Jointly agreeing ways of overcoming any obstacles or barriers to a child’s learning

Typically, conferencing conversations are recorded in the children’s appropriate books/journals so they are seen as a positive, shared approach to improving learning.

1. **Formative assessment**

Formative assessment is on-going throughout the lesson or series of lessons and is a vital tool in the planning, teaching, assessing cycle. Due to the integrated approach to our curriculum, our teachers are also mindful of children showing their skills and knowledge across a range of subjects. Formative assessment is used to complement the more formal summative assessments.

1. **Summative assessment**

Summative assessments are used to access what a child can do at a particular time. Typically, we carry out the following summative assessments, always being mindful if the child is able to cope both academically and emotionally:

* Year 1 National Phonics screening check
* Year 2 and Year 6 statutory national assessments (SATs)
* End of unit White Rose Assessments (packaged to the children as end of unit quizzes)
* A half termly piece of unaided writing – assessed using the national curriculum objectives
* A discussion between the child and teacher which makes clear the student’s level of understanding (especially useful when a child’s written skills may not yet match their cognitive level)
* A speaking and listening/spoken language task
* Some practice exam questions from previous SATs papers
* Reading comprehension – half termly
* Cornerstones assessment system – based on the learning objectives from the National Curriculum. This ensures both coverage and progression and allows us to give a summative assessment grade (below expected, expected or above expected) in all of the foundation subjects.

**Initial/Baseline assessment**

An essential feature of any assessment system is the identification of starting points for learning from which progress can be measured.

All new children where amenable, are tested, sometimes in class, sometimes individually by the teacher, Deputy Head or SENCo, within the first few weeks of starting at The Evolution School. Children may join our school at any time during Key Stage 1 or 2 and may, or may not, have regularly attended school prior to their placement.

Information obtained and considered during the assessment period includes:

* Any previous school records (we try to obtain verbal as well as written records because these can often be more informative)
* We use the ‘Key to Success’ to obtain any relevant national assessment data
* Statements (Wales) or Education, Health and Care plans and Annual Review Reports
* Standardised assessments to profile basic skills e.g. ‘WRAT5’
* Views of the parent/carer and/or placing authorities/allocated social worker
* Reports from the children’s home or previous care placement
* Views of the child

**Personal Skills Assessment**

To supplement our assessment process of more academic skills, we also monitor the progress of the children’s development in the softer, personal skills. With the background and trauma that the majority of our children would have experienced before arriving at the school this holistic approach, we believe, is vital in supporting their learning journey. These skills are taught through all of the curriculum subjects and are explicitly taught in our PSHE programme.

Our personal skills curriculum combines the following elements:

* Self-awareness
* Motivation
* Independence
* Social skills
* Resilience
* Managing feelings
* Empathy
* Being organised
* Metacognition

Our assessment of these personal skills is necessarily a subjective process because it requires an assessment of values, attitudes and skills which are difficult to measure. The school has developed a range of descriptions to guide teachers to assess personal skills and these along with a system for averaging out different teachers’ assessments provides a reasonably robust way to consider student progress. This information will be presented as one off assessments in the first instance and once there is a sufficient bank of information, in the form of graphs to allow progress to be seen.

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| **SELF- AWARENESS** *examples include*  They know their strengths and weaknesses and can admit mistakes.  They can recognise when they have done well and can accept praise.  They can reflect on their actions and learn from them.  They know what they are feeling and can label those emotions. | **MOTIVATION**  *examples include*  They can break up long term goals into small achievable steps.  They can anticipate and overcome potential obstacles.  They can monitor and evaluate their own performance.  They can use mistakes to make changes and bounce back from failure. | **INDEPENDENCE** *examples include*  They can work on a task without adult prompts or reminders.  They can maintain focus and concentration during lessons.  They can make good choices which lead to progress and keep them safe.  They can think for themselves and explain their thoughts with clarity. |
| **SOCIAL SKILLS**  *examples include*  They can communicate effectively with their peers.  They can communicate effectively with a range of adults.  They can listen to others carefully and respond appropriately.  They can appreciate and respect the thoughts and feelings of others.  They are prepared to work with other people that may be outside their particular friendship group.  They can work well in groups and can co-operate with others.  They can solve problems and resolve conflicts with other people. | **RESILIENCE**  *examples include*  They can cope with change without feeling too overwhelmed or anxious.  They can keep going with a task even if is challenging.  They can tackle difficult tasks and are happy to ask for help.  They see mistakes as an opportunity to learn more.  They enjoy challenging work as this helps them to make progress. | **MANAGING FEELINGS**  *examples include*  They can express emotions clearly and openly in an appropriate way.  They can stop themselves behaving in ways that lead to negative consequences.  They know that feelings can affect learning and relationships.  They can use a range of strategies for managing uncomfortable feelings. |
| **META COGNITION**  examples include  They are willing to accept a level of challenge in their learning.  They can talk about and explain if a task was too easy or too hard.  To recognise what helps them to learn best in particular situations.  They can plan their work.  They can use a range of strategies to help them to achieve e.g. using a mind map, mnemonics for facts, word association etc  They know what they are good at and what they need to improve.  They can talk about their learning confidentl**y.**  They can take responsibility for their own learning e.g. ask to move to a different space away from someone who might be distracting them. |
| **EMPATHY** *examples include*  They know that other people can express their emotions differently.  They can see the world from other people’s points of view.  They can show respect for people from different cultures or backgrounds.  They can listen to others and respond supportively and positively. | **BEING ORGANISED** *examples include*  They come to school with a clear idea of what they need to do.  They have everything with them that they need for the day e.g. reading book, packed lunch box etc.  They record their homework and ensure tasks are handed back on time.  They keep their own desk/book bag in an orderly way.  They plan ahead and raise issues with plenty of time for them to be resolved. |

**Book scrutiny and/or Moderation**

Book scrutiny will happen regularly during learning walks carried out by the Head and Deputy Head teachers. Moderation will take place at least twice a year in staff meetings. Children’s work will be compared and discussed to ensure consistency across the whole team. Teachers are also facilitated to attend Shropshire Network meetings and to build networks with subject teachers in other schools to facilitate an understanding of standards nationally. This is particularly vital with children’s writing at the end of each key stage because there is no longer a SATs test that we can access to validate our judgements. We encourage all of our teachers to be reflective practitioners. The emphasis is on understanding why children perform in the way they have and exploring different ways of maximising each child’s potential and ensuring we do not put artificial ceilings on their attainment aspirations because of their earlier life challenges.

**Lesson observations**

Teachers are encouraged to undertake regular lesson observations of all practitioners working at the school - especially those who are deemed ‘Outstanding’ - to ensure that reciprocal learning takes place and standards of teaching continue to be raised across the whole-school. The philosophy must always be that we can learn from one another. Once observed, a peer review should be completed to ensure that the visiting teacher has reflected on what they have seen and any strategies and aspects of their own pedagogy that can be honed following their observation. At least one annual lesson observation will also be conducted by the Head or Deputy Head teacher in the summer term to ensure consistency across the whole-school regarding the quality of teaching and this will feed into the on-going school Evaluation Plan. The Head or Deputy Head teacher will visit lessons more frequently on learning walks to inform areas of development and to share good practice. If a teacher is struggling, a support programme will be set up and targets set and monitored more regularly. We have the advantage of having easy access to our secondary school subject specialist colleagues and supportive links can be made. Our appraisal, performance management and capability policy gives further guidance for supporting teachers.

**Reporting**

* Daily reports (grades for effort as well as attainment)
* An annual written report for each child in the Summer Term
* In addition to the annual summer report a short summary report for the Autumn and Spring terms (necessary due to the possible high mobility of our children)
* Autumn Term parents/carers meeting (where the child can attend for part if they are able and for the remaining time the child will work with a member of school staff to reflect on their progress, recent successes and next steps). This meeting is also an opportunity to share the child’s books and for the parent/carer to be shown around the school environment by the child (this feeds into our personal skills assessment)
* Annual Review of Statement/EHCP, conducted in line with statutory regulations
* PEP and LAC Reviews

**Marking**

**Our Aims**

For marking to be:

* Meaningful (for both the child and as a record for the teacher to feed into subsequent lesson planning or individual targets)
* Manageable
* Motivating

At the Evolution Primary school, our marking helps our children to:

**Understand what they have done well** – children need to know what they have done well and the reasons for it.

**Understand how to improve** – children are actively encouraged to read their marking comments before starting any new work. Our comments provide a mixture of challenge, reminder, process and example prompts, as appropriate, to help children to understand.

**Make visible signs of improvement as a result of feedback** – for marking to be effective there must be visible signs through the children’s work of progress as a result of marking and feedback. Our regular ‘read and respond’ time is a tool for helping children to reflect and think about their work and feeds into the children’s own metacognition journey.

**Consistency**

All teachers follow the school’s marking code so that children are familiar with the terms used and do not have to re-learn different approaches when changing teacher or if different adults support their learning. We are very aware that sometimes verbal feedback (VF) has more of an impact on a child’s learning than written feedback and any guidance/prompts is often much more effective at the point of writing, so we do use this approach whenever possible.

**Appendix A**

**Children to write in pencil or black pen. Teachers to mark in green.**

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| **School Marking Code** | | |
| **Success** | http://www.i2symbol.com/images/symbols/check/check_mark_u2713_icon_256x256.png | Tick and sign over the Learning Objective to indicate work is correct |
| http://www.i2symbol.com/images/symbols/check/check_mark_u2713_icon_256x256.png | Correct |
| http://www.i2symbol.com/images/symbols/check/check_mark_u2713_icon_256x256.png | Indicates target has been met |
| **Improvements** | **!** | Reminds the child about their target |
| **.** | Incorrect |
| **The ^ was walking to the shops.** | Words missing |
| **sp** | Word underlined and correct spelling shown in margin (or child encouraged to self-correct) |
| **P** | Punctuation error |
| **//** | Start a new line or paragraph |
| Red Left Arrow Clip Art - Big Arrow Pointing Left, HD Png Download - kindpng | Arrow if writing not starting at the margin |
| **C** | C with an underline to indicate capital letter used incorrectly or omitted |
| **Support** | **S** | Support given by an adult |
| **VF** | Verbal feedback from an adult and if appropriate a brief summary of what was discussed |
| **RR** | A chance for the child to read and respond to a teacher’s comments (acknowledged with a tick or further advice from the teacher as appropriate) |