



Diocese of Salisbury  
Academy Trust

*'Beyond expectations for all of God's children'*

## **TEACHING, LEARNING AND ASSESSMENT POLICY**

Policy Date: January 2024

Review Date: January 2025



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## Teaching, Learning and Assessment Policy

*'The successful implementation of the new national curriculum requires a radical cultural and pedagogical change, from one which has been too dominated by the requirements of the national assessment framework and testing regime to one where the focus needs to be on high-quality, in-depth teaching, supported by in-class formative assessment'*

*John McIntosh CBE in the Foreword to Commission on Assessment Without Levels September 2015*

The success of our academies is dependent on the quality of learning that takes place. We guide, support and enable our teachers to teach our children to learn so that achievement and attainment are as good as they can be. It is essential that we promote excellence so that we increase the life chances of all our children. We do this through raising the quality of education and thereby improving the children's engagement, enjoyment, achievement, relationships, and behaviour. We need to prepare our children for a rapidly changing world and the challenges that may bring. Our children need to have high aspirations of themselves, to always want to do their best in and out of school and to become flexible and creative learners. See Appendix 1.

This policy is to ensure that teaching and learning is the best it can be and to enable assessment principles to be consistent across the Diocese of Salisbury Academy Trust and within individual academies. The main purpose of assessment is to inform teaching and learning, resulting in expected or better progress.

Between and within our academies we have:

- A common philosophy but at the same time a recognition that staff have different strengths, styles and approaches. This is celebrated and shared;
- Shared aims – all staff working closely together as a team;
- Continuity - our success depends upon the support and energy that we give to each other in order to work efficiently and effectively;
- Progression - we are responsible for providing guidance, support and expertise necessary for the best learning to take place;
- Ambition – all staff are ambitious as to what can be achieved by all our children, every child has the right to access the very best learning that we can offer;
- Equality of opportunity for all our families and staff members – everyone should be treated with dignity and fairness;
- Accountability to ourselves and each other.

Nothing improves because it is being assessed. We believe that assessment is not an 'add on' process but is central to all that we do to ensure that children make good or outstanding progress. Not only does assessment allow pupils to demonstrate and review their progress but it supports the teacher and the pupil to set high expectations for the next steps and to decide on strategies that will

support the pupil to make expected or better progress. Further, it enables teaching – learning – assessment to be one efficient process, enabling the teacher to be effective in a set amount of time. Feedback, as part of continual formative assessment, is essential to ensure that children develop a better understanding of what they have achieved and what they need to do to ensure further progress. All children are encouraged to take responsibility for their learning through dialogue, self-assessment, peer marking and adult marking.

Children will be prepared for assessment in a way that is appropriate to their age. Assessment will take place in familiar surroundings with familiar adults. The children will be made aware of the importance of assessment and encouraged to do their best. They will also be prepared for the format and expectations of any assessment. However, over-practice, teaching to the test and therefore creating tension is not appropriate. Assessment frameworks will be used by teachers to support teacher assessment.

All children are assessed with their peers. In order to ensure all children reflect the best of their ability some children may need extra support, information presented in a different way or extra time during some forms of testing.

Children on support plans and Education Healthcare Plans (EHCP) are assessed in line with the above. Additional assessment may be carried out by academy staff or external agencies as appropriate to the child's needs. Specific interventions are monitored closely and targets set, assessed and reviewed.

Children who are eligible for Pupil Premium are assessed in line with the above. These children are discussed in-depth at pupil progress meetings. It is important that academies review all interventions to decide which ones have had greater impact and which children will benefit from these interventions in the future.

### **Teaching, learning and assessment strategies**

- Teachers and teaching assistants are expected to be well organised and prepared for lessons;
- The learning environment must, first and foremost support learning, as well as being well organised, attractive, stimulating and positive both inside and outside the classroom;
- All staff are role models for children in terms of their expectations and behaviour;
- Teaching should be consistent with all academy policies.

### **Assessment principles**

Assessment at St Peter's will primarily take the form of termly testing in accordance with the assessment schedule- **see separate document**. Test results shall be recorded in the week following assessment week and, as a result of the numerical result, a scaled score- standardised across the school- shall be produced. This scaled score will be used to track pupil progress and highlight any key lines of enquiry. Within termly pupil progress meetings, class teachers and SLT will evaluate the progress of the cohort so as to inform future planning and instigate additional intervention as and when needed.

We adhere to the following principles for assessment and use these to review and evaluate our assessment processes. Each academy will make sure that the following is adhered to at all times.

Assessment is at the heart of teaching and learning:

- a. Assessment provides evidence to guide teaching and learning;

- b. Assessment provides the opportunity for children to demonstrate and review their progress;
- c. Assessment feedback should inspire greater effort and a belief that, through hard work and practice more can be achieved.

Assessment is fair:

- a. Assessment is inclusive of all abilities;
- b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment is honest:

- a. Assessment outcomes are used in ways that minimise undesirable effects;
- b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning;
- c. Assessment judgements are moderated, internally and externally, by experienced professionals to ensure their accuracy.

Assessment is ambitious:

- a. Assessment places achievement in context against nationally standardised criteria and expected standards;
- b. Assessment embodies, through objective criteria, a pathway of progress and development for every child;
- c. Assessment objectives set high expectations for learners and take into account both mastery of curriculum objectives and depth of learning.

Assessment is appropriate:

- a. The purpose of any assessment process should be clearly stated;
- b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information);
- c. Assessment should draw on a wide range of evidence (formative assessment (children's books) and summative assessment (tests)) to provide a complete picture of pupil achievement;
- d. Assessment should demand no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning.

Assessment is consistent:

- a. Judgements are formed according to common principles and shared understanding of staff;
- b. Judgements are both reliable and valid, between teachers, across phases and schools;
- c. The results are readily understandable by third parties;
- d. A school's results are capable of comparison with other schools, locally and nationally.

Assessment outcomes provide meaningful and understandable information for:

- a. Children in developing their learning;
- b. Parents in supporting children with their learning;
- c. Teachers in planning teaching and learning.
- d. Assessment must provide information that justifies the time spent;
- e. School leaders and governors in planning and allocating resources; and
- f. Government and agents of government.

Assessment is an essential component of teaching and learning and is used to:

- a. Inform – class organisation, planning, reports to parents, LGB members, target setting, CPD
- b. Identify – next steps, gaps in the child’s knowledge and/or skill set, targets for improvement
- c. Feedback – sharing judgements with pupils so they can edit and improve their learning immediately
- d. Diagnose - strengths and weaknesses
- e. Motivate - children
- f. Empower – teachers through efficient, effective and purposeful use of their time
- g. Confirm – general impressions of performance
- h. Evaluate - knowledge and skills
- i. Monitor - learning programmes
- j. Comply – statutory requirements, align academy assessments with national standards

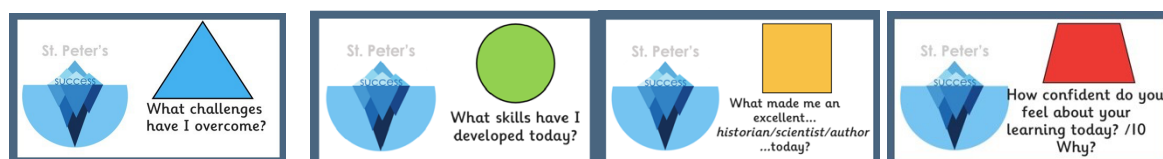
Assessment is:

- a. Formative – recognising pupil achievement/progress, planning next steps, setting targets;
- b. Summative – recording overall pupil achievement in a systematic way against identified criteria;
- c. Diagnostic – pupil strengths/weaknesses –appropriate help/guidance given;
- d. Evaluative - feedback on specific teaching methods/policies/organisation/ INSET.

### Day to day school formative assessment

All lessons should be planned with a clear focus on what is to be learned and should stem from the relevant National Curriculum objectives, including prerequisites where this is appropriate. Learning should not be an identification of tasks to be completed. Learning objectives should highlight skills to be developed and link to other subject areas where appropriate. These objectives should be shared with the children along with success criteria that clearly show how they can be successful in their learning. However, ongoing assessment before or within the lesson, whether this is observation, skillful questioning, dialogue or marking need to redirect the objectives, if necessary, to offer further support or to deepen the child’s learning with increasing independence. Feedback and marking should always relate to the success criteria and clearly indicate the next steps for improvement. Daily, focused formative assessment powers teacher judgements (SPTO) and illustrates children’s progress. The more effective formative assessment is, the better outcomes for children are.

Reflection is used as a cornerstone at St. Peter’s as a means of assessing understanding. Using four carefully curated reflection questions, pupils can articulate their understanding or highlight areas in which they need support. These shapes (see below) are used at the end of lessons with ample time given to ensure high quality and deeply reflective responses.




## Assessment of Humanities and STEM

At St. Peter's, we understand that using a range of assessment approaches will ensure that assessment captures the range of knowledge that pupils need. Our focus is always on developing the range, depth, and security of pupils' knowledge. A range of different summative and formative assessment approaches are used together to assess pupils' knowledge.

At the start of every Humanities and STEM lesson children will complete a short, low-stakes quiz with a focus on knowledge retrieval. These quizzes will be used to identify misconceptions and to guide future planning to address any gaps in understanding.


Children have knowledge organisers as part of their Humanities and STEM units-these form the first page of each topic within their book. Next to this will be a mind map which they add to on a weekly basis. By doing so, this will ensure that it is a working document.

At the end of each unit, pupils' disciplinary knowledge is assessed by their response to their gateway question. In the final lesson, children are given an exit ticket with their gateway question on it (see below) to assess their understanding of the subject area; this is a chance to demonstrate how their learning has progressed. Within KS1, children will have scaffolded questions to answer. By the time they reach KS2 they will be writing high quality essays.



Friday 8<sup>th</sup> October 2021

Materials Gateway Question – End of unit



St. Peter's  
CE Primary Academy

Can we unmake a cake?

## Marking of Pupils' English work

A unit of work within English will provide opportunities for children to write for different audiences and purposes. Each of these types of writing will require a different level of detail in the marking made by the teacher.

### Shorter Pieces of English work:

During each unit of work there will be other pieces of work (reading comprehension, vocabulary extension, sentence level work, deconstruction etc.) This will need less detailed marking where the teacher can write a single comment with mistakes and corrections highlighted in green. Where appropriate, staff can also use the agreed **LO tick system** in the Marking and Feedback code. Whole Class reading work will not be marked as it is peer and self-assessed during each session.

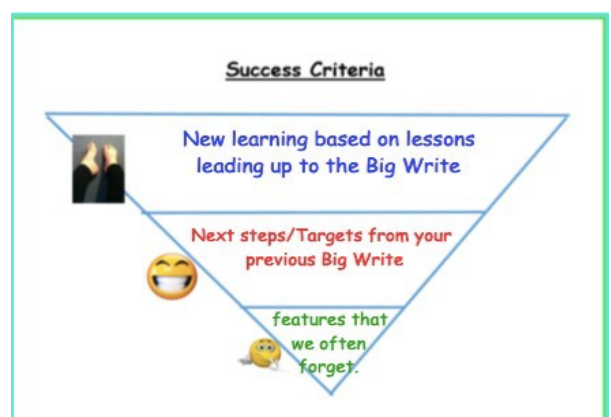
### Longer pieces of writing

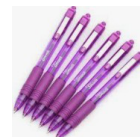
Within each unit of work the children will be required to produce two pieces of substantial writing: a shorter piece and a longer piece. Both pieces of writing will need to be marked in depth as detailed below:

- Highlight in yellow the features that the writing has included which can be found in the success criteria triangle that has either been given to the child or developed by the child. The features identified in the success criteria triangle should also be ticked / highlighted in yellow to say that they are used either by the class teacher or by the child as part of peer or self-assessment.
- Annotations in the margin can be used to help the child identify why the work has been highlighted. This may be particularly relevant when new learning has occurred.
- Mistakes that the child has made will need to be indicated using a green highlighter and should include annotations in line with the marking code. **Mistakes beyond the year groups expectations will not be marked though verbal feedback will be given.**
- Corrections will focus on spelling, grammatical or punctuation errors etc. and these will need to be corrected by the teacher with a maximum of four spelling corrections. Corrections should be copied into the children's spelling log which will be used for practice.
- At the end of the piece of writing, the teacher should identify one or two next steps that will enable the child to improve and make greater progress. This should be clearly defined using a green bubble or a through the use of a question and space in which to respond.
- Time must be allocated by the teacher to allow children to respond to marking and develop and effective dialogue.
- The teacher will also acknowledge that they have read and seen the work making one clear suggestion as to how to improve the work compositionally.

### English Targets:

At St Peter's, a child's next lesson will always be their target. The one exception being prior to extended pieces of writing. At these times, children will use a self-directed success criteria triangle (see right) which enables them to set a target within their writing. After writing, children will underline or highlight what features they can find in their/own or their partner's work that demonstrates that they have met their target.





### Editing work:

Pupils are encouraged to edit and improve their own work as part of self-assessment. In English books and the wider curriculum, this will include corrections to spelling, punctuation and grammar, or the re-drafting of a sentence to improve its quality. Within KS1, corrections focus on taught punctuation such as capital letters and full stops. Within KS2, **editing is a constant feature of each writing lesson** with children encouraged to edit as they write. As well as this, within KS2, children are encouraged to redraft their sentences for greater impact on the reader. These corrections and improvements will be made by the pupils using a purple pen, so that it is easily discernible from the teacher's marking.

Their original work will not be rubbed out; a neat line should be drawn through any mistakes and the corrections made next to the original.

## Marking of Mathematics

It is important for teachers to distinguish between a pupil's simple slip and an error that reflects a lack of understanding:

- For slips, it is often enough to simply indicate where each slip occurs, particularly when our approach is to encourage pupils to correct them.
- If errors demonstrate lack of understanding, the teacher may decide to take alternative courses of action. For instance, with a small number of pupils, the teacher may arrange same-day intervention while for many pupils, the errors will be addressed in the next lesson.

Evidence shows (Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies, and concepts they know well and those which they find harder and need to continue to work on.

### Editing work:

In Maths books, this will take the form of correcting errors in calculations or re-doing a problem when an error in the method was made. These corrections and improvements should be made by the pupils using a purple pen, so that it is easily discernible from the teacher's marking.

### Maths Targets:

At St Peter's, a child's next lesson will always be their target.

### Maths journals:

The [2021 OFSTED review of mathematics](#) states that, in schools where maths is taught well, ***"teachers are planning for what pupils will be thinking about or with, not what they will be 'doing'."*** At St. Peter's, one of our core curriculum principles in the subject is deep thinking. Journal writing provides an opportunity for pupils to step back from 'doing' the mathematics and encourages them to notice things about how numbers are structured and connected.

Additionally, Maths Journals equip teachers with an overview of current learning and understanding. They are a very effective assessment tool. Journaling may happen at different times within a longer unit but always when a teacher feels the need to assess and facilitate some deeper thinking.



## The Wider Curriculum

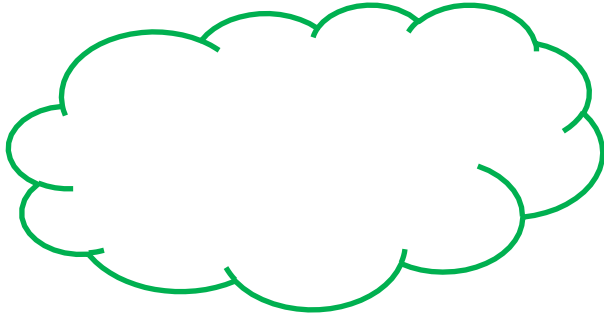
### **General marking:**

Each piece of work will be marked. However, a variety of methods may be used.

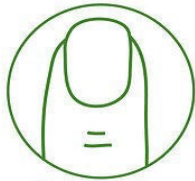
These may include:

- Marking and commenting upon each individual piece of work.
- Peer and self-assessment.
- Live marking which will be acknowledge through the 'verbal feedback stamp'.
- Use the agreed **LO tick system** in the Marking and Feedback code.
- A verbal feedback stamp may be used to show that a pupil has received feedback and support from the class teacher or adult within the lesson, as known also live marking. This may be used for example: to extend the pupil's work and thinking or to clarify misconceptions.

In addition to the above rationale, the following written feedback code should be adhered to in all subjects. Posters of the code should be clearly visible in all classrooms and shared learning environments:

Symbol	What it means
<u>Yellow highlighter</u>	Highlight in yellow evidence of the LO being met.
<u>Green highlighter</u>	Highlighted in green indicates something needs to be improved.
SP	Spelling error – children should be encouraged to find the correct spelling themselves
PA	Peer assessment
SA	Self-assessment
//	New paragraph needed
TTT	Talk to teacher– speak to your teacher
LO✓	Working towards
LO✓✓	Met
LO✓✓✓	Greater depth
VF (Stamp or letters written)	Verbal feedback given. The adult or child needs to briefly write what the feedback was e.g. VF – time connectives
	Response to marking required within the bubble.

#### EYFS feedback codes:

Symbol	What it means
<u>Yellow highlighter</u>	Highlight in yellow evidence of the LO being met.
<u>Green highlighter</u>	Highlighted in green indicates something needs to be improved.
LO✓	Working towards
LO✓✓	Met
LO✓✓✓	Greater depth
CL	Capital letter missing.
 Finger spaces	Finger space missing.

#### Nationally standardised summative assessment

- National Curriculum tests at the end of Key Stage 2
- Multiplication check at the end of Yr. 4
- Phonic assessment in Year 1
- EYFS baseline at the start of the Reception year
- EYFS assessment at the end of the Reception year.

#### Internal Summative Assessment

Summative Assessment (assessment of learning) happens at the end of each term and year in three assessment weeks. Teachers evaluate pupils' learning and progress in order to judge whether pupils are on track to meet their end of year expectations, and whether the planning and teaching has been effective. This formal assessment cycle includes opportunities to track and moderate data. Throughout the year, ongoing internal and external writing moderation is used so as to ensure a consistent approach in assessment throughout the school. It is important that when teacher moderation is carried out, there is evidence recorded to justify judgements made.

To ensure our assessment of learning is effective, teachers:

- Conference pupils to gauge their level of understanding of concepts, to inform the teachers' judgements
- Record termly assessments for each pupil in reading, writing, GPS and maths, based on the objectives

- taught, using Insight Tracking
- Show this information on the attainment tables (progress matrices), to say whether they are working towards, at expectations or greater depth for the year group.
- Complete summative assessments for each pupil in reading, GPS and maths, using NTS Rising Stars assessments at the end of each term to compare against TA.
- Share mid-year assessment results with parents via a mid-year report.
- Record end of year assessments in reading, writing and maths and share these with parents via the end of year report.
- Have access to support from the SENDCo so they can effectively assess pupils with SEND
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school.

### Use of our on-going assessment tracking system

At St Peter's we use Insight. Staff use this as an assessment tool and not as an assessment process. It is through an effective tracking system that we ensure the needs of every pupil are met and that the school develops a clear understanding of how to raise standards. Teachers at St. Peter's use Insight expertly to track key groups within their class and identify areas where additional support is required. The National Curriculum objectives are used to ensure that all children's entitlement to a curriculum is achieved. Staff consider each objective and decide if a child is 'working towards' (WTS), at the 'expected standard' (EXS) or working at 'greater depth' (GDS) within that objective. Following each assessment week, a Pupil Progress meeting is held with the HT, CT, AHT and SENDCO so as to identify key groups.

- Working towards – The child has demonstrated some understanding of it.
- Working at the expected standard – The child is able to demonstrate it independently and in tune with age-related expectations.
- Greater Depth– The child can confidently use, apply and demonstrate a range of higher order skills (exploring/analysing/connecting...) in a range of contexts over time.



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## **Assessment Judgement Criteria**

### **Working towards (WTS)– curriculum content objectives**

The child has demonstrated some understanding of it.

### **Working at the expected standard (EXS) – curriculum content objectives**

The child is able to demonstrate it independently and in tune with age-related expectations.

### **Greater Depth (GDS)**

The child can confidently use, apply and demonstrate a range of higher order skills (exploring/analysing/connecting...) in a range of contexts over time.