



Assessment and Curriculum Policy

1 Scope

At Teignmouth Community School, assessment and curriculum is at the heart of what we do. We provide all children with a broad and balanced curriculum, thus stimulating and motivating the children to achieve highly.

Assessment for Learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will achieve their potential if they understand the purpose of their learning, where they are in relation to ARE (Age-related Expectations), and are able to articulate their next steps to close the gap in their knowledge and understanding.

2 Requirements

At Teignmouth Community School, we teach the objectives from the National Curriculum. Phonics and Literacy, Mathematics and P.E. are taught discretely from the rest of the curriculum although links are made wherever possible. All other subjects are grouped into seven areas, linking to the Early Years Profile headings, and taught through cross-curricular topics, chosen by the children and designed to help make coherent links between their learning. The seven headings are as follows: Personal, Social and Emotional Development and Religious Education; Physical Development; Communication and Language; Literacy; Understanding of the World; Expressive Arts and Design and Mathematics and Computing. Our curriculum subjects are woven together to ensure the development of pupils' skills along with providing exciting new learning experiences. In addition to this, we enrich our curriculum with regular Outdoor Learning lessons, trips, residentials (in Key Stage 2) and events such as World Book Day, Science and Engineering Week, Safer Internet Day, Healthy Living Week and Friendship Week to name a few.

2.1 – Early Years

The annual assessment cycle for Early Years is different from that of the rest of the school. We use our own baseline assessment for children entering the Reception setting. This baseline assessment will give staff a clear indication of a child's ability to carry out age-related expectation (ARE) objectives. These are a yes/no statement on entry. This assessment will sit alongside the Early Years Foundation Stage (EYFS) profile and will provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The EYFS profile data is then used in a number of ways:

- To inform parents/carers about their child's development against the Early Learning Goals (ELGs) and characteristics of their learning;
- To support the smooth transition to Key Stage 1 by informing the professional dialogue between Reception and Year 1 teachers;
- To help Year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of **all** children.

The Government's revised EYFS framework was implemented from September 2012.









Observations made during child-initiated learning and teacher-led activities form the basis of the assessments made. School-based observations, including photographs, videos, written observations and next steps are recorded using an online learning journal on a website and app called Seesaw. This can be accessed by parents, where they are encouraged to comment on observations and add to the journal themselves through comments and sending in photographs from home.

At the end of the year, teachers review their knowledge of each child from all sources and complete an EYFS Profile for each child. They make a judgment for each ELG as to whether the child's learning is best described as:

- Not yet at the expected level of development (Emerging);
- At ARE (Expected);
- Beyond of the level of development expected (Exceeding).

At the end of each academic year, the information is given to parents/carers via a report and is also shared with the local authority.

2.1.1 – Marking in the Early Years

Code	Use of code
	Perfect Pink A pink tick or underlining of the objective to indicate that the objective has been partially or fully met.
	Green for Growth A green tick or underlining of the objective to indicate that the objective has not been met.
	Blue for Better Children should action the marking in blue pencil, for example, letter and number formation or spelling of known high frequency words.
	Verbal Purple Purple pen is to be used to show children's verbal comments and the teacher's verbal feedback.
 	Use the stamps to indicate the level of support given by the adult or whether the work was independent for assessment purposes. Put these at the top of the work next to the learning objective.
	Use the stamp to indicate whether there is work or evidence of a child's learning uploaded onto the class Seesaw Journal and stored digitally. Write the date to show when the item was completed.
	The merit stamp can be used to show a child has achieved a merit for their work.

Further points to note:

- WALT and Date are essential on all work in books; they should be printed and stuck in.
- Children should respond to live marking and make corrections alongside the teacher.
- A **minimum** of one piece of Literacy and Numeracy should go in books per week. Additional learning will be evidenced on the class online Seesaw Journal.

These are the **minimum** requirements. Teachers may choose to use additional symbols and comments appropriate to their class.

These marking guidelines are placed in the front of the pupils' books providing guidelines for teachers to mark by for consistency across the school and allowing children to understand how their work has been marked and therefore how to respond to it.

2.2 – KS1 and KS2

2.2.1 – Phonics and reading

At Teignmouth Community School Mill Lane, we follow Ruth Miskin's Read Write Inc. (RWI) phonics programme from Nursery to Year 2, and for any children in Years 3 and 4 who require additional support. Every 6-8 weeks, the children are assessed using the RWI assessment tool, and regrouped according to their 'stage not age'.

In class, reading is also taught through guided groups and in whole class reading sessions (years 2 - 6). VIPERS (Vocabulary, Inference, Prediction, Explanation, Summarising [or sequencing in KS1]) is used to structure the whole class sessions over each week helping to develop vocabulary and important comprehension skills. Texts are chosen to link to the class topics and a range of fiction, non-fiction, poetry, animation and song lyrics are used to ensure that children are building their skills across a range of text types. Assessments made during these sessions inform data entered onto Target Tracker for each child.

Accelerated Reader (AR) is used for all children in years 1 to 6 who are able to access it (those with a reading age of 7 years and above). The programme acts as a motivator to children and allows teachers to monitor a child's personal reading. Each term, the children who use AR, Star Test to be given their reading range and this data provides teachers with the child's reading age. They are then set a points target: pupils regularly quiz on books they've read in their reading range which then accumulates points. This is converted to a percentage towards their overall target. Children's achievement towards their targets are celebrated termly. As children's comprehension improves, their reading range grows allowing them to read more sophisticated and challenging texts.

2.2.2 – Writing

At Teignmouth Community School Mill Lane, we use Ruth Miskin's Literacy and Language scheme of work from years 2 – 6 allowing a consistent approach to Teaching and Learning. In year 1, children focus very much on securing their understanding of sentence structure and punctuation using quality texts and pictures as their main stimulus and providing a sound foundation for their future work in writing.

When pupils begin a new focus for their writing, they are given a short writing task linked to their final outcome: a 'show what you know' (SWYK). This is assessed by the teacher who then can plan effectively for the needs of the class and individuals and provides a focus of their next steps.

At the end of the unit, pupils will revisit the same, or similar, SWYK and teachers will reassess pupils based on the new skills they have acquired during that unit. Children in years 2 – 6 have target cards based on the areas of writing that are important to achieve for their stage, or year, of learning. Teachers and children use the target cards to assess how they are doing in the key areas of their learning in writing; they also help teachers identify gaps and plan interventions.

This information supports data entered into Target Tracker for that child.

Handwriting and grammar (in key stage 2) are also delivered in short discrete sessions where skills are taught that can then be applied into their learning in other areas.

Furthermore, topics are planned with Literacy at the core on the Creative Learning Journey (CLJ) providing children with a holistic view to their learning as they are able to transfer skills across areas of the curriculum.

2.2.3 – Speaking and Listening

It is important for children to experience a range of speaking situations to develop their confidence and awareness. Children also need to develop their listening skills in a variety of situations, and learn to take turns and value others' contributions. They need to be able to adjust their language to suit different audiences and purposes. We help children to develop their speaking and listening skills so they can express themselves accurately and fluently. Children should feel comfortable when asking and answering questions; these skills are developed throughout the school using various activities, subjects and situations including through the big question in Literacy and Language where children are presented with a philosophical discussion to debate. Children are encouraged to listen and respond to other children and adults in an appropriate way, including a range of drama activities.

2.2.4 – Mathematics

At Teignmouth Community School Mill Lane, we follow our own units of work which group the National Curriculum objectives under headings appropriate to the year group and are organised into a yearly overview to ensure coverage. When pupils begin a new sequence within the overview, they are assessed using the objectives from that sequence, which are shared with the pupils, in the form of a ‘show what you know’ (SWYK). At the end of the sequence, pupils will revisit the same SWYK and teachers will reassess pupils based on the new skills they have acquired during that sequence of teaching. This will show progress against the child’s starting point. Using the objectives, teachers will highlight in pink those that have been achieved, yellow those they were close to achieving and highlight in green pupils next steps for learning. This information will be used to support that entered onto Target Tracker.

Year 1 only complete the end SWYK as an assessment opportunity for teachers.

Arithmetic skills are taught and practiced in all year groups during the first part of the lesson. Teachers use the children’s responses to arithmetic questions to inform their planning and assessment.

2.2.5 Standards Week

Each term, we hold a standards week where more formal test papers are used in year 2 to 6 (some year 1 children are included where felt appropriate). The purpose of this week is to familiarise children with a test situation to help build test skills, and also to provide additional information on a child’s understanding. Tracker sheets are produced for use of the teacher, the phase leader and SLT. The data from standards week helps to inform judgements made on Target Tracker as a means of triangulation.

2.2.6a - Interventions in Core Subjects



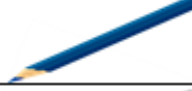





Interventions are set up to support the specific needs of individuals and groups of pupils who are not yet meeting age-related expectation or not making the expected progress. Interventions are set up for a specific time period to enable pupils to make accelerated progress in line with other groups. They are led by teachers or TAs and are monitored for impact on Provision Maps and discussed regularly at team, and SLT meetings.

2.2.6b – PiXL (Partners in Excellence)

In Year 6 and Year 2, we use PiXL as a diagnostic assessment tool to forensically analyse a pupil’s performance in RWM (Reading, Writing and Maths), and English GPS (Grammar, Punctuation and Spelling). PiXL helps leaders and other staff members to

identify and work with ‘marginal children’. Within cohorts, PLCs (Personalised Learning Checklists) are created with a red, amber, green code against each key objective in each core subject to identify the gaps that need to be targeted for a ‘marginal child’, helping to ensure that child meets ARE by the end of the Key Stage. This is something being developed for use in other year groups as well.

2.2.7 – Marking

Code	Use of code
C/P	In green pen, write in the margin on lines where there is a mistake with a capital letter or with some punctuation you have taught. Children should then find the error themselves and correct it. In KS1, the error may be underlined.
SP	In green pen, write this in the margin (no more than 3 times in one piece of work) on lines where there is a spelling mistake of a word that you have taught or would expect the child to know.
	Perfect Pink Underline in pink to identify correct answers or effective words or phrases used, linked to the success criteria of the work. Two stars giving positive comments are to be used for extended pieces of writing.
	Green for Growth Underline in green to identify incorrect answers or words and phrases that could be improved. A wish will be used to give an area to improve upon for extended pieces of writing starting with an imperative verb so that pupils have something to action or provide challenge questions
	Blue for Better Children should action the marking and respond to any questions you have asked in blue pen (Key Stage 2) or blue pencil (Key Stage 1).
	Verbal Purple Purple pen is to be used to show children's verbal comments in the Early Years and Key Stage 1 where necessary.
 	Use the stamps to indicate the level of support given by the adult or whether the work was independent for assessment purposes. Put these at the top of the work next to the learning objective.
	Use the stamp to indicate whether there is work or evidence of a child's learning uploaded onto the class's Seesaw Journal and stored digitally. Write the date to show when the item was completed.
	The merit stamp can be used to show a child has achieved a merit for their work.

Further points to note:

- WALT and Date are essential on all work in books; the long date in literacy and topic books, the short date in numeracy books. They should be underlined or printed and stuck in.
- Time should be made for children to respond to marking and make corrections.
- A **minimum** of one piece of work should go in to literacy, numeracy and topic books (KS2) and Literacy and Numeracy books (KS1) per week. Additional learning will be evidenced on the class' online Seesaw Journals
- Literacy, numeracy and topic books are a priority for marking in detail. All other books may be peer or self-marked but will be looked at by teachers and used for evidence and assessment. A tick or merit stamp will be used to acknowledge that you have seen it.
- **Assessment – pupils' work is assessed before marking and before children respond and correct in blue pen.**

These are the **minimum** requirements. Teachers may choose to use additional symbols and comments appropriate to their class.

These marking guidelines are placed in the front of the pupils' books providing guidelines for teachers to mark by for consistency across the school and allowing children to understand how their work has been marked and therefore how to respond to it.

2.2.8 - SeeSaw

From January 2018, teachers have been using the website and app Seesaw which allows them to build an online portfolio of their children's and class's work. Learning can be completed and evidenced on Seesaw in a variety of ways and then accessed by parents who can view and comment on their children's learning.

2.2.9 – Assessment in P.E. and Outdoor Learning

At Teignmouth Community School Mill Lane, we see the value in, and offer our children weekly Outdoor Learning sessions in addition to their weekly P.E. lessons.

In Outdoor Learning, the children are assessed on a number of the Green Behaviours that we promote as a school: responsibility, teamwork, communication, resilience and independence. Each half term, the assessments are completed based on observations made during sessions. A curriculum map is used to base judgements on for each age group. The assessment takes form as a 5 point scale: emerging, developing, expected, exceeding and outstanding being the headings. The assessments are then used to plan activities for classes, groups and individuals to help them develop these core skills further.

In P.E., the children are again assessed on core skills but taken from the Devon PEDPASS (P.E, Daily Physical Activity and School Sport) medium-term planning recommended by the Devon School Sport Partnership. The assessments are completed at the end of each half term based on observations made during lessons and the skills are color-coded depending on the child's ability to demonstrate the skill. The assessments are then used to plan activities for classes, groups and individuals to help them develop these core skills further and can move with the child through each year of their P.E. learning in school.

2.3 – Target Tracker

At Teignmouth Community School Mill Lane, we use Target Tracker, which is an online system, to measure pupils' attainment and progress within reading, writing,

mathematics and science. This system enables teachers to regularly record what a child can do and decide upon their next steps based on a gap analysis tool; it supports formative assessment and informs future planning.

Target Tracker allows users to create reports for children, parents, teachers, managers and governors, supporting self-evaluation, performance management and preparing for Ofsted.

Target Tracker is used regularly by Senior Leaders to evaluate, analyse and challenge.

The year group statements from the National Curriculum are banded where Band 1 would be equivalent to Year 1. Once the data is populated for each child, a 'step' value can be given to show where they are in relation to ARE. There are six steps throughout each year group: beginning (b), beginning + (b+), within (w), within + (w+), secure (s), secure + (s+) so for example, 1b is a child working at the beginning of the year 1 curriculum. It is an expectation that if a child leaves Year 1 as a 1s, (secure within the year 1 curriculum) they will continue that journey throughout primary school and meet ARE at the end of KS2. A typical child will make 6 steps progress throughout an academic year.

At the end of each year, this information is shared with new teachers as part of the transition process to again inform planning and raise awareness of gaps in knowledge and understanding.

2.4 – Reporting to Parents

Throughout the year, there are three Review Days where there is an opportunity for parents/carers to meet with the class teachers. During this appointment, Target Tracker data is also shared and gaps in knowledge and understanding are discussed in detail.

2.5 – Moderation and Assessment Meetings (MAM)

Teaching staff from each phase of the school, Early Years, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, attend a MAM meeting once every half term led by a member of SLT. Reports and live data are used to inform the agendas and discussions.

There are a number of aims for the meeting:

- Monitor the progress and attainment of individuals and groups of pupils;
- Quality assure assessments entered onto Target Tracker;
- Quality assure evidence collected from a range of sources including books, recording sheets, planning, Seesaw journals etc;
- Agree actions for the next half term to ensure progress is made by all pupils;
- Provide accountability and challenge for staff where appropriate.

When teachers are not having their half-termly MAM meeting, they meet as a team weekly and discuss actions from previous meetings, take part in moderation and quality assure evidence with a given focus.

2.6 – Analysis of Whole School Attainment and Progress

Senior Leaders within the school are responsible for assessment and progress and overseeing the analysis of trends in the school's performance comparing this at a school and National level. This information is then shared with all staff and Directors (when applicable).

Regular CPD opportunities take place throughout the year to develop curriculum assessment practice. These include:

- Training on the use of Target Tracker;
- Reading, writing and maths moderation exercises in team meetings;
- Moderation meetings with partner schools;
- Sessions led by subject leaders on assessment in key subjects;
- MAM meetings to ensure consistency of assessment across the school.

ACRONYM	TERM	DEFINITION
ARE	Age Related Expectation	The attainment that a child is expected to meet for their average age range
ELG	Early Learning Goal	The 17 key areas that a child is assessed against at the end of Reception
EYFS	Early Years Foundation Stage	A framework for early learning and care
KS1	Key Stage 1	The legal term for children in Year 1 and 2
KS2	Key Stage 2	The legal term for children in Year 3-6
RWI	Read Write Inc.	A scheme of work developed by Ruth Miskin to provide a systematic approach to teaching phonics
SWYK	Show What You Know	A baseline of assessing progress, taught skills and then a re-assessment of the baseline to measure progress
CLJ	Creative Learning Journey	An online planning tool enabling teachers to design topics from their class's choice based on the National Curriculum statements in all subjects and also enabling coverage of the curriculum to be tracked and monitored.
AR	Accelerated Reader	An online programme that monitors children's personal reading and provides data for teacher use.
PiXL	Partners in Excellence	A non-profit making organisation. PiXL's main principle is to help pupils make as much progress as possible.
PLC	Personalised Learning Checklists	A method of recording and checking the progress of 'marginal' children in RWM and English GPS. Objectives are red, amber or green depending on how secure each pupil is in the topic. These are used to inform planning for interventions.

ACRONYM	TERM	DEFINITION
MAM	Moderation and Assessment Meetings	Meetings to moderate the judgements made by teachers on Target Tracker matching them to evidence in their books
SLT	Senior Leadership Team	A team of individuals responsible for the management of the school
CPD	Continuous Professional Development	Tracking the skills and knowledge that you gain through your career and the opportunities that you are given to fulfill the relevant standards

Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	14/07/2015	A. Sampson and S.Deeming	1 st write
2	13/04/2018	S.Dudley	Updates to school practice