

Thrybergh Primary School- Teaching and Learning
Marking and Feedback Policy
September 2021



Mission Statement

We will provide the best possible education for the children of Thrybergh in a warm, caring and friendly atmosphere in which our children can thrive and achieve.

The School's aims

We will have a school which is cared for, respected and valued by the whole community where we shall endeavour to: -

- ✓ Provide a safe, happy and stimulating learning environment that caters for the needs of all children.
- ✓ Provide an engaging, broad and rich curriculum that challenges learners to achieve and reach their potential.
- ✓ Encourage pupils to develop lively, inquisitive minds and to become independent, lifelong learners.
- ✓ We aim for every child to find their voice both metaphorically and literally.

At Thrybergh Primary School, we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. This learning and teaching policy aims to define how the above aims are put into practice in the classroom, and the wider school, to ensure that all teaching reflects these principles. This policy should be read in conjunction with other subject specific policies, the marking and feedback policy, the behaviour policy and the inclusion policy. This policy has been fully discussed with all staff who work directly with the children and have been expected to read it. Regular classroom monitoring by the Headteacher, Senior Leadership team and curriculum coordinators will ensure that this policy is put into practice within classrooms. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children.

Learning at its Best

At Thrybergh Primary School we believe that the most effective learning takes place when:

- ✓ To enable all children to understand that they are all successful learners.
- ✓ To enable children to understand the skills and attributes needed to be a successful learner.
- ✓ To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- ✓ The children are taught in a stimulating and supportive environment.
- ✓ The children are challenged and have the confidence to achieve.
- ✓ The children are resilient and can learn from their mistakes in order to move their learning forward.
- ✓ To enable children to have respect for themselves and high self-esteem, and to be able to live and work cooperatively with others.
- ✓ To enable children to be active and take responsibility for their own health.
- ✓ The children are taught using a range of teaching styles.
- ✓ To enable children to be creative through art, dance, music, drama, media and design technology.
- ✓ To enable children to be positive citizens in society and to feel that they can make a difference.
- ✓ To enable children to understand and respect other cultures.
- ✓ To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education.
- ✓ To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- ✓ To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- ✓ To enable children to be passionate about what they believe in and to develop their own thinking.

- ✓ To enable children to develop their intellect including their emotional development
- ✓ To enable children to ask questions and take risks.
- ✓ The children are involved in their own learning through self and peer assessment where appropriate.
- ✓ Teaching Assistants are deployed effectively to support the needs of individuals or groups of learners.
- ✓ Learning is, *wherever possible*, linked to real life situations.
- ✓ The children are given feedback and can see within the lesson that they have made progress/ achieved the learning objectives.
- ✓ The lesson ensures progression by building upon previous learning.

The Learning Environment

The well-being of all pupils is essential to create a positive learning environment for all. Pupils are encouraged to discuss their feelings regularly. The atmosphere within the school promotes a positive attitude. At Thrybergh Primary School, we seek to create a positive learning environment within each classroom and across the whole school which:

- ✓ Is safe and promotes children's understanding of their own health and safety, whilst allowing children to manage and control risk.
- ✓ Engages the attention of all learners in a range of stimulating learning opportunities.
- ✓ Provides high quality tools and well organised resources to support independent and collaborative learning,
- ✓ Recognises and celebrates children's current achievements through high quality work displayed on both walls and surfaces.
- ✓ Broadens the children's awareness of spiritual, moral, social and cultural issues.
- ✓ Is tidy and organised and is respected by both children and adults.

The Role of Governors

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the senior leadership team and monitor the way the school teaches these subjects through governor visits to school. Governors will receive reports from the headteacher and curriculum teams and act upon areas identified as requiring improvement.

The Role of the Headteacher and Senior Leadership Team

The headteacher and senior leadership team will:

- ✓ Be responsible for the day to day organisation of the curriculum;
- ✓ Provide a strategic lead and direction for the curriculum teams;
- ✓ Monitor the curriculum through 360-degree evaluations of teaching and learning;
- ✓ Liaise with the School Leadership Team (SLT);

The senior leadership team will;

- ✓ liaise with the Curriculum Teams;
- ✓ support and offer advice to colleagues;
- ✓ monitor pupil progress;
- ✓ carry out 360-degree evaluations of teaching and learning;
 - work scrutiny / learning journeys
 - progress analysis
 - pupil conversations
 - lesson observations
 - drop ins.
- ✓ report on the quality of teaching and learning in the termly governors' report
- ✓ act as role models for teaching staff

The Role of the Quality of Education Team

The role of the curriculum team is to:

- ✓ Provide a strategic lead and direction for the curriculum area
- ✓ Support and offer advice to colleagues on issues related to the curriculum area
- ✓ Monitor pupil progress in that curriculum area
- ✓ Provide efficient resource management for the curriculum area

It is the role of the Quality of Education team to keep up to date with developments in their curriculum area, at both national and local level. They review the way the curriculum area is taught in the school and plan for improvement. This development planning links to whole-school objectives. They review the curriculum plans for each subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Curriculum Planning and Organisation

This information on Thrybergh Primary School's curriculum vision, intent, its implementation and how we measure its impact.

At Thrybergh Primary School we understand that getting the curriculum right for each and every individual student is the single most important factor in ensuring progress, encouraging positive engagement and raising aspirations. We are continually reviewing and improving the curriculum we offer.

We believe that the curriculum is a powerful tool. Our curriculum is not driven by performance tables. We are proud that the curriculum in our school is a starting point for a wide and varied learning experience for our students. We enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in and through opportunities to develop deep and sustained engagement and give students the capability to think deeply and critically for themselves. We are committed to developing the whole student.

It is our belief that our school has a strong, broad, balanced curriculum which can be tailored to meet the needs of individuals, so that we can remove barriers to learning and allow all students to access the curriculum appropriate to them. We believe the curriculum should be tailored to the school's local context by addressing typical gaps in students' knowledge and skills. Our students will have the opportunity to be creative, to be physically active and to be academically challenged. We ensure the students have a range of learning experiences that challenge, stimulate and promote thinking and learning.

In our school, the core of our curriculum is a strong foundation in English and Maths, with the opportunity for additional support to address deficits in literacy and numeracy, as we believe that these essential skills not only enable students to access the rest of the curriculum, but are vital life skills. Our aim is for our curriculum to be as broad as possible for as long as possible.

We believe that participation in high quality physical activity and physical education is valuable in its own right because of the specific educational outcomes and the personal, social and health benefits. It is also a very effective means of engaging young people in their broader learning, by raising aspirations, providing motivation and promoting behaviours that lead to higher levels of attainment across the full range of school subjects. Because of this, we believe that every child in the school deserves equal access to high quality PE and Sport learning environments and programmes that are inclusive, safe, challenging, progressive and enjoyable, taught by specialist tutors. These opportunities are embedded in the school curriculum, available as out of school hours provision and in the community. The wider promotion of physical activity as part of a healthy lifestyle is extremely important as well as the opportunity to take part in extra-curricular clubs and teams. All pupils have the opportunity to take part in outdoor education/watersports through Wickersley Partnership Trust's Ulley Centre.

Our extra-curricular offer is extensive beyond physical activity and includes creative and performing arts and STEM. We take every opportunity to extend the curriculum through visitors from the worlds of art, STEM, computing, history, science, music. Educational visits, including residentials, range from trips to local sites of historical interest, visits to London, Carlton Lodge, Thirsk, Watersports in Spain, a History trip to France/Belgium, Old Trafford, Wembley and Liverpool Echo Arena. All pupils are given the opportunity to be taught by specialist music teachers and to learn an instrument and the trust actively provides a peripatetic music service to ensure progression for pupils who wish to develop their skills and interests further. We are given the opportunity to take part in a WPT public performance, such as the Trust Christmas concert and Young Voices.

There is a dedicated Outdoor Adventurous Activities timetable where we can access 2.5 days of water-based activities. During the off-season, pupils can access 1.5 days of climbing activities using WPT's indoor provision.

In addition to the National School Games programme, there are a number of additional competitions which are available to pupils. All competitions have a National/Local Governing Body pathway leading to opportunities to transition into a club setting ranging from grass roots to professional academies.

We have designed a curriculum that values the development of the 'able' as much as it does 'qualified'. We believe that both are equally important to our students so that they can play their full part in the world.

We aim to engender a love of learning, self-belief and aspiration through 4 key intentions:

Intention 1: Removing barriers to learning

Four common barriers (listed below), if left unchallenged, will limit the progress, engagement and development of our students. We therefore remove barriers to learning and support students' ability to access the curriculum through the development:

Literacy and language acquisition

Numeracy

Oracy

Vocabulary

Intention 2: Developing knowledge and skills for learning in a range of subjects

Each curriculum area intends to grow mini subject specialists through the progressive development of the subject knowledge and skills. Student knowledge and essential learning skills go hand in hand. We strive, at all times, for personal excellence by developing the 5 key skills for success below:

Recall

Interpretation

Creativity

Analysis

Evaluation

Intention 3: Developing personal attributes (The Thrybergh Way)

The Thrybergh Way allows us all to promote the attributes our children need in order to develop their independence, responsibility and resilience to have a happy and successful life.

The Thrybergh Way promotes:

Aspiration

Collaboration
Communication
Respect
Responsibility
Resilience
Tolerance

Intention 4: To enrich students' experiences and broaden their horizons:

Our curriculum seeks to equip students with the understanding of how to develop themselves as well rounded citizens and maintain healthy relationships; to enrich their and broaden their horizons, both in their cultural capital and future aspirations. Our curriculum will offer:

Experiential Learning – Trips, visitors

Hands-on Experiences – Practical opportunities in the classroom

Extracurricular opportunities – sports clubs, School shows

Wider opportunities – Residential, charity work/ involvement, Young Voices

Our pastoral curriculum is planned out for progression and identifies milestones in personal development and opportunities for social, cultural and careers experiences, increasing pupils cultural capital. Starting in Early Years Foundation Stage, our students experience a full programme of PSHE opportunities. In PSHE, we use a spiral curriculum for students to develop their skills, knowledge and understanding throughout the phases.

The PSHE curriculum is developed to build key knowledge and skills around SMSC, British Values and to give age-appropriate messages around health, well-being, relationships and sex education. This is in line with the new 'Relationships, Sex Education and Health Education in Schools (2020)' guidance.

Children with special educational needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider applying for an EHCP (Education Health Care Plan), and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Expectations

All teachers are expected to:

- ✓ Clearly identify learning objectives and clearly differentiate to match the needs of all pupils.
- ✓ Provide regular feedback to pupils in an appropriate form that will aid pupils understanding (See marking and Feedback Policy).
- ✓ Promote children's confidence as learners through scaffolding learning to build independence.
- ✓ Seek to ensure that learning opportunities cater to a range of learning styles.
- ✓ Ensure that all resources are of the highest quality.
- ✓ Provide opportunities for pupils to engage in practical work, solve problems, develop their creativity and practise spoken language skills, whilst reinforcing the development of basic skills.
- ✓ Ensure that any homework set is relevant and appropriate.
- ✓ Ensure that the data system is kept up-to-date and used to inform teaching and learning.

Behaviour Management

All staff at Thrybergh Primary School will:

- ✓ Seek to ensure that provision is inclusive and appropriate to meet the needs of all pupils.
- ✓ Ensure adequate supervision of pupils in their care through deployment of adult resources, maintaining a positive environment within the classroom.
- ✓ Ensure 'behaviour for learning' is always at its best.
- ✓ Seek to model and promote a positive attitude to learning and respect for others' beliefs and opinions.
- ✓ Promote our positive behaviour policy at all times.
- ✓ Make use of additional support for behaviour in consultation with the learning mentor and SENDCo when needed.

Literacy

At Thrybergh Primary School, literacy (phonics, reading and writing) is taught through the use of SfA (success for all). Literacy is also fully integrated into the wider curriculum. We plan and design learning opportunities that are relevant and engaging and have real world outcomes. Children can see the relevance of their learning to the world around them and understand the way that different aspects of their work link together.

Phonics

Phonics is taught from Foundation Stage through to Year 2 and beyond when necessary. Phonics is taught on a daily basis in small groups as well as whole class. It is taught through the use of SfA. Lessons are interactive experiences with the use of whiteboards.

Throughout the Literacy lesson, children are taught in groups according to ability level and are regularly assessed and regrouped. Regular practise and monitoring using the phonics screen ensures groups and individuals have appropriate intervention and teaching at the level required. All classrooms have phonic displays (where necessary) and phonic guidance cards for children to refer to during all their lessons. SPAG (spelling, punctuation and grammar) is taught throughout school at the appropriate level for the children.

Reading

Reading is a fundamental life skill and is at the heart of our curriculum. We aim to give children opportunities to become critical, thoughtful readers through using relevant and inspiring texts, as part of our curriculum. As children become confident readers, we encourage them to develop their own interests and preferences by providing a wide range of high-quality fiction, non-fiction and poetry texts. We believe that a love of reading is not only great for reading outcomes but for wider learning.

SfA is a key aspect of the teaching and learning of Reading. Teachers and TAs work with small groups daily. The National Curriculum reading strands and content domains are used to plan work, ensuring that questions, discussion and tasks are enabling children to make progress.

When appropriate, reading comprehension is introduced and reading comprehension as a whole-class lesson, in groups or independently, takes place regularly in all classes and is an important and effective way of teaching skills. Comprehension lessons may be linked with topic work taking place in class particularly in afternoon topic lessons. We aim to include visual literacy in these sessions and encourage children to interpret and infer meaning from pictures, graphics and video clips as well as written texts.

All children in school have an individual reading book which can be changed regularly and taken home. Partnership with parents is important; the reading diary helps us to maintain links and continuity between home and school. Reading books in school are organised through a levelled programme to enable children to choose books at an appropriate level of difficulty and to make progress through the bands.

Listening to stories read aloud in class by a variety of authors is promoted in all classes and is another way that children can experience a range of texts. The 'class text' also gives invaluable opportunities for discussion and can be a memorable shared experience.

Teachers' assessments of reading are based on their professional judgments, evidence from SfA assessments, as well as standardised materials.

We want the children to be avid, enthusiastic readers, so Reading for pleasure is promoted widely in school through events and activities such as Book Week, displays, assemblies, author visits, competitions, and clubs. We are committed to giving children time to read and be immersed in reading.

Writing

To teach writing, we use SfA as well as using a cross curricular approach during afternoon lessons and topics. Where possible, writing is for a real purpose and audience and based on lots of first-hand experiences. Learning objectives and success criteria are shared with pupils and checklists are used to support self and peer assessment.

Writing in all key stages follows a similar writing journey during topic lessons.

- ✓ Look at best/worst examples of genre - Identify **PAFT**
- ✓ Identify the key features at text level and word / sentence level
- ✓ Use of SPaG lessons to practise the skills needed for the genre
- ✓ Use teacher modelling of the writing process with teacher thinking aloud and writing in front of children - **PAFT** to be used
- ✓ Children produce a piece of **SUPPORTED** writing in the genre which is marked for spelling, punctuation and grammar and content against the success criteria.
- ✓ Feedback is given for children in the form of next steps / challenges
- ✓ Time is given for children to respond to next steps, edit and improve their writing
- ✓ Children produce an **INDEPENDENT** piece of writing in that genre - use of a PAFT to support. This is assessed against the learning objectives for that year group.

P (purpose)	To persuade Mrs. Parry-McDermott to buy Year 6 Leavers Hoodies
A (audience)	Mrs .Parry-McDermott (Headteacher)
F (Form- how do we adapt grammar and vocab appropriately)	No Slang No informal language No contractions e.g would not instead of wouldn't
T (Text Type)	Letter

Expectations of pace, length and level of complexity increase throughout the key stages in line with the curriculum for that year group.

In addition to the above, handwriting lessons take place weekly. Spelling lessons are taught through school and children learn a spelling pattern/rule each week and SPAG lessons are completed as part of the learning journey.

Mathematics

Mathematics is all around us; it underpins much of our daily lives and our futures as individuals and collectively.

“Understanding about number, its structures and relationships, underpins progression from counting in nursery rhymes to calculating with and reasoning about numbers of all sizes, to working with measures, and establishing the foundations for algebraic thinking. These grow into the skills so valued by the world of industry and higher education, and are the best starting points for equipping children for their future lives.”

Good Practice in Mathematics OFSTED 2011

At Thrybergh Primary School, mathematics is taught through practical, hands-on experiences of using, comparing and calculating with numbers and quantities and the development of mental methods which are of crucial importance in establishing the best mathematical start in the Early Years Foundation Stage and Key Stage 1. This is coupled with plenty of opportunities for topic-based maths to provide context for maths problem solving and developing mathematical language so that pupils learn to express their thinking using the correct vocabulary. Progression in mathematical strategies and models and images follow the school calculation policy. Opportunities for cross curricular work and real-life experiences should be taken.

All lessons should have clear learning objectives and success criteria. Learning objectives will be indicated in books or onto work / evidence. Throughout lessons, children will be encouraged to reflect on learning through the use of stimulating key questions and a variety of AfL strategies.

Learning objectives and success criteria will be shared with the children through;

- a) reference to a display or prompt
- b) sharing verbally with the children
- c) giving a stimulus to promote children's thinking and questioning and not revealing LO until appropriate.

Each child should have at least two opportunities to complete **unaided** maths work each week including work which uses and applies that week's taught skills.

Evidence that needs recording should be done in the maths books. Assessment judgements will be based on the collection of evidence in each unit and based on teacher's professional judgement and standardised materials. Maths books will be moderated regularly in line with the school timetable.

Foundation Subjects

Foundation subjects will be taught in accordance with the published long-term plan.

The Foundation Stage

We follow the Early Years Foundation Stage curriculum and we use SfA (Curiosity and Kinder) to support this.

There are seven areas of learning and these are taught primarily through play and first-hand experiences.

There are 3 prime areas:

- ✓ Communication and language
- ✓ Physical development
- ✓ Personal, social and emotional development

There are 4 specific areas:

- ✓ Literacy (Reading, Writing)
- ✓ Mathematics
- ✓ Understanding the world
- ✓ Expressive arts and design

The characteristics of effective learning, shown below, run through and underpin all seven areas of learning and development.

- ✓ Active learning: concentration and involvement, perseverance and proud of what they have achieved.
- ✓ Creating and thinking critically: solving problems and making predictions.
- ✓ Playing and exploring: seek challenge, a can-do approach to learning and role-play, open-ended activities.

Assessment Systems

To ensure that all children in all year groups are on track to achieve the age-related standards, we use two different forms of assessment throughout the school. These are called formative assessments and summative assessments.

Formative Assessments - Response to Learning

Formative assessment is on-going assessment which shows teachers what children understand or are able to do at a specific time. This can be within a lesson - for example a quick spelling test, pre or post-teach assessments, iPad games or responses to targeted questions. Formative assessment is happening all the time throughout the school day and is very important as it ensures that teachers can fully support your child in their learning. Sometimes formative assessment is used immediately in lessons so that teachers can offer extra support or challenge straight away and takes the form of marking or feedback of children's work (sometimes with the child and sometimes away from the child).

Marking and feedback can be written or oral and be self-assessment, peer feedback, TA feedback or teacher feedback. All work should show clearly if adult or peer support has been given or work is within pairs or groups.

The clarification document from Ofsted states that:

- ✓ Ofsted does not expect to see a particular frequency or quantity of work in pupils' books or folders. Ofsted recognises that the amount of work in books will often depend on the age and ability of the pupils.
- ✓ Ofsted does not expect to see unnecessary or extensive written dialogue between teachers and pupils in exercise books or folders. Ofsted recognises the importance of different forms of feedback and inspectors will look at how these are used to promote learning.

At Thrybergh Primary School, feedback should be specific, accurate, clear and encourage and support further effort. Teacher response should be appropriate to the needs and age of the child. It should be meaningful; provide specific guidance on **how to improve** and not just tell children when they are wrong. Teacher response to learning does not have to be written down. In the first instance, teachers should endeavour to ensure **misconceptions are corrected at the point of teaching**. Teacher response to learning will be supported throughout the year with effective professional development for teachers.

Code system

To ensure consistency across the school, marking and feedback should follow this policy. Pieces of work need to be marked using the Code system. This is outlined below and children are aware of this process through teacher guidance.

Marking Symbols for Teachers

V – Verbal feedback given

TS – Teacher supported

TAS – Teaching Assistant supported

I - Independent

SP – Check the spelling of the word underlined

Next step  - Area to improve (in writing normally a focus on SPaG or an element of the SC. In Maths, needs to be a further challenge that will link to the days learning, a correction or something to practise)

Green highlighter - Green to be seen

Pink highlighter - Pink makes you think

In addition to use of this code, teacher response to learning should also provide positive feedback about current work and suggest areas for improvement.

Each staff member will also 'deep' mark as appropriate. Staff should use professional judgement when correcting spellings and punctuation. They do not need to correct every spelling mistake but should prioritise key spellings and punctuation as non –negotiable. If spellings in children's writing are incorrect and are within the expectations of the child – this will be indicated by the use of a single underline and 'sp' symbol. Children will be expected to correct these spellings themselves. Children's spellings will be corrected by the teacher if beyond expectation. Correct grammar and punctuation will be modelled throughout the curriculum and all members of the Thrybergh staff will be expected to use **standard English** at all times. Children should be corrected appropriately and at their level.

EYFS

Work will be marked with the above codes. Oral feedback will be at the time of learning, with the exception of writing where abbreviated next steps/challenges may be used to guide teacher planning. These next steps will be shared verbally with the children.

KS1

As children progress through Key Stage 1, marking will adapt to the needs and age of the pupils. Where possible, maths corrections should be completed in lesson time. If needed, VF or a pink highlighter can indicate next day intervention needed before the next stage of learning commences. By the time children are ready to leave KS1, the expectation is that corrections and challenges should be completed the next day in 'Purple Polishing Time' or addressed as an intervention in split input groups.

Next steps will be used in writing and maths as and when appropriate to the learning journey. For the rest of the curriculum, next step marking should be used after completing a major piece of work or unit. Use of the code system is sufficient for other pieces of work in the foundation subjects. In depth marking should come in the form of next steps or challenges.

KS2

As children progress through KS2, marking will adapt to the needs and age of the pupils. In addition to the above guidelines and use of the code, children's work should be marked in further depth for literacy and numeracy as appropriate (usually once a week or at the end of a teaching piece). For the rest of the curriculum, next step marking should be used after completing a major piece of work or unit. Use of the code system is sufficient for other pieces of work in the foundation subjects. In depth marking should come in the form of next steps or challenges.

How to set next steps/ challenges

Next steps should be immediate, relevant and specific, recognise success and identify areas for instant improvement. They will mostly require the children to do something. In order to achieve the latter, it is important that children are given time to digest and respond to comments made. Planning time into lessons to do this is important to ensure maximum impact on the children's learning.

The next step/challenge process

Immediate – try to mark children's work soon after they have completed the task as this may change the focus of the next lesson.

Relevant and specific – the next step for a piece of work should relate to the learning criteria e.g. 'I can...' statement / 'My new learning...' statement.

Process for Next Steps / Challenges

Start to think about the learning journey when you are planning the lesson

It is essential that you know where you are trying to get the children (learning criteria) and how they are going to get there.

You also need to know what the next step / extension would be on their learning journey in case they meet all the success criteria.

When marking the children's books, decide whether they have met the objective or not.

Recognise success – start by commenting on something they have achieved.

Identify areas of improvement or give an extension challenge – after recognising the children's successes, make a positive comment on something they could do to ensure they meet all or more of the learning criteria or extend learning through giving children an additional challenge.

Polishing Time – children must be allowed time to respond to next step comments (in purple pen) – this can be built into the lesson time and shown in planning. On top of this, children should know that you have read their response: if you are satisfied simply tick it; if they need more guidance, try to redirect them with another comment; if, after this, they still struggle, verbal feedback should follow either one-to-one or in a guided group session the following day.

Peer assessment

Peer assessment will mostly be verbal. It may also be recorded through digital media, speech bubbles, comment stickers, use of a yellow highlighter (in line with marking and feedback policy) or through completed checklists in KS2

Summative Assessment

Summative assessment takes place at specific points during the school year and compares children's attainment against age related expectations. Summative assessment also allows teachers to target children who are at risk of falling behind age related expectations for extra support. Extra support can include pre-teaching, structured intervention programmes or booster sessions.

In addition, each of the Key Stages across the school have other assessment systems which are statutory Foundation Stage

All early year's providers must complete an Early Years Foundation Stage Profile for each child in the final term of Foundation Stage (FS2/Reception). The main purpose is to provide an accurate assessment of children at the end of the Foundation Stage. All parents are provided with a formal report at the end of the academic year which shows how their child has performed in each of the seven areas of learning, along with information about characteristics of learning.

We will report children as being one of the following in each of the seven areas:

Emerging –child is beginning to understand how to do this.

Expected –child is working at an age appropriate level in this area.

Exceeding –child understand this area of learning very well.

Key Stage 1

At the end of KS1 (Y2), summative assessment includes National Curriculum Standards Tests in Reading, Writing, and Maths. These tests are statutory and known as SATs tests. The children may also complete a Spelling, punctuation and grammar test. This is currently not statutory. Teachers will use the results of these tests as well as work done over time to help them form an overall judgement of how well children have progressed against the curriculum in Y1 and Y2.

Key Stage 2

Year six pupils are required to take part in statutory assessments known as SATs tests. The Statutory Assessments include: Reading, Writing, Maths and SPaG. Each child will be assessed, by their teacher, throughout the year against the National Curriculum before completing the SATs tests in May. The tests, alongside teacher assessment, will provide information about how each child is progressing and the objectives they have met by the time they reach the end of KS2.

Reporting to Parents

Reporting to parents provides the opportunity for communication about a child's achievement, attitudes and future targets. Parent consultation days are held regularly so that parents can discuss how well their child has settled and are able to be involved in discussing their child's achievements and targets. In addition, we provide opportunities for a mid-year progress report and a final end of year report which gives information on progress and attainment.

CPD

We always aim to improve standards in teaching and learning. In order to achieve this, we ensure all staff, including Teaching Assistants, receive INSET opportunities and training in staff meetings, and through sharing good practice.

Review

The Governing Body will review this policy statement regularly and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Thrybergh Primary School.

Signed: T Hardcastle

Date: 7.1.21 (Chair of Governors)

Signed: **R. McDermott**

Date : **7.1.21** (Headteacher)

Review: **September 2021**