

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Springwood Federation Assessment Policy

Approved By: **Governing Body**

Effective Date: **December 2023**

Review By: **December 2024**

**Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud**

Springwood Federation's Intent and Implementation

At Springwood, we consider family and discuss what is important to us. In collaboration, all stakeholders have agreed that the vision of the school is:

- Stay Safe
- Treat others how you wish to be treated
- Try your best and be proud

Collectively, we aim to develop responsible, self-regulated and self-motivated children.

All staff, children, parents and governors share the responsibility to value, respect, care for, praise and listen to each other. These are the school values which have been adopted by the school community of children, parents, teachers and governors and we seek to uphold them at all times.

Children at Springwood rapidly develop a love of learning and are aspirational. The curriculum design channels this enthusiasm by enabling all children to progressively acquire the broad range of knowledge and skills required to enable them to problem-solve and satisfy enquiries they have about the world in which they live. All children make good progress through well-planned learning journeys which enable them to develop the confidence to respectfully reason and justify their own viewpoints and contest those of others when appropriate.

Intent

At Springwood, we believe that children should 'Try their best and be proud'. We recognise that children need support to do this, therefore all teachers and teaching assistants will create a climate where error and mistakes are used to shape learning and enable progress.

We believe that effective feedback (Assessment for Learning AfL) aims to:

1. Inform the pupil what they have done well and what they need to do to improve (record when appropriate)
2. Support pupil confidence and self-esteem in learning and contributes to accelerated learning.
3. Support teachers' assessment knowledge of each pupil as part of thorough assessment for learning procedures, in order to plan and refine next steps in learning.
4. Timely intervention through verbal feedback (VF) and guided teaches (GT) swiftly addresses misconceptions during lessons
5. Teach pupils to respond to feedback, self-assess and evaluate their own learning.

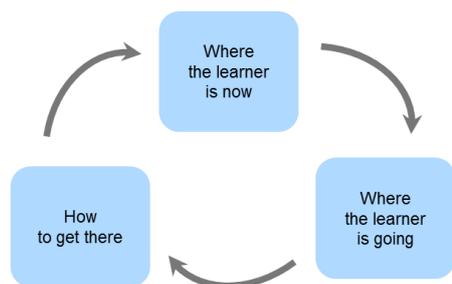
Implementation

All written work will be acknowledged by the teacher and when appropriate the teaching assistant within forty-eight hours. In each class, quality time will be given to teaching pupils how to respond to tasks. This process will look different developmentally across each year group, increasing with independence and complexity with maturity and the skill of pupils.

Guidance to inform professional reflections:

- Does the feedback (both verbal and written from adults and peers) promote reflecting on the key learning?
- Does feedback make children aware of the achievements they have made in relation to their learning intentions?
- Does feedback provide clear pointers for next steps to move the learner forward?
- Do all of the children understand/use the feedback to improvement their work?
- Are children given sufficient time to respond to feedback considered to be significant and key next steps?
- Is there evidence that children act upon the feedback to improve their work?
- When peer marking is used, consider how do you check it and build upon it?

Assessment for Learning



AfL is an essential tool to 'close the gap' between a learner's current situation and where they need to be in their learning and achievement. Pupils should be active in their learning e.g. where they are now, where they are going and how to get there. AfL emphasises the creation of a learner-centred classroom with a supportive atmosphere, where pupils are not afraid to make mistakes and learn from them.

Peer assessment or peer feedback

Peer feedback, or peer assessment, is the process by which pupils assess each other's work and give each other feedback in green pen. This feedback is based on an understanding of what makes a successful piece of work. The teacher is vital to this process, as teachers know their pupils and can help them to develop their critical and reflective thinking skills.

Giving pupils independence is a great way for them to take responsibility for their own learning. Peer feedback also helps learners to develop their social skills and to use higher-level skills such as thinking critically and analytically. A successful peer feedback session requires pupils to 'think like a teacher' for each other which link to the learning objectives and success criteria (teacher/pupil designed depending on A/C/E – see below).

Feedback and Marking Key used by Teachers and Teaching Assistants:

sp	Check this word / line for a spelling error.
CL	Check this word / line for a capital letter in the wrong place.
^	Something is missing here.
✓	Correct answer / if this is next to a list, the list shows what you have improved in this work.
//	New paragraph
I	Work completed independently.
T	Work completed with the teacher.
TA	Work completed with the teaching assistant.
TT	Work completed with the trainee teacher.
VF (with bulleted list)	An overview of what has been provided in 'verbal feedback', e.g. VF Place value, vocabulary, etc
Yellow highlight	'Yucky Yellow' to show where a 'non-negotiable' is missing, or something could be improved, or there is a specific error or misconception
Green highlight	'Great Green' to show where work demonstrates good learning, linked to Learning Objective/Success Criteria

We regularly use research to shape practice, such as the Education Endowment Foundation (EEF):

[Assessment and feedback | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

The Assessment Cycle at Springwood

As a Federation, we have defined the three levels of competency for the assessment cycle. At all levels, the two key drivers to ensure rapid progress are:

- Subject Knowledge and Progression of Skills
- Tools to identify misconceptions and strategies to correct them

To help this:

- Use a range of methods or skills:
 - Select the most effective
 - Multiple Representations (CPA)
 - Reasoning
- Check learning for reasonableness
 - Inverse
 - Non negotiables
 - Precision

Springwood uses the Hampshire Assessment Model to track pupil's progress and attainment through reading, writing and maths domains. Key Assessment Milestones are:

- December
- March/April
- June (EYFS, Year 2 and Year 6)
- July (all other year groups)

Foundation subject attainment is tracked throughout the Federation. Assessment in these subjects enables subject knowledge and skills to be learnt and consolidated progressively.

Staff speak with parents twice a year through parent consultations to explain how well their child is progressing and what the parents could do to support at home. Parents of children with Special Educational Needs (SEND) are consulted at least termly to discuss progress, provision and next steps. End of Year reports are sent in July to explain whether a child has met Age Related Expectations (ARE) and what their next steps as they enter a new year group.

Springwood uses these definitions to define pupil learning behaviour at each stage of learning to support with judgements:

Apprentice:

- Dependent upon teacher models
- Dependent on concrete resources
- Heavily supported and scaffolded. Reliant upon adult guidance and reminders. Procedural and can be step by step instructions
- Teacher models the connections, will summarise and repeat
- Replication and substitution of aspects of the WAGOLL
- Presented with Learning Objectives and Success Criteria
- Some inappropriate choices of word/sentence level due to pupils' not yet being secure regarding the purpose
- Repetition of actions which have previously been successful

Competent:

- Class/Pupils starting to create their own Success Criteria drawing upon prior work to inform their choices
- Adults ‘tune in’ and ‘recap’
- Pupils to choose from a range of scaffolds available
- Pupils choosing from a range of models
- Pupils make suggestions and are beginning to reason. Should be a two way discussion with adults.
- Intentional language choices
- Beginning to independently explain their reasoning with peers and adults using some new vocabulary accurately
- Pupils using known strategies to help self-problem solve when ‘stuck’
- Able to use more than one representation of the same concept or skill
- Intentional learning rather than functional learning
- Site of application outcomes enable teachers to assess what learning pupils have retained can apply independently

Expert:

- Has a clear awareness of the outcome and makes appropriate choices to achieve this
- Pupils create their own Success Criteria
- Pupils self-select efficient models and methods to use
- Awareness of intended outcomes to derive choices
- Breadth of experience drawn upon a range of contexts
- Accurate, deliberate and effective language choices match purpose of learning
- Generalise and apply across a range of contexts
- Independently making connections between learning
- Selecting appropriate form or genre to suit the intended outcome

	Post Lesson Mark		Live Feedback (in the moment)		Peer Mark		Self-Mark	
	Writing	Maths	Writing	Maths	Writing	Maths	Writing	Maths
EYFS	Letter formation	Number Formation	Letter formation	Number Formation	Letter formation	Number Formation		
Year 1	Year 1/2 Spellings Year 1/2 Punctuation Circle one... Letter formation	Number Formation	Letter formation	Number Formation Misconceptions – can the children spot the error? What if...? Prove it...	Letter formation	Number Formation		
Year 2	Year 1/2 Spellings Year 1/2 Punctuation Letter formation	Number Formation Consolidation question Reasoning question Choose the most efficient method	Have they met the LO and verbal guidance about how to move it on	Misconceptions – can the children spot the error? What if...? Prove it...	Year 1/2 Spellings Year 1/2 Punctuation		Retrieval Tasks Teacher produces a ‘Self-Check’ sheet as a guide	Retrieval Tasks Teacher produces a ‘Self-Check’ sheet as a guide

		What if...? Prove it...						
Year 3	Year 3/4 Spellings Year 3/4 Punctuation	Consolidation question Reasoning question Choose the most efficient method What if...? Prove it...	Have they met the LO and verbal guidance about how to move it on	Misconceptions – can the children spot the error? What if...? Prove it...	Year 3/4 Spellings Year 3/4 Punctuation		Retrieval Tasks Teacher produces a 'Self-Check' sheet as a guide	Retrieval Tasks Teacher produces a 'Self-Check' sheet as a guide
Year 4	Year 3/4 Spellings Year 3/4 Punctuation	Consolidation question Reasoning question Choose the most efficient method What if...? Prove it...	Have they met the LO and verbal guidance about how to move it on	Misconceptions – can the children spot the error? What if...? Prove it...	Year 3/4 Spellings Year 3/4 Punctuation		Retrieval Tasks Teacher produces a 'Self-Check' sheet as a guide	Retrieval Tasks Teacher produces a 'Self-Check' sheet as a guide
Year 5	Year 5/6 Spellings Year 5/6 Punctuation Justification of choices Great Green to highlight good parts SEND – complete the challenge	Address misconceptions (Yucky yellow) Consolidation question Reasoning question Choose the most efficient method What if...? Prove it...	Have they met the LO and verbal guidance about how to move it on	Misconceptions – can the children spot the error? What if...? Prove it...	Year 5/6 Spellings Year 5/6 Punctuation		Monkey Ears (read back and check) Check the vocabulary choice with a dictionary/ Thesaurus Have a go sheet Teacher produces a 'Self-Check' sheet as a guide	Teacher produces a 'Self-Check' sheet as a guide
Year 6	Year 5/6 Spellings Year 5/6 Punctuation Great Green to highlight good parts SEND – complete the challenge	Address misconceptions (Yucky yellow) What if...? Prove it...	Year 5/6 Spellings Year 5/6 Punctuation Have they met the LO and verbal guidance about how to move it on	Misconceptions – can the children spot the error? What if...? Prove it...	Year 5/6 Spellings Year 5/6 Punctuation Check the vocabulary choice with a dictionary/ Thesaurus Teacher produces a 'Self-Check' sheet as a guide	Battle to the death – prove it (need more info here) Teacher produces a 'Self-Check' sheet as a guide Check the inverse	Monkey Ears (read back and check) Check the vocabulary choice with a dictionary/ Thesaurus Have a go sheet Teacher produces a 'Self-Check' sheet as a guide	Check the inverse Teacher produces a 'Self-Check' sheet as a guide