



Barton Primary School

Review Date	April 2024
Next Review	April 2025
Staff Responsibility	DHT
Governor Responsibility	FGB
Chair's Signature	

Teaching, Learning and Assessment Policy

At Barton, teaching, learning and assessment of our whole school curriculum is pivotal in ensuring that the experiences children encounter are progressive, relevant and appropriate to empower children with the knowledge, skills and appetite for learning to grow into successful and ambitious young people with a firm foundation for lifelong learning. Assessment is an essential part of the learning cycle. Effective assessment enhances learning by identifying where children are in their learning journey and where they need to go.

Teaching and Learning

Learning Journeys

Children are equipped with Learning Journeys to clarify the learning that is to take place in each theme. This enables them to see the bigger picture for each lesson and to track their pathway through to the outcome.

Learning Objectives

Learning objectives are worded so that they are clear and understandable to all children. They are also appropriately challenging and relevant. They must not be confused with the tasks. To aid assessment, the learning objective includes the skill or knowledge to be learnt at an age-appropriate level so that when assessment takes place, it enables the teacher to build up a picture of each child.

Variation

Tasks set are varied, according to the child's next step to ensure learning is both accessible and progressive. At Barton, we operate a working towards, achieving national expectations and working at greater depth principle to ensure work is set at a challenging level for each child.

Success Criteria

Success criteria is targeted to match the variation and to meet the needs of individual pupils. In addition, children are given the opportunity to set their own targets. Children are also given the opportunity to measure their own success against the success criteria through peer and self-assessment activities.

How we plan the learning

1. Subject leaders refer to the school's overall vision document and the National Curriculum.
2. Subject leaders design the long-term plan for each year group to ensure age expected coverage and age-related progress.
3. Phase teams, using subject leader support and guidance, plan medium term plans and then individual lesson plans using the school's agreed templates.
4. Individual teachers adapt their planning to meet the needs of the children in their class.

Diagnostic Formative Assessment

Assessment for Learning

The progress children make throughout the lesson is measured through Assessment for Learning (AFL). This continuous form of assessment is used in order to identify gaps in learning and to move children on as soon as they are ready for their next step in learning.

Areas of AFL

Pre-Assessment:

- Using a variety of techniques, for example, cold tasks or mind maps, to capture what the children know and have retained to aid planning of the next sequence.

Questioning:

- Teacher questioning using strategies such as, lower and higher order questions, allowing thinking time, partner talk and encouraging extended answers.
- Pupil questioning the teacher to gain a clear understanding and extend thinking.
- Peer questioning to test out ideas and develop deeper understanding.

Learning Conversations:

- The dialogue between teacher and pupil, both planned and spontaneous, for example, 'what's the problem?', 'show me...', 'have you thought about...?', 'what happens when...?', 'why have I done this?', 'now you have a go'.

Peer and Self-Assessment:

- Peer and self-assessment tasks give pupils the opportunity to take an active role in the ongoing and final performance of their peers and themselves in group activities. Peer and self-assessment further encourages pupils to be cooperative, responsible, and productive members of a group.

Feedback:

- Marking with the pupil during the lesson to give live feedback.
- Distance marking following the lesson with written feedback.
- One-to-one oral feedback following distance marking.
- Pupil conferencing to a group following distance marking.

Retrieval Practice:

- Learning is regularly recapped and revisited to ensure learning is secured, through lesson starters, class discussions and quizzes.

Editing of work:

- Children are encouraged to edit and improve their work, after discussion with the teacher or a peer, using purple polishing pens/pencils.

Summative Assessment or Assessment of Learning

Assessment is applied at regular intervals to track the skills, knowledge and understanding children have secured and to support planning for future learning journeys in conjunction with formative assessment.

Key Stage 1

Reading is assessed through:

- Read Write Inc (RWI) Assessments every 6 weeks.
- Practise phonic screens
- Regular one-to-one reading

- Reading VIPERS tasks
- Class discussions
- NFER (Year 1)
- SATs Reading Paper (Year 2)

Writing is assessed through:

- Extended writing tasks marked by the teacher

Maths is assessed through:

- Maths tasks marked by the teacher
- NFER (Year 1)
- SATs Maths Papers (Year 2)

Science is assessed through:

- Evidence of achieving learning objectives at an age-appropriate level
- Quizzes

Foundation Subjects are assessed through:

- Evidence of achieving learning objectives at an age-appropriate level

Key Stage 2

Reading is assessed through:

- Reading VIPERS tasks
- NFER Papers (Years 3,4&5)
- SATs Reading Paper (Year 6)

Writing is assessed through:

- Extended writing tasks marked by the teacher

Maths is assessed through:

- Maths tasks marked by the teacher
- NFER Papers (Years 3,4&5)
- SATs Maths Papers (Year 6)

Science is assessed through:

- Evidence of achieving learning objectives at an age-appropriate level
- Quizzes

Foundation Subjects are assessed through:

- Evidence of achieving learning objectives at an age-appropriate level

Diagnostic Analysis of Summative Assessments

Teachers use diagnostic analysis of summative assessment to identify gaps in children's knowledge, skills and understanding and to better plan the next stage in learning to ensure the best outcomes for children.

Moderation

Frequent moderation of assessment takes place for quality assurance purposes in order to check the consistency of outcomes and teacher judgements. These are carried out in a variety of ways:

- Collaboration of phase teams
- Collaboration with other schools
- CPD to ensure teacher judgements are in line with National age-related expectations
- Official Standards Moderation of Year 2 Reading, Writing and Maths outcomes and Year 6 Writing outcomes.

Annual Timetable of Assessments:

	Year 1	Year 2	Years 3, 4 and 5	Year 6
Autumn	Teacher Judgement using NC Objectives	Teacher Judgement using NC Objectives	Teacher Judgement using NC Objectives	SATs Test Practice
	Baseline assessments NFER Baseline	Baseline assessments NFER Baseline	NFER Baseline	
Spring	Teacher Judgement using NC Objectives	Teacher Judgement using NC Objectives	Teacher Judgement using NC Objectives	SATs Test Practice
	Phonic Screen Practise	NFER	NFER	
Summer	Teacher Judgement using NC Objectives	Teacher Judgement NC Objectives	Teacher Judgement using NC Objectives	SATs
	Phonic Screen NFER	NFER	NFER Times Tables Test (Y4)	Transfer of Data
Transition	Transition week Summer PP meeting and documents	Transition week Summer PP meeting and documents	Transition week Summer PP meeting and documents	
Monitoring (Quadrangulation)	Maths & English Leaders involvement in termly Pupil Progress Meetings SLT termly Teaching & Learning Observations / Work Scrutiny / Data Scrutiny including ½ termly end of year predictions / Pupil conferencing			

Summative Teacher Assessment

The purpose of teacher assessment at Barton Primary School is to assess the progress of all children against specific learning intentions that may relate to a lesson or a short unit of work, and for future planning to be modified in light of the interpretation of this evidence. The expectation is that the learning intention is clear and levelled, and the assessment is of whether or not a child is working towards, has met or exceeded this intention. We expect that assessments are conducted regularly, that is evidence based and can be tested for consistency and accuracy periodically through regular pupil progress meetings.

Pupil Progress Meetings

As a school, we use pupil progress meetings to make regular judgements to support our planning for next steps in teaching and learning. Not only does this process support us in making generalised levelled judgements and seeing where children need to go next to make progress, but also plays a key role towards improving our practice. In looking at the outcomes of a child's learning over half a term, we are able to identify the progress that a child has made and set targets for the next stage in their learning journey. It supports teachers in creating and modifying the planning so that it fits the needs of the children we have in our classes.

Our priority in these meetings will be how we meet the needs of our vulnerable learners and our high attainers. These are carried out by the class teacher and a member of SLT; usually the SENDCo or the Deputy Headteacher.

Key Information for PPMs

Teachers will choose 3 children from their class as a representative sample of 3 different ability groups - a higher, middle and lower attaining child. A representative member of a group will usually sit in the middle of each ability group.

Other evidence such as photographs, discussions or cross-curricular evidence should also be used during these meetings. Jotting key information down on post-it notes and attaching to books can also be helpful.

What is an 'Independent Task'?

For progress to be fairly measured then children need to demonstrate their learning in an independent context. Our interpretation of an independent task is any task where the child is asked to work on their own, without support, for the duration of the task. This will allow for a teacher input and an element of visual support through the use of success criteria for the task and through their independent use of their own targets. It is better for it to be a new piece of work, rather than a piece of work that has been marked with specific improvement suggestions given by the teacher.

Monitoring of Assessment

Assessment will be monitored for consistency, accuracy and coverage at various intervals over the year. Senior leaders will regularly (at least termly) take a forensic look at the whole school data, investigating any anomalies in progress; either negative progress or instances of outstanding progress, and seek an evidence trail to ensure accuracy of assessments, before considering the need for a case study or pen portrait.

Work Sampling

Work sampling by subject leads and senior leaders will be undertaken every half term with a specific subject or child focus.

The evidence base will primarily consist of English and Maths books but may also include other work deemed appropriate.

The focus of work sampling will be decided by the senior leader but may well focus on:

- The quality of marking / feedback
- The consistency of marking / feedback
- The evidenced impact of marking / feedback

Which leads on to:

- Quality of learning/work
- Progression of learning/work
- Appropriate differentiation and challenge within work

Outcomes will be shared verbally and in writing with teachers, with associated actions logged and shared with Senior Leaders, Governors and appropriate outside parties.