



Tylers Green First School
Assessment Strategy
(Including marking and feedback)

Aims of this strategy

As a First School our core purpose is to ensure all our pupils attain the highest standards, leaving this school in Year 2 having both high levels of attainment and having progressed well from their starting points.

This would not be possible without an engaging, broad and well-rounded curriculum that takes children's **wellbeing and happiness** as the fundamental principle.

We believe that a shared ethos and purpose is vital to achieve our core purpose. Our teachers and governors believe that our approach to assessment should be underpinned by the following School values:

Safe: Children should feel comfortable to try things that are difficult, and know that adults in school will listen to them.

Happy: Children should enjoy showing what they have learned and assessments should be approached in a child friendly way.

Learning: Assessment activities should be purposeful and lead to improvements in children's learning.

Creative: Children can show their understanding of the curriculum in many ways including drawing, writing, modelling, Makaton signing, using pictures.

Successful: Children should know what they need to do to be successful in their learning and our assessments will show what they know and can do.

Our assessment strategy should:

- Encourage pupils to reflect and retain knowledge skills and understanding
- Capture what children know and can do
- Support teacher planning and assessment
- Not add unduly to teacher workload.
- Consider pupil voice

Trigger points

Accurate assessment allows teachers to identify where children might need extra help. Teachers will use all kinds of assessments flexibly to know when to implement "Keep up" and "Catch up" strategies, and when to seek support from our SENCO.

In Appendix 1, trigger points are identified for each year group to show where teachers may consider in class support, intervention or SENCO support. Please also see our SEND policy, and Buckinghamshire's "Ordinarily Available Provision" for further details.

Marking and Feedback

Marking and feedback is an important part of teacher assessment. The expectation is that pupil work will show progress over time, and teacher feedback will support pupils to make progress.

Marking and feedback at Tylers Green First School should:

- Help teachers understand what children know and can do.
- Help children understand what they did well and how to improve.
- Help children understand misconceptions or errors.

Types of Feedback

Marking and feedback should reflect the age and ability of the child, therefore feedback may vary between year groups and within classes. Where the pupils are making good progress, the professional judgement of the class teacher should be used to determine the type of feedback required for pupil work. Feedback may include the following:

- Verbal feedback to the pupil either during or after the work is completed. (Optional: teacher may use the symbol “V” to indicate the discussion.)
- Marking against the Learning Intention and Success Criteria. These may be ticked by the teacher and/or a comment made.
- Error correction – (Writing) errors of grammar or key spellings/phonemes/letter formation previously taught should be picked up by the teacher where this will support the child to correct this error in the future. (Maths) misconceptions and errors should be addressed with the pupil.
- Praise, stickers, smiley faces or stamps used to show the pupils what they did well.
- Next step feedback, a question or a challenge where this will extend the pupil’s learning. This may be verbal.
- Group or whole class feedback may be used.

Summative Assessment

Reception Year

All children in Reception take the statutory baseline test within the first six weeks of joining the school, this data will be used in the future to measure their progress at age 11.

Reception teachers track the children’s progress termly in word reading, comprehension, number, numerical patterns and vocabulary, using their observations of the children during class work. This tracking data is used to support teacher planning.

Phonics is tracked by the teacher more closely using guided reading sessions, group and individual assessments. This information is used to plan phonics lessons, set reading books and plan guided reading sessions.

At the end of Reception, the children are assessed against the Early Learning Goals. For each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the Reception year:

- Expected
- Emerging, not yet reached the expected level of development

This information is used to inform parents and Year 1 teachers of the children's development.

Year 1 – summative assessment of Reading, Writing and Maths, Phonics Check.

In Year 1 the teachers use a combination of teacher assessments and standardised tests to track the children's progress.

Every half term the teachers use an online tracking tool for reading, writing and maths which has statements to support their judgements. Writing is internally moderated regularly by the teachers, and externally moderated annually with other local schools.

Standardised tests (such as NFER) are used termly to support teacher judgements in reading and maths, and to inform teacher planning and pupil next steps.

Phonics is regularly assessed to inform teaching and provision – this is done by the teacher.

There is a statutory phonics check in June. Children are prepared for this in the spring and summer terms. Results of the phonics check are reported to parents in the summer term report.

Year 2 – summative assessment of Reading, Writing and Maths, Phonics Check.

In Year 2 the teachers use a combination of teacher assessments and standardised tests to track the children's progress. In addition, the teachers use the Teacher Assessment Framework to assess the pupils.

Every half term the teachers use an online tracking tool for reading, writing and maths which has statements to support their judgements. For maths White Rose end of block assessments are used where appropriate to provide more evidence of children's understanding of the key concepts of that block. Writing is internally moderated regularly by the teachers, and externally moderated annually with other local schools.

NFER standardised tests are used at the end of Autumn and Spring Term to support teacher judgements and to inform teacher planning and pupil next steps. At the end of the Summer Term the children will sit the SATS tests provided by the Standards and Testing Agency. These tests are now an optional part of the overall teacher assessment judgement.

Those children who did not pass the Phonics check in Year 1 will sit the phonics check in Year 2. Regular testing throughout the year informs provision for these children.

The teachers will use all of the information they have gathered using the Teacher Assessment Framework to assess the children as either WTS (working towards the standard), EXS (Expected Standard) or GDS (Greater Depth Standard). This information will be used to support transition to the children's next setting.

Assessment in subjects other than English and Maths

Our aim is to use assessment as a process to help the teachers plan lessons to motivate, stretch and challenge all children in all areas of the curriculum.

We have developed a set of principles to support us in this aim. The assessment should:

- Have pupil voice as central to the process
- Encourage children to reflect and retain knowledge skills and understanding
- Capture what children know before and after a topic
- Support teacher planning
- Not take teacher time and focus away from teaching the pupils.

Reception

In Reception the teachers create a topic display or working wall to capture children's questions, photographs, drawings and achievements in the current topic. This will be added to over time whilst the topic remains "live", and the teacher and children will refer to this when reflecting on children's progress.

A summative assessment at the end of the academic year is made to capture the children's attainment against the Early Learning Goals. This assessment will support transition to Year 1.

Foundation Subjects

In Year 1 and Year 2 the teachers and children will use a "KWL" document at the beginning and end of a topic. These will capture what the children already know (K) would like to know (W) and what they learned (L). The children will use a combination of drawing and writing to capture their knowledge and understanding, dependent on the age and development of the pupil. The teacher will use the relevant National Curriculum statements to assess the pupil at the end of the topic, and this will feed into the summative assessment.

A summative assessment at the end of the academic year will be captured on our electronic system to support transition to the next year group. (Science will be captured twice in the year).

In Music lessons, a recording of an individual or group music performance may be made at the end of the unit to support the teacher to assess the pupil against the National Curriculum (Key Stage 1) or Expressive Arts & Design statements (EYFS). Teachers use the progression documents from Sing Up and the national curriculum or EYFS profile to inform their summative assessment at the end of the year.

In PE lessons in Key Stage 1 the teacher attends the lesson with the sports coach. The lesson planning and objectives are shared in advance with the teacher who will observe the pupils and discuss progress with the coach. This information will be used to inform the summative assessment at the end of the year. In Reception, PE lessons are taught by the teacher and form part of the Physical Development curriculum. Observations during PE lessons are used alongside everyday observations of gross motor and fine motor skills to judge whether children are working towards or within the expected level at the end of Foundation Stage.

In Art, Computing and Design and Technology in Key Stage 1 the teacher will use the National Curriculum to set learning objectives. The teacher will then use these to assess the pupils' progress in these subjects using work produced and class discussions. This will then inform teacher planning and summative assessment at the end of the year.

Appendix 1 – Trigger points for intervention

	Keep up (some pupils – ordinarily available provision)	Referral to SENCO for Catch up (targeted provision - additional to or different from ordinarily available provision)
Reception	<ul style="list-style-type: none"> • Does not understand 2 part instruction in September • Baseline shows gaps in understanding or skills • Can't sit upright/can't hold pencil in tripod grip/apply pressure • Not able to discriminate sounds • Not able to retain phase 2 sounds • Not able to understand 1:1 counting in baseline. • Tracking gaps • Not able to self regulate without support in a range of contexts 	<ul style="list-style-type: none"> • Tracking behind in all areas • 1 year + behind on development matters • Could not access baseline • Does not understand 1 part instruction • Speech not clear/not present • Not understanding classroom expectations and routines by October • Lack of functional communication • Poor fine/gross motor control by December • Not able to understand counting with 1:1 by March • Not able to self regulate with support
Year 1	<ul style="list-style-type: none"> • Not able to access standardised testing in December • Phonics score below 30 in February • Maths classroom observations in place value • Not able to form all letters correctly • Slow writing speed 	<ul style="list-style-type: none"> • Phonics score less than 20 in February • Standardised score below 85 • Guided reading? • Maths? • Writing? • Not able to access standardised testing in March • Reading not progressing on teacher assessments • Not able to count with 1:1 • Not able to write name • Lack of measurable progress by March • Difficulty constructing a sentence.
Year 2	<ul style="list-style-type: none"> • Standardised score between 85-99 • Not progressing against the TAF/ARE • Spelling scores consistently below 4/10 • Consistently not completing maths exercises correctly • Maths place value classroom observations • handwriting not correctly formed 	<ul style="list-style-type: none"> • Did not pass phonics check • Standardised score below 80 • No progress on TAF/ARE by December • Cannot access whole class Maths teaching • Unable to retain spellings teaching consistently • Not able to access standardised testing