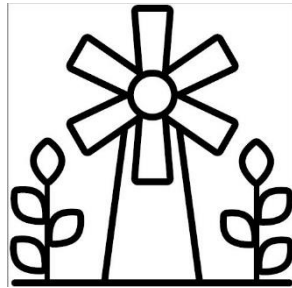


Sibsey Free Primary School



Assessment, Record Keeping and Reporting; Marking and Feedback; Monitoring Policy

Approved by: Governing Body

Date: October 2023

Next review due by: October 2025



Inclusion Statement

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School.

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After Children and Previously Looked After Children.

Staff recognise that some children are more susceptible to bullying than others, particularly those with special educational needs, those with physical difficulties, and children who are on the autistic spectrum. We also recognise that children may be bullied as a result of their race, culture, ethnicity or gender. All staff and children will be made aware that bullying behaviour of any kind is not acceptable at Sibsey Free School. When dealing with incidents of unacceptable behaviour or bullying, staff will make reasonable adjustments when dealing with children with special educational needs. Staff will take into account their knowledge of the child(ren) concerned (including the effect that physical intervention can have upon some children with special education needs, especially those on the Autistic Spectrum).



Introduction

Assessment, Record Keeping and Reporting Policy

Introduction

Assessment complements and assists teaching and learning. It is an integral part of the National Curriculum procedures and essential for establishing what children know, can do and understand. It assists the teacher in establishing next steps learning to help the children progress.

This policy outlines the purpose, nature and management of assessment in our school. It also outlines how the teachers in school keep records and how the school reports to parents on their children's attainment and achievement.

The school policy reflects the consensus of the whole teaching staff. It has the full agreement of the Governing Body.

The Nature of Assessment

Children's progress and attainment will be carefully monitored and recorded by the class teacher. The information gained will be used to ensure that children are given work at a level appropriate to their needs. Children are encouraged to review their own work with the class teacher and work towards setting their own targets. Parents will be given annual reports on their child's progress and are welcome to see the class teacher to discuss their child's progress throughout the year in addition to Parents' Evenings at three points during the year.

Parents also receive midyear reports (Christmas and Easter) which highlight progress, effort and how their child is performing against national expectations.

Assessment serves two main purposes:

- "formative" i.e. providing information for the teacher to plan the child's next steps in learning. (Assessment for Learning)
- "summative" i.e. a snap shot in time of a child's achievements. (Assessment of Learning)

Children are assessed continuously throughout each Key Stage. This ongoing assessment is used to establish clearly where children are and where they need to go in terms of their learning.

All teachers are aware of the importance of regular assessment through Assessment for Learning (AFL). Children rely on the teacher giving them regular feedback on their achievements to sustain motivation and to know what they need to do to move forward.

Teacher Assessments



Teacher assessments are made, so far as possible on the basis of normal classroom activities. Assessment is an integral part of day-to-day teaching.

Teachers make their assessments in a variety of ways using observation, product, tests and their professional judgement. The method of assessment will vary according to the nature of the aspect being assessed.

Teachers will record in their own mark books any assessments they have made. The school uses a system of record keeping for summative assessment in reading, writing, mathematics and science, this is embedded for year groups and data is submitted three times a year, at the end of each major term (typically Dec, March, June).

For children in their final year of a Key Stage, statutorily required summative teacher assessments must be recorded on the appropriate record sheets.

Teacher assessments will be informed by the use of National Expectation Descriptors. The school has devised its own descriptors for each year group apart from the Early Years Foundation Stage.

In Sibsey Free School all children are assessed using teacher assessment. These assessments are used to establish where the children are at any point during the year (generally formative, occasionally summative) and also where they are at the end of the academic year (summative). At the end of Y2 (Key Stage 1) teacher assessment is used to finalise where they are in terms of the National Expectations for their year group. At the end of Y6 (Key Stage 2) the children undertake a statutory test in reading, mathematics and punctuation, grammar & spelling. The Y6 children will also have their teacher assessments statutorily reported, and this includes writing. These end of KS2 summative assessments will indicate where the children are in terms of the National Expectations for their age group.

In our school the main source of guidance for teacher assessment in English and Maths are objective grids, which lay out our ideas about what the children should, know, do and understand. We use roadmaps in science and non-core subjects.

Moderation and standardisation meetings take place in all the core subjects. The school is externally moderated at KS1 and KS2. The school also undertakes cross-school moderation where appropriate through links with other local schools.

In all age groups the main focus of assessment is not about identifying a 'level' for a child but about recognising success and identifying next steps learning. However, we are aware that there is a need to establish where children are in terms of National Expectations and how we can report to interested parties on progress and the performance of our school e.g. how well our SEND children or Pupil Premium children are progressing. We use Insight assessment which we judge the children to be one of four criteria: below, working towards, at the expected level or at greater depth.

[The Early Years Foundation Stage Profile](#)

At this school, children are assessed on entry using the approved baseline assessment. This assessment is made using the teacher's judgement based on observations in the first few weeks of term and the



information given by the pre-schools. The children are assessed throughout the year in six areas of learning, as set out below:

3 Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

4 Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children are assessed through observation of the play and the activities they are involved in throughout the day. The teacher and Teaching Assistants use their professional judgements to determine when a child has achieved the different areas laid out in the E.Y.F. S. P.

Observations show the teacher where the individual children have attained and where they need to go next. The information is used by the teacher in future planning to help move the children forward.

The data recorded for the E.Y.F.S.P. is used to inform School Self Evaluation and is used by the Foundation Stage Leader in consultation with the Headteacher to inform future developments for the Foundation Stage. Detailed data is provided by the Local Authority for each year and also data for three yearly trends is available for analysis.

Agreement trialling takes place either through a personal visit by a Foundation Stage Moderator or attendance at a Foundation Stage Cluster meeting for the purpose of moderating assessments. Early Years reports are provided to the parents at the end of the academic year and indicate where the children are in terms of 'emerging' or 'expected' with the expectations for their age group. This is a professional judgement discussion.

The headteacher in consultation with the EYFS Leader also reports to the Governing Body on the percentages of children who are 'emerging', 'expected' or 'exceeding' the expectations for their age group and the percentages of children who are making 'not typical', 'typical' or 'rapid' progress. These are all compared to local and national figures to establish how the school is performing.

Statutory Assessment Tests

Statutory Assessment Tests of children in the final year of Key Stage 2 are made within the suggested time scales. The Statutory Assessment Tests are carried out by the class teacher. In the final year of Key Stage 1, the teacher uses teacher assessment supported by non-statutory tests and guidance to come up with an end of Key Stage level. (This may in future years include Statutory Tests also).



All the Statutory Assessments are carried out in the Summer Term – thus giving a picture of attainment and achievement at the end of the academic year (summative assessment)

At Key Stage 1, in English and Maths, SATS are used for the testing period of May. Statutory assessments inform and support teacher assessments. In addition, previous SATS may be used to support judgements. Guidance for making these teacher assessments is provided by the use of previous SAT papers (Mathematics and English), and by the use of a Science Assessment. The teacher is responsible for using the results of these tests to support their own professional judgements. The results are recorded by the class teacher and then entered on to the school management system for access by the LA. Parents/carers receive details of the individual children's results in a standard format as part of the children's annual report.

All assessment results are entered onto Insight and in the school's monitoring files and submitted to LA. Key Stage 1 results are moderated either by a personal visit by a KS1 moderator or by attendance at a cluster meeting. It is the Year 2 teachers' responsibility to ensure that the appropriate evidence is in place to support judgements made.

At Key Stage 2 all the Statutory Assessments are externally marked. Results are returned to the school before the end of the summer term and these are sent out to parents/carers with the children's annual report.

All assessment results are entered on to the appropriate record sheets in the school's monitoring files and on to the target setting sheets used by the leadership team.

Statutory Assessment Tests are made by the class teacher in a manner that conforms as far as possible to normal classroom practice, striving to avoid any undue stress being placed on the children. The Statutory Assessment Tests are administered in accordance with the instructions provided with the test material.

Assessment Tests in mathematics and reading and grammar, punctuation and spelling are administered with the Y1, Y2 Y3, Y4, Y5 and Y6 children. This is done to help monitor the children's progress and inform future planning. All the results from these assessments are placed alongside the teacher assessments and an overall picture arrived at as to where the children are in terms of the national expectations for their age group. At the end of Y1, Y2 (currently) Y3, Y4 and Y5 it is teacher assessment that is used as the final indicator for that year (tests are used only to support and confirm teacher judgements). All the data is entered into the school management system for assessment. These results are entered on to the school tracking system and inform the target setting and Performance Management process and help to monitor cohort progress and the progress of specific groups of children within the school. The school currently uses NFER tests for Maths, Reading, Grammar, Punctuation and Spelling because these have been standardised and offer a good benchmark compared to the statutory assessments.

All the results from these assessments are used by the teachers and Leadership Team to monitor progress, track attainment and achievement and to set curriculum targets for English, Mathematics and Science.

The information from the KS2 Statutory and Y1, Y3, Y4 and Y5 non-statutory tests is entered into the school's tracking system. ASP (Analyse School Progress) provides data on progress, unit analysis (which aspects of the tests are handled with confidence and those that are causing concern) and individual children's breakdown of test scores. In addition, FFT (Fischer Family Trust) offers a more insightful



breakdown of groups and progress over time, showing trends. This information is used by the Leadership Team to help teachers identify which aspects of English and Mathematics need focussing on and which children need specific help and in what areas.

11+ Tests

Those children in Y6 whose parents wish them to undertake a non-verbal and a verbal reasoning test for 11+ selection do so in accordance with County Council procedures.

Assessment for Learning (AFL)

The school encourages the use of the concept of Assessment for Learning (AFL). This is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. In our school, this principle is identified through five key factors that are to be found in the classroom:

- teachers providing effective feedback to the children on their work
- actively involving the children in their own learning
- adjusting teaching to take account of the results of assessment
- recognising the profound influence assessment has on the motivation and self-esteem of the children, both of which are crucial to learning
- considering the need for children to be able to assess themselves and their peers and to understand how to improve.

Feedback to the children in the form of verbal or written comments is crucial to assessment for learning. Therefore teachers, and when appropriate, teaching assistants, aim to give feedback as soon as possible to guide the children where they need to go next and how best they might get there.

To support the children in self and peer assessment the school uses Success Criteria and makes Learning Questions explicit to the children. By so doing the children are clear about what it is they are hoping to learn in a particular lesson but also through the Success Criteria they know what it is that will make their work a success and achievement of their goal. Children are encouraged at appropriate times to respond to teacher feedback with appropriate comments.

Other Assessments

Other assessments are carried out during the time the children are in school to help monitor the children's progress and/or specific needs. These are most often administered by outside agencies when required.

Practice verbal and non-verbal reasoning tests (as familiarisation for the 11+) are taken by Y5 and Y6 children at the discretion of the Y5 and Y6 teacher(s).

Planning

Assessment is linked to planning and teachers identify assessments they are going to undertake on the school short term planning sheets.



The school's curriculum framework identifies the programmes of study to be covered at particular times of the year and the teacher's medium term and short - term plans should clearly identify assessments to be made.

It is essential that in all areas of the curriculum that teachers plan carefully for assessment. This is done through the use of roadmaps and POP tasks (Proof of Progress tasks). Teachers must build consistent opportunities for these formative assessments to ensure that they are gathering the evidence required and that they are using the information gained to help the children move forward. POP tasks can include methods such as multiple-choice questions, higher order thinking questions, quizzes, low-stakes testing, and discussions and should be evidenced.

It has been agreed that all teachers will use their assessment grids alongside their planning in reading, mathematics and science to ensure that assessment opportunities are built into their weekly planning.

Record Keeping in English, Mathematics and Science

Children's progress against the objectives for English (reading and writing), mathematics and science will be recorded at the end of the Autumn, Spring and Summer Terms on Insight. These teacher assessments can be informed by a variety of means e.g. old test papers, commercial assessment papers, teacher assessments of such things as writing and science work undertaken. Teachers are not restricted to just these assessments of reading, writing mathematics and science. It is expected that they will carry out much more regular teacher assessments particularly in areas such as writing.

Teachers will be expected to use cross-curricular work to establish how successfully the children are using their skills and knowledge.

The headteacher will ask for assessments to be given to him in December, March and June. He will begin the target setting process in September by asking teachers to consider where the children they are teaching are starting from (data provided by previous year's assessment) and then asking them to set challenging and teacher moderated targets. At Pupil Progress Meetings there will be an expectation that teachers will have an informed opinion as to where the children they are teaching are in terms of the national expectations.

Special Educational Needs and Pupil Premium Children

The Special Needs Coordinator (SENDCO) with the support of the Special Needs Assistant ensures that all records of children on the Additional Needs List and Pupil Premium List are up to date and regularly monitored. All the children on the school's Additional Needs List are monitored three times a year under the 'Assess, Plan, Do, Review' process. A copy of the paperwork is issued to Parents, including the IEP if relevant. Targets are discussed with parents at parents' evenings and reviewed by all parties so that the partnership between school and parents is enhanced.

The SENDCO and Assistant track the progress made by children on the Additional Needs List and the Pupil Premium List with special attention being given to monitoring the progress of children who have benefited from the various intervention programmes.



Gifted and Talented

Targets are set and reviewed twice a year for these children. The Gifted and Talented Coordinator and Assistant track the progress made by the children on the Gifted list to monitor progress and to ensure that these children are moving forward at an appropriate rate.

Reporting to Parents

Reporting to parents should contribute to the raising of all children's achievement by helping to increase pupil motivation. Reports to parents should help to identify clearly the child's strengths and weaknesses and progress made. It provides information that will indicate the next steps forward for the child. The report will contain a brief summary of areas of work undertaken during the academic year and an account of the child's individual performance in each area.

An annual report will be sent to parents/carers of each child towards the end of the summer term. There will also be an opportunity for parents to meet with the class teacher to discuss the report should they wish to.

The report form will be reviewed on a regular basis to ensure compliance with statutory regulations. Included with the reports will be the necessary information regarding the Y2 and Y6 performances in the Statutory Assessment Tests. Copies of the reports will be retained by the school to be kept in the child's assessment record.

The reports will be prepared by the Class teacher and then read and countersigned by the Headteacher who will then add relevant written comments as necessary.

This report will supplement other communications with parents regarding children's progress. Details of each child's progress will also be discussed with parents at open evenings arranged at regular intervals.

Background Documentation

This policy was informed by the National Curriculum Statutory Orders for Key Stages 1 and 2 and guidance from Lincolnshire County Council Support Services.



Marking Policy

1. Introduction

The purpose of this document is to inform teachers and all adults who work with children in our school of the details of how work undertaken by the children will be marked.

It will lay out the reasons why work is marked in the way it is and the practical arrangements for carrying out marking.

This document was compiled by the staff, teaching assistants and adult helpers in the school to implement this policy as and when it is appropriate to their work with the children.

2. The Nature of Marking in our School

Marking will help all staff with assessment and will as a result, inform future planning. It will give the teacher the opportunity to identify and act upon individual's strengths and weaknesses and will assist in well differentiated planning.

Wherever possible, it will offer praise and encouragement to the child.

Throughout the school, marking will give opportunities for discussion with the children about their work.

Consideration is being given to reducing the marking workload. Department of Education guidance (Workload Reduction Toolkit) was used to inform this policy review.

3. Implementation

All children will have their work marked within a reasonable amount of time. All teachers, including supply teachers, will be involved in the marking of work. Teaching assistants will also be involved under the guidance of the class teacher. Adult helpers may well make comments in the children's reading files but will receive guidance from the class teacher beforehand on appropriate comments.

The amount and type of work marked will be dependent upon the subject area, age and ability of the child and the purpose of the work.

The marking of work will relate to specific learning questions determined before the work is set.

Comments on written work will be mainly positive and should encourage and identify ways in which work can be improved in the future.

Older children will be part of the marking process – this includes 1:1 or small group sessions.

There will be formal assessments of pieces of work related to the programmes of study chosen as key elements for assessments, particularly at the end of the Key Stage. These will help to inform teacher assessments.



4. Marking and Assessment for Learning (AFL)

It is essential that all teachers view marking as a means of establishing clearly what children know and can do and how they can be moved forward. Without regular marking it is very difficult to monitor clearly where children are and what they need to do next.

Marking and AFL are essential tools in the teachers' quest for improving children's performance in all areas of the curriculum. In terms of AFL marking can be written, verbal, carried out by the teacher, the teaching assistants, carried out by the children themselves (self-assessment) or by a critical friend (peer assessment).

Children are encouraged to respond to the AFL provided by the teacher in all year groups. The aim is that as the children grow and mature they should be able to reflect on their learning and show that they have considered carefully the comments made.

In order for marking to be useful it should be based against the success criteria for the lesson. All members of the class including teaching assistants must be clear as to what the success criteria is, and the success criteria should be displayed in the lesson.

5. Process of Marking

All staff will use a common method of correcting errors (Appendix attached).
These will be done in green ink.

General

The extent to which pieces of work are corrected will depend on the aim of the task. The focus may include language skills, knowledge, concepts, skills, style and effort.

Teachers discuss work content with the child on a regular basis in order to further the child's understanding, both of their work, and of the teacher's expectations.

Wherever possible work will be considered and discussed in the presence of the child, allowing the teacher to make clear the targets for future work or to clarify misunderstandings.

In cross-curricular work teachers will aim to give feedback not only on the general context of the work, but also in relation to the English, Mathematics or other areas of learning undertaken.

Foundation Stage

Verbal feedback with the child is the most appropriate feedback that can be given at the Foundation Stage and this is recognised by all members of staff. Pupils have roadmaps which they are continuously involved in the self-assessment and adult-supported assessment process. These are displayed on the wall in the classroom and updated accordingly. It is also important that children and their carers see that the work/learning the children have been involved in has been seen and has had a response made by the



teacher or the teaching assistant. Therefore, teachers and teaching assistants in the Foundation Stage should ensure that there are written comments placed on children's work that is appropriate to the learning undertaken.

Key Stage 1

The main system of marking is against the Learning Question for the lesson. The teacher will mark on the right, with the pupil self-assessing on the left with one, two or three ticks (see marking grid on page 14).

When spelling is a focus, an incorrect word will be underlined and the correct spelling will be written above the word or in the margin. This should tie in with the children's phonic stage. Children may also be given smiley faces in their feedback to offer encouragement for quality pieces of work. (See appendix.) Smiley faces may also be used for self and peer assessment.

From Key Stage 1 the teachers may at times use a star and a wish. The star represents something that the child has done particularly well relating to the objective of the lesson and the wish (a magic wand) represents something the teacher wants the child to work at and develop. The children will also use these symbols themselves when they are carrying out their own self and peer assessments.

Also used are circles for missing full stops and/or capital letters, and 'S' for supported work.

Mathematics work will be marked using a tick or a dot and may also include a written comment to encourage the child and aid future progress. Where many mistakes occur, a constructive comment will be made by the teacher. Smiley faces are also used. (See appendix.)

Key Stage 2

The main system of marking is against the Learning Question for the lesson. The teacher will mark on the right, with the pupil self-assessing on the left with one, two or three ticks (see marking grid on page 14).

At Key Stage 2 a series of symbols will be used when marking written work. The children will be made aware of the meaning of the symbols to help them when reviewing their work. (See appendix.)

Mathematics work will be marked using a tick or dot and may also include a written comment to encourage the child and aid future progress. Where many mistakes occur, a constructive comment will be made by the teacher.

Key Stage 2 teachers may at times use the '2 stars and a wish' approach to marking. This will be used appropriately, and may not always consist of 2 stars and 1 wish, i.e. there may be 2 wishes.

'Stars' will indicate what a child has done well, whilst 'wishes' will give areas for improvement. These should relate to the learning question and success criteria.

Classwork will be marked every lesson. Half of assessed writing will be teacher marked, with the other half being self or peer-assessed (this half will be teacher marked on the next occasion).



At both Key Stage 1 and 2, roadmaps will support the teacher's final judgement for a pupil's progress against a subject.

Assessment for Learning

The main purpose for all marking is to inform the child of the success of their piece of work – and (if appropriate) how they can begin to improve.

All teachers and teaching assistants are encouraged to ensure that when marking a piece of children's work, they make every effort to inform the child as to what they need to do next to make progress.

The comment written by the teacher or teaching assistant should relate to the aims of the lesson, the learning question or success criteria which has been made clear to the children. Comments can also be written that relate to specific targets that have been given to the children.

The detail of this system is reflected in KS1 classroom displays.

There is no expectation that every single piece of work produced by every child is marked in extreme detail on every occasion, but it is expected that children receive regular written, oral, or a combination of the two feedbacks on a regular basis.

When carrying out an assessment it is very important that children receive appropriate feedback to ensure that they are aware of the next steps learning.

The teachers and teaching assistants should be aware of the quality of their handwriting, spelling and grammar when providing feedback so as to ensure that the children see good examples.

During scrutiny of work the Governors, Subject Leaders and Leadership Team will scrutinise the quality of assessment for learning to ensure that it is of high quality, well matched to the activity and quality of the children's learning, frequency and provides appropriate guidance.

All teachers are encouraged to use a 'star' and a 'wish' in their feedback to children. The 'star' will indicate areas of success, the 'wish' areas for development.

For assessment to be formative the feedback information has to be used. Teachers should ask themselves when marking:

Can the child read the comments written?

Can the child understand the comments written?

Will there be time allowed for the children to read the comments written?

Will time be allowed or planned for some improvement to be made to the piece of work marked?

Will the children be given a chance to respond to the comments?

Target Cards



In English, children have a target card. This identifies three steps that the child is working on. Once every short term the three targets would be updated. Teachers would be expected to write a star comment in the book when a child achieves the target s/he has been working on.

POP Tasks

POP - Proof of Progress – Tasks are the main method of identifying how pupils are remembering their learning over time. They can be conducted in a number of ways, through multiple choice questions, Higher Order Thinking Skills, verbal discussions, cloze procedure, etc. Teachers should use roadmaps with learning questions to help map out POP Task activities. These can focus on work conducted in a previous lesson or work from a previous term or year group.

Where possible, these will be completed within lesson time (i.e. at the start or end). Sometimes, POP tasks will be conducted as part of another timetabled slot within the week. On occasion, additional POP tasks may be set up as morning activities. If ever completed as a verbal discussion, POP will be written next to the short date by the pupil with the child ticking on the left with one, two or three ticks (as in line with the marking grid system on page 15). In English, a POP task is expected at least three times a week. In Maths, POP tasks can be taken from the Flashback 4 and are therefore done each day. In all other subjects where POP tasks are expected, they are completed per lesson. From The Maples to The Cedars, children are expected to highlight the word POP to indicate that this is a POP task.

The provision of feedback is a shared, two-way activity. It should aim to encourage dialogue and develop self-assessment skills of the learners. It is important that teachers and teaching assistants create the right climate for feedback by opening the dialogue with the child in a positive and constructive way. The dialogue should involve open questions that are focussed on the learning intention and should make explicit reference to how the child can improve their work/learning.

Background Documentation

This policy was informed by reference to guidance from the Lincolnshire Curriculum Service, and Department for Education publication 'Workload Reduction Toolkit'.

Review

This policy will be reviewed biennially.

Appendix

Marking Policy

Teachers to use – green ink – Suggested examples of teacher's marking.

It is assumed that work is completed independently unless otherwise stated. It is therefore not expected that a teacher will indicate that the work is independent but it remains on the chart for individual circumstances and uses.



Monitoring and Evaluation Policy

Introduction

In our school we plan learning and teaching with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgment about how effective these actions have been. This gives us information on which we can base future decisions about the development of the school.

Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school.

We believe that effective monitoring:

- Promotes excellent learning and teaching throughout the school;
- Ensures excellent planning and delivery of the curriculum;
- Identifies the strengths and needs for professional development;
- Offers an opportunity to celebrate progress and success;

TG	Teacher Group
TAG	Teaching Assistant Group
TPD	Teacher/Pupil Discussion
V	Verbal feedback given
I	Independent work
S	Supported work
SP	Spelling mistake
CL	Check your Capital Letters
FS	Check your Full Stops
DIMS	Does It Make Sense?
✓	You are working towards the learning question
✓✓	You have met the learning question
✓✓✓	You have challenged yourself beyond the learning question
★ ✨	Star something you have done well and a wish something to improve

- Provides information to support self-evaluation;
- Ensures consistency throughout the school;
- Ensures that every child is making good progress and is appropriately challenged to reach their full potential.

Evaluation is the judgment on the effectiveness of actions taken, based on their impact on the quality of the children's learning.



Monitoring and Evaluation Framework

Monitoring and Evaluation in our school are part of a planned process and involve a range of different people over the course of the school year. We follow a planned cycle of school self-evaluation. This ensures that all aspects of the school's performance are systematically and regularly reviewed as part of an annual cycle. A monitoring calendar for subject leaders/KS leaders/Governors outlining monitoring and evaluation is in place. This is used to inform our whole school monitoring and evaluation. This is firmly based around the School Development Priorities agreed between the Leadership Team, staff and Governors of the school.

Roles and Responsibilities

The Headteacher

- To oversee the Monitoring and Evaluation processes that take place in our school.
- To ensure that all parties involved in the process know their responsibilities, deadlines and schedules for completion of monitoring and evaluation activities.
- To ensure that appropriate actions are taken when monitoring reveals areas for development and improvement.
- To report to the Governing Body on outcomes, impact of the processes and action plans drawn up to bring about school improvement.
- To ensure that parents and children are aware of the priorities identified through monitoring and self-evaluation.

The Leadership Team

- To ensure that, all staff and Governors understand that the purpose of monitoring and evaluation is to enable Sibsey Free School to develop and improve;
- To identify areas that need to be monitored;
- To delegate monitoring and evaluation activities to the appropriate level with clarity of expectations and outcomes to be achieved;
- To carry out monitoring and evaluation activities which cannot be delegated and are the responsibility of the Leadership Team (e.g. Performance Management, budget monitoring);
- To ensure that the data generated from monitoring and evaluation is collated, analysed and is used to review progress, recognise achievement and inform future planning;
- Report to the appropriate audience, including the Governing Body, on what the data is showing and how the information can be used to best advantage;
- Ensure that pupil performance data is collected, analysed and used to inform target setting.

Subject and Key Stage Leaders

- Ensure that colleagues and team members understand that the purpose of monitoring and evaluating is about recognising achievement and areas for development;
- Ensure that planned curriculum is being followed and structure is being upheld
- Carry out those monitoring and evaluation activities which are delegated to them as part of their roles and responsibilities.

The Governing Body

- Agree, in consultation with the Head Teacher, the areas which need to be monitored and evaluated;



- Support and reinforce the view that the purpose of monitoring and evaluation is to enable the school to develop, recognise achievement and sustain continuous progress;
- Receive monitoring and evaluation data at agreed times and in the agreed format in order to review the information and consider its implications;
- Use a summary of some of the monitoring and evaluation data to inform parents about the school's progress and performance;
- Ensure that monitoring and evaluation are used to establish realistic targets for continuous improvement and school development.

Methods of Monitoring and Evaluating

Planning

In the Foundation Stage the teacher plans the learning experiences for the children through a detailed curriculum which leads into Key Stage 1 and has been carefully tailored. It follows the expectations set out in Development Matters and the EYFS guidelines. The style of planning is unique to this class and reflects the very different curriculum that the Foundation Stage children experience. At KS1 and KS2 the school has adopted a tailor-made curriculum on a one-year cycle.

In English and Mathematics the teachers use of a variety of aids to planning, and devise a range of different activities. Teachers can supplement their planning sheets with annotations and post it notes where needed. Teachers are encouraged to use their Assessment Criteria Grid Sheets alongside their short-term planning to ensure assessment opportunities are planned for especially in mathematics.

We continue to monitor the effectiveness of this curriculum and its impact on children's learning and enjoyment.

Classroom Observation and Scrutiny of Work and Planning

The Leadership Team will carry out classroom observations as and when appropriate and in line with the monitoring timetable. Points for observation could be:

- Are the resources and materials appropriate for the children?
- How does the lesson build on progress made previously?
- Are all children being challenged and are there high expectations?
- Does teacher questioning encourage thinking skills?
- Is the pace of delivery and presentation appropriate?
- Is the learning differentiated according to need?
- What is the quality of behaviour management?
- Are the children actively involved and engaged in their learning?
- Is an appropriate range of teaching styles being used?
- Are all the children learning?
- Does the lesson meet its purpose?

After the lesson the observer will feed back to the class-teacher to discuss their observations. Feedback will always be sensitive and constructive. A written report will be given to the class teacher and to the Headteacher.

Wherever possible, classroom observations, work scrutiny and planning scrutiny will take place in close proximity to one another. Wherever possible the relevant Governors will be involved in the process. e.g. Subject Governors attend work scrutiny and carry out learning walks. We as a school also encourage the involvement of outside agencies to support the monitoring process. They provide valuable feedback on the reliability of our in-house observations.



The information put together from the classroom observations and the scrutiny of work is presented to the staff at a staff meeting. The emphasis will always be on the positive, highlighting the successes and identifying ways of developing the work already done. All of this information also feeds into the Performance Management/Appraisal process.

Pupil Progress Meetings

These take place on a regular basis and will usually involve the Headteacher meeting with Class Teachers to monitor the progress the children are making in specific classes and groups.

The Headteacher will focus on how the children are progressing, and where progress seems limited, what is being done to alleviate the problems. Emphasis will very much be on what strategies are being put in place to help move the children forward no matter what their ability.

Pupil Interviews

The Headteacher will carry out pupil interviews with the children from all classes. The purpose of these meetings will be to discuss with the children their learning and how they think they are progressing. The interviews will also involve discussion on the things they feel they could be doing to improve and how the teacher might support them in their learning. Subject leaders will also conduct pupil interviews and as part of the monitoring cycle governors can also talk to pupils to gain their views.

School Strategic Planning Meeting

Once a year, there will be a meeting of the teaching staff, teaching assistants, Governors and when appropriate a selection of children. At this meeting the Headteacher will plan a variety of activities that will allow all interested parties the opportunity to discuss whole school issues and raise items that could feature as part of school development.

Parental and Children's Questionnaires

Every year the Governors will be responsible for carrying out and administering the analysis of the children's and parents' questionnaires. We also carry out a Y6 children and parents' exit survey to collate data on how they have found their time at our school.

Staff Opinions

Staff opinions about the school are sought in a variety of ways, alongside opinions expressed at the annual strategic planning meeting. Views are also sought formally at staff meetings and leadership meetings, and informally on a day to day basis. The Performance Management process also provides opportunity for dialogue regarding school and personal development issues.

Use of Data – National and Local

The school uses data on children's performance to help monitor and evaluate the success of the teaching and learning that takes place.

Teachers are aware of Analyse School Performance reports and have easy access to all the data available on children's performance over the years. The teachers use this data to help establish meaningful targets for the children and to identify areas of concern over performance. Teachers analyse information from their subjects to plan future development appropriately.

All teachers have an Assessment Folder, which contains all the relevant data for their classes and Key Stages to help them establish how the children are performing as a group against national and local standards. This folder also helps teachers identify areas of development with their groups and inform discussion when setting targets and identifying ways of raising standards in particular subjects.



All the data is used in the Performance Management Process and is passed on to the Governing Body in the form of Curriculum Targets for each year group.

Informal Information Collecting

As a small school the staff pride themselves on their knowledge of the children as they move through the school. Although much underrated, the staff discuss children's attitudes, abilities, progress and attainments on a regular basis. This will continue and information to support children's achievement and difficulties will often be gathered and transferred amongst teachers and support staff in this way.

The Headteacher regularly undertakes learning walks around school to monitor and evaluate provision. These are generally informal but on occasions will have a more formal basis. Other subject leaders will do this on a regular basis.

Parents and Carers

Parents and carers are encouraged as much as possible to be involved in the children's developing education. They are regularly invited to meet with the teachers to discuss progress and possible ways of supporting their children in their work at school. The Headteacher will regularly discuss with the teachers the progress of the children and this will be followed up by discussions with the co-ordinator if needed.

All of the above feed into school improvement.

Monitoring Children's Progress

The school has adopted a series of tests and assessments that, alongside teachers' assessments, will be used to monitor children's progress through their time in school.

Emphasis is firmly placed on the teachers' knowledge and assessments of the children in their care. We are very aware of the importance of the teachers' opinion in the assessment of each child's progress. These assessments will enable the teachers to identify children who are making good progress and those who seem to be making little progress and therefore plan appropriate activities to enhance their development.

A record sheet has been devised by the staff, on which the results of the assessments are recorded.

Individual teachers keep their own record and mark books in which children's details are kept e.g. spelling test scores, regular assessments. These record books are to be kept at the discretion of individual teachers.

There are a variety of assessment and tracking sheets that are available in school which the Headteacher uses to track children's progress. These vary from simple ongoing year by year progress charts to sheets which show future targets and expected levels of attainment. The Headteacher meets with the teachers and teaching assistants to discuss how children are moving towards the targets set and what is in place to support those children who are not reaching the targets expected.

The Headteacher provides an analysis of all the data collected during the previous academic year which shows which children have reached their targets and those that need specific support and attention in the following year.

In the Early Years Foundation Stage, progress is measured from an early baseline to the end of Year Early Years Profile. Progress is monitored against the ages and stages and roadmaps have been devised to support the professional judgement and agreement trialling process. This involves the teacher and support staff keeping accurate records of children's performance and involving the pupils in that journey. The headteacher uses this data to analyse how children are progressing and how they are performing compared to national and local averages.

Assessing Pupil Progress



Teachers need to:

- a. Establish clearly where children are in terms of age-related expectations.
- b. Identify clearly next steps learning.
- c. Make judgements about children's attainment and achievement.
- d. Set targets for individual and groups of children.
- e. Set clear success criteria for specific teaching and learning experiences.

A variety of evidence will be used to support the teachers in making judgements about children's attainment. The evidence could be children's written work, observations by the teacher, photographic evidence, dialogue with the child, formal tests and the basic professional judgement of the teachers and/or teaching assistants who work with the children.

At the present time end of KS1 and KS2 SATs still exist and these will continue to be used as a key indicator of attainment at the end of Y2 and Y6. Teacher assessment will also continue to be used by the Y2 and Y6 teacher. In all other year groups, the end of year attainment will be based on teacher assessment. Teacher assessment will be based on a range of evidence collected over a period of time but will call strongly upon the professional judgement of the teacher and the process of on-going assessment. As part of the assessment process the staff will regularly be involved in standardisation and moderation meetings to help develop cross school understanding and agreement over standards and what constitutes attainment at specific levels. This process may on occasions involve working with other schools to create a standardised approach to attainment.

Equality Statement

- The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

