



## **Mill Lane Assessment and Curriculum Policy**

### **1 Scope**

At Teignmouth Community School Mill Lane, assessment and curriculum is at the centre of everything we do. We provide all children with a broad and balanced curriculum, thus stimulating and motivating the children to achieve highly.

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. It is based on the idea that pupils will achieve their potential if they understand the purpose of their learning, where they are in relation to ARE (age-related expectations), and are able to articulate their next steps to close the gap in their knowledge and understanding.

### **2 Requirements**

At Teignmouth Community School, Mill Lane, we teach the objectives from the National Curriculum. The majority of subject teaching is linked through half-termly cross curricular topics. Phonics, mathematics, R.E., P.S.H.E., music and P.E. are taught discretely from the rest of the curriculum although links are made wherever possible. Literacy is linked to the topic focus of each half term giving the children broad experiences of fiction, non-fiction and poetry texts. Our curriculum subjects are woven together to ensure the development of pupils' knowledge and skills along with providing exciting new learning experiences.

In addition to this, we enrich our curriculum with regular outdoor learning lessons, Quest Days, trips, residentials (in key stage 2) and events such as World Book Day, Science and Engineering Week, Safer Internet Day, Healthy Living Week and Friendship Week to name a few.

#### **2.1 – Early Years**

The annual assessment cycle for early years is different from that of the rest of the school. We use government's reception baseline assessment (RBA) for children

entering the reception setting. This baseline assessment gives staff a clear indication of a child’s ability to carry out age-related expectation (ARE) objectives. These are a yes/no statement on entry. This assessment will sit alongside the Early Years Foundation Stage (EYFS) profile and will provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The EYFS profile data is then used in a number of ways:

- To inform parents/carers about their child’s development against the Early Learning Goals (ELGs) and characteristics of their learning;
- To support the smooth transition to key stage 1 by informing the professional dialogue between reception and year 1 teachers;
- To help year 1 teachers to plan an effective, responsive and appropriate curriculum that will meet the needs of **all** children.

The government’s revised EYFS framework was implemented from September 2021.

Observations made during child-initiated learning and teacher-led activities form the basis of the assessments made. School-based observations, including photographs, videos, written observations are recorded using an online learning journal on a website and app called Seesaw. This can be accessed by parents, where they are encouraged to comment on observations and add to the journal themselves through comments and uploading photographs from home.

At the end of the year, teachers review their knowledge of each child from all sources and complete an EYFS Profile for each child. They make a judgment for each ELG as to whether the child’s learning is best described as not on track (emerging) or on track (expected).

At the end of each academic year, the information is given to parents/carers via a report and is also shared with the local authority.

### 2.1.1 – Marking in the Early Years

#### *Marking guidelines*

<i>Code</i>	<i>Use of code</i>
	<b>Perfect Pink</b> <i>A pink tick or underlining of the objective to indicate that the objective has been partially or fully met.</i>
	<b>Verbal Purple</b> <i>Purple pen is to be used to show children’s verbal comments in the Early Years and Key Stage 1 where necessary.</i>
	<b>Adult Supported</b> <i>Use the stamp to indicate when the learning has been completed with the support of an adult. All other learning is therefore considered independent.</i>

These marking guidelines are placed in the front of the pupils' books providing guidelines for teachers to mark by for consistency across the school and allowing children to understand how their work has been marked and therefore how to respond to it.

## **2.2 – KS1 and KS2**

### **2.2.1 – Phonics and reading**

At Teignmouth Community School, Mill Lane, our teaching of systematic, synthetic phonics is based on Ruth Miskin's Read Write Inc. (RWI) phonics programme which has then been adapted to meet the needs of our school; it is used from nursery to year 2 (with some children in key stage 2 accessing it where needed). Every 6-8 weeks, the children are assessed using the RWI assessment tool, and regrouped according to their 'stage not age'.

In class, reading is also taught through guided groups and in whole-class reading sessions (years 2 - 6). VIPERS (vocabulary, inference, prediction, explanation, summarising [or sequencing in KS1]) is used to structure the whole-class sessions over each week helping to develop vocabulary and important comprehension skills. Texts are chosen to link to the class topics and a range of fiction, non-fiction, poetry, animation and song lyrics are used to ensure that children are building their skills across a range of text types. Assessments made during these sessions inform data entered onto Target Tracker for each child.

Accelerated Reader (AR) is used for all children in years 1 to 6 who are able to access it (those with a reading age of 7 years and above). The programme acts as a motivator to children and allows teachers to monitor a child's personal reading. Each term, the children who use AR, Star Test to be given their reading range and this data provides teachers with the child's reading age. They are then set a points target: pupils regularly quiz on books they've read in their reading range which then accumulates points. This is converted to a percentage towards their overall target. Children's achievement towards their targets are celebrated termly. As children's comprehension improves, their reading range grows allowing them to read more sophisticated and challenging texts.

### **2.2.2 – Writing**

At Teignmouth Community School, Mill Lane, topics are planned with literacy at the core providing children with a holistic view to their learning as they are able to transfer skills across areas of the curriculum. We use high quality texts as a stimulus for our writing. Curriculum plans map out coverage of genres to allow children to experience writing for different audiences and purposes.

In year 1, children focus very much on securing their understanding of sentence structure and punctuation using quality texts and pictures as their main stimulus and providing a sound foundation for their future work in writing.

In years 2 – 6, the children will move through a familiarization, immersion and analysis stage through to a shared writing and finally independent writing stage in each writing unit. At the end of the unit, teachers will assess the pupils' final piece of writing based on the new skills they have acquired during that unit.

Children in years 3 – 6 have target cards outlining the areas of writing that are important to achieve for their stage, or year, of learning. Teachers and children use the target cards to assess how they are doing in the key areas of their learning in writing; they also help teachers identify gaps and plan interventions.

This information supports data entered into Target Tracker for that child.

Handwriting and grammar (in key stage 2) are also delivered in short discrete sessions where skills are taught that can then be applied into their learning in other areas.

### **2.2.3 – Speaking and Listening**

It is important for children to experience a range of speaking situations to develop their confidence and awareness. Children also need to develop their listening skills in a variety of situations, and learn to take turns and value others' contributions. They need to be able to adjust their language to suit different audiences and purposes. We help children to develop their speaking and listening skills so they can express themselves accurately and fluently. Children should feel comfortable when asking and answering questions; these skills are developed throughout the school using various activities, subjects and situations. Children are encouraged to listen and respond to other children and adults in an appropriate way.

### **2.2.4 – Mathematics**

At Teignmouth Community School, Mill Lane, we follow our calculation guidelines alongside White Rose Maths schemes of learning which group the National Curriculum objectives under headings appropriate to the year group and are organised into a yearly overview to ensure coverage. When pupils begin a new sequence within the overview, they are assessed first using questions based on the objectives from that sequence in the form of a 'show what you know' (SWYK). Once completed, teachers highlight the objectives in pink that have been achieved, yellow those they were close to achieving and highlight in green pupil's next steps for learning. This information is visible to the children and is used by the teachers to influence their planning for that unit to ensure children are not spending time on areas they are already secure in. Target Tracker is then updated regularly by the teachers to track children's learning throughout their maths units.

Arithmetic skills are taught and practised in all year groups during the first part of the lesson. Teachers use the children's responses to arithmetic questions to inform their planning and assessment. In EYFS and year 1, Number Blocks are used to develop the children's understanding of number.

### 2.2.5 Standards Week

Twice over the academic year (three times for year 6) we hold a standards week where more formal test papers are used from year 2 up. The purpose of this week is to familiarise children with a test situation to help build test skills, and also to provide additional information for teachers on a child’s understanding. Tracker sheets are produced for use of the teacher, the phase leader and SLT. The data from standards week helps to inform judgements made on Target Tracker as a means of triangulation.

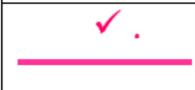
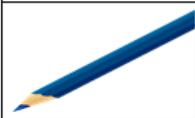
### 2.2.6a - Interventions in Core Subjects

Interventions are set up to support the specific needs of individuals and groups of pupils who are not yet meeting age-related expectation or not making the expected progress. Interventions are set up for a specific time period to enable pupils to make accelerated progress in line with other groups. They are led by teachers or TAs and are monitored for impact on Provision Maps and discussed regularly at team, and SLT meetings.

### 2.2.6b – PiXL (Partners in Excellence)

In year 6 and year 2, we use PiXL as a diagnostic assessment tool to forensically analyse a pupil’s performance in RWM (Reading, Writing and Maths), and English GPS (Grammar, Punctuation and Spelling). PiXL helps leaders and other staff members to identify and work with ‘marginal children’. Within cohorts, PLCs (Personalised Learning Checklists) are created with a red, amber, green code against each key objective in each core subject to identify the gaps that need to be targeted for a ‘marginal child’, helping to ensure that child meets ARE by the end of the key stage. PiXL resources are also used to support interventions in all other year groups as well.

### 2.2.7 – Marking

Code	Use of code
	<p><i>Underline or tick in pink to identify correct answers or effective words or phrases used, linked to the WALT of the work.</i> <i>Dot any incorrect responses.</i></p>
<p><i>You have used... A great use of... Write ... Explain... How...</i></p>	<p><b>Written feedback</b> <i>On final pieces of writing, record a positive comment in line with the expectations of the piece to show children what they did well.</i> <i>Other written feedback will only be used when it is felt that it will be impactful on the learning process. These next steps may be given in the form of a question or command using an imperative for children to action.</i></p>
	<p><b>Blue for Better</b> <i>Children should action any next steps, answer any questions asked, edit writing or complete intervention tasks in blue pen (Key Stage 2) or blue pencil (Key Stage 1).</i></p>

***Further points to note:***

- *The WALT and Date are essential on all learning in books; the long date in literacy and topic, the short date in numeracy books. They should be underlined or printed and stuck in.*
- *In years 3 – 6, children complete their learning in black pen in literacy and topic and pencil in numeracy. Pens will be given at the teacher's discretion below year 3.*
- *Time should be made for children to respond to marking and make corrections.*
- *Literacy, numeracy and topic books are a priority for marking in line with the guidelines. Any other books that are used in a class may be peer or self-marked but will be looked at and used for evidence and assessment.*
- *In years 3 – 6, target cards are used in literacy to evidence areas of the curriculum that they are demonstrating in their written work. These will feed into overall assessments and provide targets for children in written work.*
- *Where possible, live marking is used to ensure teachers are responsive to the children's achievements.*
- *Whole class marking grids are used to assess and feedback to children in the writing process.*

These marking guidelines are placed in the front of the pupils' books providing guidelines for teachers to mark by for consistency across the school and allowing children to understand how their work has been marked and therefore how to respond to it.

**2.2.8 - Cornerstones**

At Teignmouth Community School, Mill Lane, we use the Cornerstones curriculum for planning and teaching our foundation subjects. The Cornerstones Curriculum is a high-quality curriculum of subject-driven projects from nursery to year 6. It follows a clear knowledge and skills framework and is sequenced and interconnected but has been adapted to meet the needs of our school. Curriculum maps, which are on a two-year rolling programme to accommodate our mixed year groups for coverage, are available on the school's website for parents and other stakeholders to view and refer to and show how the different areas of the curriculum are woven together each half term.

Every half term, the new topic starts with a 'hook' to inspire and enthuse the children's interest in their learning, curious tasks enable them to show what they already know and gives an opportunity for the children to ask their own questions about the topic which feed in to the teacher's planning and quest days happen half termly to involve children in their own learning further.

Assessment of the foundation subjects is made through the Cornerstones platform. Teachers assess against knowledge and skills for the lessons they have taught. Teachers assess the children as achieved, partially achieved or not achieved. These assessments allow teachers and subject leaders to see the depth of learning across the curriculum and plan for next steps/gaps as well as CPD for staff. Subject portfolios have been created to support this assessment.

To support the teaching of music, the online teaching and learning platform Charanga is used throughout. As a school, we follow the Devon Agreed Syllabus for our R.E. teaching and we follow SCARF as our provider of PSHE and wellbeing education. All the units used for these subjects are woven in to our foundation subject curriculum and mapped out on the curriculum maps for each phase.

### **2.2.9 - Seesaw**

From January 2018, teachers have been using the website and app Seesaw which allows them to build an online portfolio of their children's and class's work. Learning can be completed and evidenced on Seesaw in a variety of ways and then accessed by parents who can view and comment on their children's learning.

### **2.2.10 – Assessment in P.E. and Outdoor Learning**

At Teignmouth Community School, Mill Lane, we see the value in, and offer our children weekly outdoor learning sessions in addition to their weekly P.E. lessons.

In outdoor learning, the children are assessed on a number of the Green Behaviours that we promote as a school: responsibility, curiosity, respect, resilience, honesty and independence. Each half term, the assessments are completed based on observations made during sessions. A curriculum map is used to base judgements on for each age group. The assessment takes form as a 5-point scale: emerging, developing, expected, exceeding and outstanding being the headings. The assessments are then used to plan activities for classes, groups and individuals to help them develop these core skills further.

Outdoor Learning also feeds into the science assessment on Target Tracker. Activities that link with science learning objectives for the year group are recorded by the outdoor learning teacher and shared with class teachers to inform their overall assessments in science.

In P.E., the children are again assessed on core skills but taken from the Devon PEDPASS (P.E, Daily Physical Activity and School Sport) medium-term planning recommended by the Devon School Sport Partnership. The assessments are completed at the end of each half term based on observations made during lessons and the skills are color-coded depending on the child's ability to demonstrate the skill. The assessments are then used to plan activities for classes, groups and individuals to help them develop these core skills further and can move with the child through each year of their P.E. learning in school.

### **2.2.11 Careers**

A careers day is held annually with visitors and speakers. It is important that the children in our community have goals and aspirations and for them to start thinking about what they might do for a job in the future. We want our children to know that the sky is the limit and with hard work and determination they can achieve their dreams. Aspirations and a growth mindset are also taught through our PSHE curriculum and through our daily interactions with the children. Pupils are taught confidence, resilience and independence through our Green Behaviours, our PSHE curriculum and our daily interactions and expectations of them.

### **2.2.12 E-safety**

The requirement to ensure that children are able to use the internet and related communications technologies appropriately and safely is addressed as part of the wider duty of care to which all who work in schools are bound.

The use of these exciting and innovative tools in school and at home has been shown to raise educational standards and promote student achievement. However, the use of these new technologies can put children at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

As with all other risks, it is impossible to eliminate those risks completely. It is therefore essential, through good educational provision to build pupils' resilience to the risks to which they may be exposed, so that they have the confidence and skills to face and deal with these risks. The school has provided the necessary safeguards to help ensure that they have done everything that could reasonably be expected of them to manage and reduce these risks.

- Curriculum E-safety should be a focus in all areas of the curriculum and staff should reinforce e-safety messages in the use of ICT across the curriculum
- In lessons where internet use is pre-planned, it is best practice that pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.

- Where pupils are allowed to freely search the internet, e.g. using search engines, staff should be vigilant in monitoring the content of the websites the children visit.
- Pupils should be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information
- Pupils should be taught to recognise online and offline risks to wellbeing.

### 2.3 – Target Tracker

At Teignmouth Community School, Mill Lane, we use Target Tracker, which is an online system, to measure pupils' attainment and progress within reading, writing, mathematics and science. This system enables teachers to regularly record what a child can do and decide upon their next steps based on a gap analysis tool; it supports formative assessment and informs future planning.

Target Tracker allows users to create reports for children, parents, teachers, managers and governors, supporting self-evaluation, performance management and preparing for Ofsted.

Target Tracker is used regularly by senior leaders to evaluate, analyse and challenge.

The year group statements from the National Curriculum are banded where band 1 would be equivalent to year 1. Once the data is populated for each child, a 'step' value can be given to show where they are in relation to ARE. There are six steps throughout each year group: beginning (b), beginning + (b+), within (w), within + (w+), secure (s), secure + (s+) so for example, 1b is a child working at the beginning of the year 1 curriculum. It is an expectation that if a child leaves year 1 as a 1s, (secure within the year 1 curriculum) they will continue that journey throughout primary school and meet ARE at the end of KS2. A typical child will make 6 steps progress throughout an academic year.

At the end of each year, this information is shared with new teachers as part of the transition process to again inform planning and raise awareness of gaps in knowledge and understanding.

## **2.4 – Reporting to Parents**

Throughout the year, there are three review days where there is an opportunity for parents/carers to meet with the class teachers. During this appointment, Target Tracker data is also shared and gaps in knowledge and understanding are discussed in detail.

## **2.5 – Moderation and Assessment Meetings (MAM)**

Teaching staff from each phase of the school, early years, key stage 1, lower key stage 2 and upper key stage 2, attend a MAM meeting once every half term led by a member of SLT. Reports and live data are used to inform the agendas and discussions.

There are a number of aims for the meeting:

- Monitor the progress and attainment of individuals and groups of pupils;
- Quality assure assessments entered onto Target Tracker;
- Quality assure evidence collected from a range of sources including books, recording sheets, planning, Seesaw journals etc;
- Agree actions for the next half term to ensure progress is made by all pupils;
- Provide accountability and challenge for staff where appropriate.

Teachers are also given PPA time aligned with other teachers in their cluster to allow for moderation, assessment and planning time each week.

## **2.6 – Analysis of Whole School Attainment and Progress**

Senior leaders within the school are responsible for assessment and progress and overseeing the analysis of trends in the school's performance comparing this at a school and national level. This information is then shared with all staff and governors (when applicable).

Regular CPD opportunities take place throughout the year to develop curriculum assessment practice. These include:

- Training on the use of Target Tracker;
- Reading, writing and maths moderation exercises in team meetings;

- Moderation meetings with partner schools;
- Sessions led by subject leaders on assessment in key subjects;
- MAM meetings to ensure consistency of assessment across the school.

ACRONYM	TERM	DEFINITION
ARE	Age Related Expectation	The attainment that a child is expected to meet for their average age range
RBA	Reception Baseline Assessment	A short, interactive and practical assessment of a child's early literacy, communication, language and mathematics skills when they begin school.

ACRONYM	TERM	DEFINITION
P.S.H.E	Personal, Social, Health and Economic education	A school curriculum subject in England that focuses on strengthening the knowledge, skills, and connections to keep children and young people healthy and safe and prepare them for life and work.
R.E.	Religious Education	A subject taught at primary and secondary levels that aims to develop children's understanding of the world's religions.
P.E.	Physical Education	A school curriculum subject that aims to develop students' physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle.
ELG	Early Learning Goal	The 17 key areas that a child is assessed against at the end of Reception
EYFS	Early Years Foundation Stage	A framework for early learning and care
KS1	Key Stage 1	The legal term for children in Year 1 and 2
KS2	Key Stage 2	The legal term for children in Year 3-6
RWI	Read Write Inc.	A scheme of work developed by Ruth Miskin to provide a systematic approach to teaching phonics
SWYK	Show What You Know	A baseline of assessing progress, taught skills and then a re-assessment of the baseline to measure progress
AR	Accelerated Reader	An online programme that monitors children's personal reading and provides data for teacher use.
PiXL	Partners in Excellence	A non-profit making organisation. PiXL's main principle is to help pupils make as much progress as possible.
PLC	Personalised Learning Checklists	A method of recording and checking the progress of 'marginal' children in RWM and English GPS. Objectives are red, amber or green depending on how secure each pupil is in the topic. These are used to inform planning for interventions.
MAM	Moderation and Assessment Meetings	Meetings to moderate the judgements made by teachers on Target Tracker matching them to evidence in their books

ACRONYM	TERM	DEFINITION
SLT	Senior Leadership Team	A team of individuals responsible for the management of the school
CPD	Continuous Professional Development	Tracking the skills and knowledge that you gain through your career and the opportunities that you are given to fulfill the relevant standards

## Amendment Record

VERSION #	DATE	AMENDED BY	NATURE OF CHANGE
1	14/07/2015	A. Sampson and S.Deeming	1 <sup>st</sup> write
2	13/04/2018	S.Dudley	Updates to school practice
3	03/12/2021	S.Dudley	Updates to school practice