



Assessment & Planning

Expectation: Schools have an inclusive approach to assessment and planning that considers all aspects of progress including academic, social and emotional development, alongside a holistic understanding of individuals.



Expectation: Class teachers make daily, ongoing formative assessments of learning and progress for all pupils and use this to plan meaningful adaptations to teaching.



Expectation: Teachers give high quality feedback to all pupils using different forms depending on needs.



Expectation: Assessment of learning (summative assessments or nationally standardised test) is relevant and meaningful for all pupils and appropriate reasonable adjustments are made for those who require them.



Our Provision

- Leaders ensure that staff have a clear understanding of the purpose of assessment and are confident in using a range of assessment types including observation, questioning, marking, pupil and parent voice and screening tools.
- Staff are supported to use a range of screeners to assess and identify needs where difficulties are identified.
- Reasonable adjustments are made to marking and assessment policies, for example, considering the most effective way to provide feedback where a pupil is unable to read written comments.
- Clear systems are in place to identify pupils who are making less than expected progress given their age and individual circumstances, for example termly pupil progress meetings, pupil conferencing etc.
- Parents are actively involved in the assessment process. They are given regular opportunities to contribute to the holistic picture for an individual child where appropriate or needed. Assessment information from school is clearly shared with parents.
- Staff have a good understanding of developmental milestones and academic expectations in each year group.
- Staff are supported to use a range of strategies to evidence learning, for example, photo, video or audio evidence.
- Tasks are clearly planned to enable children to achieve success.



- Wider successes and achievements are explicitly celebrated with both the pupils and parents and carers.
- Teachers consider appropriate ways to celebrate achievements depending on the preferences of the individual, for example some children need something more subtle than others.
- There is a whole-school culture where teachers feel confident to make 'in the moment' adaptations to teaching based on their assessment for learning.
- Teachers use a range of assessment strategies throughout a lesson to monitor learning and understanding, including observation, questioning, live marking, circulating, monitoring self / peer assessment.
- Where progress or understanding is not as expected, teachers are equipped to find potential barriers to learning and adapt teaching methods and strategies accordingly.
- Children and young people have opportunities to revisit or repeat learning where needed through Remember It Quizzes, interventions, homework tasks (SpellingFrame, MyMaths, TTRS, SATs Club)
- There is a whole school expectation that children and young people are supported to reflect upon their own achievements and learning.
- Feedback is prompt, task specific and non-comparative. It highlights specific strengths and achievements as well as gives constructive next steps to support further progress.
- Teachers are supported and equipped to supply feedback in a range of forms, for example, written, verbal or peer.
- Teachers use a range of methods to give feedback where there are difficulties with language or reading skills.
- Classrooms and resources are adapted to support those with language needs: Widget symbols, Colour Semantics, Pastel Backgrounds on teaching slides, low arousal environments etc.
- Teachers gather feedback from the pupils on how well the learning has been understood using different techniques, for example, questioning, mini whiteboards, peer talk.
- Teachers explicitly teach the skills of self and peer assessment to all pupils.



- Regular opportunities are available for monitoring across the Trust.
- A range of schemes are carefully chosen and followed to support learners and ensure curriculum coverage: Rhino Readers & Twinkl Phonics, One Decision (PSHE), Devon Bookwrites (Writing), WhiteRose (Maths), Charanga (Music), Purple Mash (Computing), Language Angels (French), SACRE / NATRE (RE) and Twinkl PlanIt (Geography, History, Science)