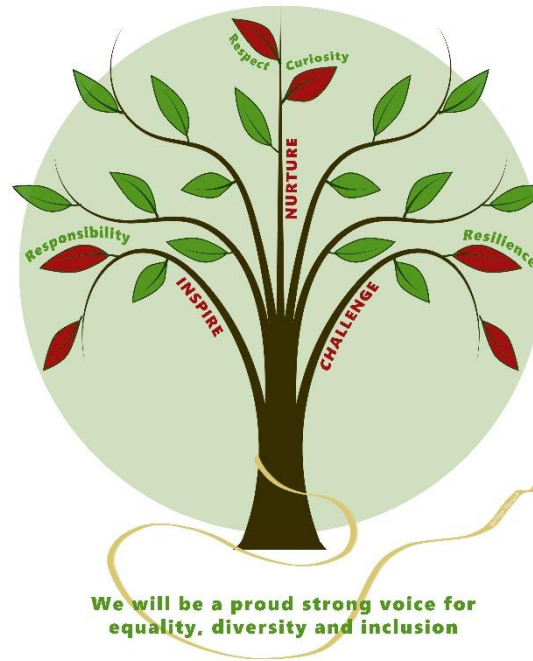


DORMANSLAND PRIMARY SCHOOL



**Teaching, Learning and Assessment
Framework 2024-25**

Rationale

At Dormansland Primary School, assessment is not a singular activity; it is about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.

'Judgement does not come suddenly; the proceedings gradually merge into the judgement.' Franz Kafka, *The Trial*, 1925

Three distinct types of assessment are identified and used in our school. These are:

1. Assessment for learning (AfL)

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

2. Assessment of learning (AoL)

Assessment of learning is more associated with judgements based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

3. Assessment by exception for foundation subjects

Assessment levels are assumed for all children unless they demonstrate that they have not yet reached the expected standard.

Assessment For Learning

Purpose	Assessment for learning will: <ul style="list-style-type: none"> • Provide insight into pupils' learning for both pupils and teachers • Promote success for all • Support the target-setting process • Enable continuous reflection on what pupils know now and what they need to know next • Promote immediate intervention and link judgements to learning intentions • Raise standards by taking pupils to the 'edges of their capability' 			Impact on learning and on the learner	Children will: <ul style="list-style-type: none"> • Know what to do to improve • Know what standards are required • Know what has been achieved against known success criteria and what to do next • Gain confidence, motivation and self-esteem as a learner • Increase their awareness and understanding of their own learning style(s) and of how they learn best • Improve their own self-evaluation skills • Make progress 		
	Implications for teaching	Practitioners will: <ul style="list-style-type: none"> • Make standards and objectives explicit to pupils • Ensure that all marking is relevant, up to date and focused entirely on the lesson's learning objective • Provide regular and frequent oral and written feedback which identifies strengths and the next step for improvement • Promote pupil involvement in self assessment • Act on insights gained to inform next steps for learning • Plan against what children know/can do/understand • Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement • Engage pupils in rich questioning allowing 'wait' time (time to think) • Build in time for focused observation of teacher-directed and child-initiated activity 			Consideration for leadership	School leaders will: <ul style="list-style-type: none"> • Ensure responsibilities are clear in relation to assessment activities • Make arrangements to monitor the progress of individual pupils and diverse pupil groups • Monitor the quality of teacher assessment over time • Keep parents/carers informed and involved of their children's progress • Use assessment information to inform the school development plan and identify learning and training needs, including taking account of diversity and the promotion of equality 	
Methods		Assessment Methods		Teaching Methods		Evidenced by	
	Observation Discussion about work in progress Questioning to prompt new thinking Live Marking Feedback to specify attainment	Feedback to identify difficulties <ul style="list-style-type: none"> • specify improvement • construct achievement • constructing a shared way forward • identify next steps for learning 	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next step	Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Qualitative recording Routines for pupil self evaluation	Talk Reflection Drafting Profiling Revisiting Revising Exploration	Editing Interaction and collaboration Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem Feedback sheet	
Record-keeping	Written and verbal feedback to pupils' learning, Teacher annotations on planning, both medium and short term plans, Writing Journey Folder, Interactive displays focusing on learning progress or skills, Pupil self-assessment and peer assessment, e.g. response partners, talk partners, pupil-pupil feedback						

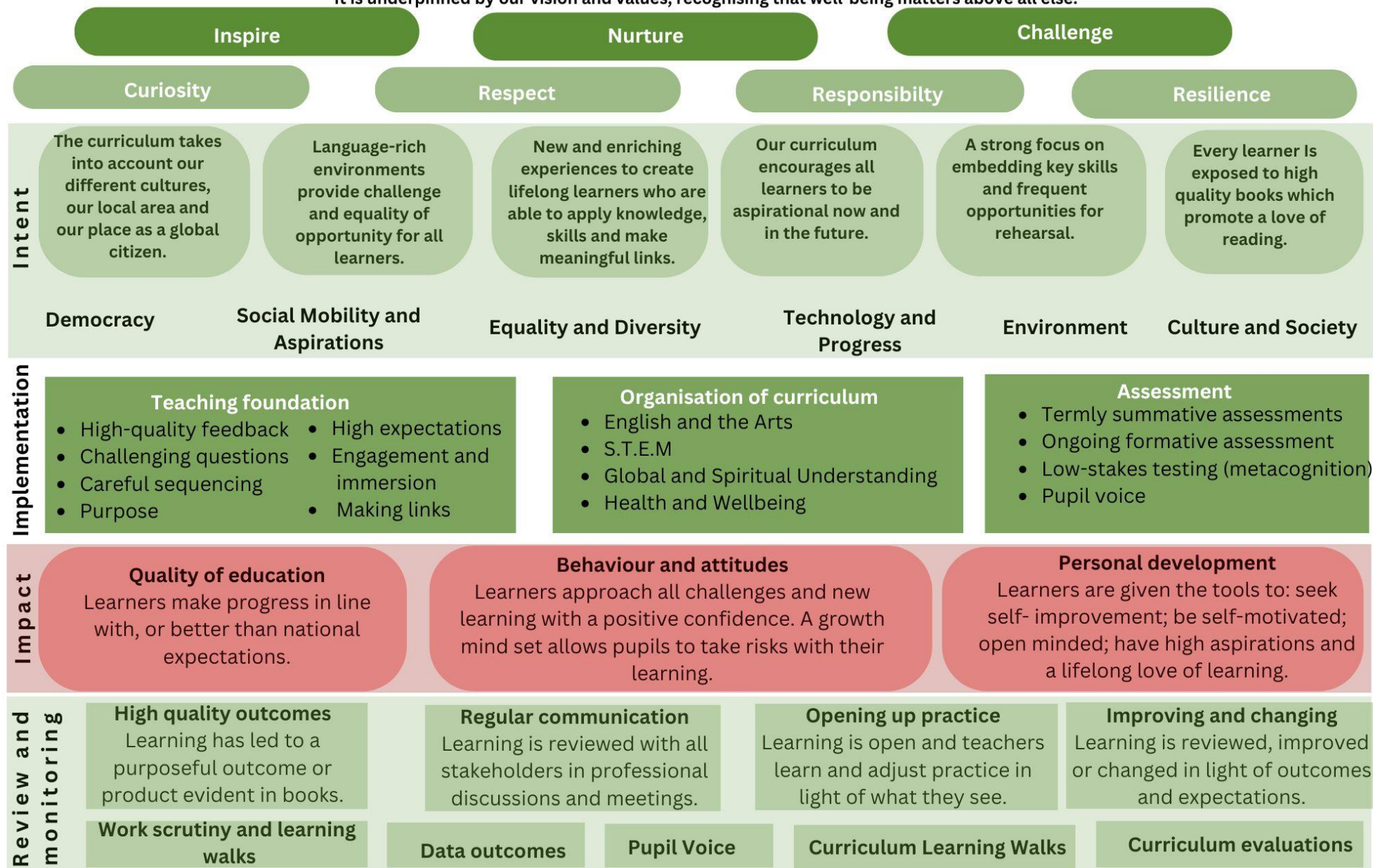
Assessment Of Learning

Purpose	Assessment of learning will: <ul style="list-style-type: none"> • Provide a summary judgement about what has been learned at a specific point in time • Establish national benchmarks about what children can do and about school performance • Show what pupils can do without support • Inform the target setting process • Promote subsequent intervention(s) 		Impact on learning and on the learner	Children will: <ul style="list-style-type: none"> • Be able to gauge own performance against previous performance • Be able to measure own performance against externally agreed criteria and standards • Have a measure of performance at specific milestones in life Know what standards and expectations are required
Implications for teaching	Practitioners will: <ul style="list-style-type: none"> • Provide a periodic summary through teacher assessment and tests • Identify gaps in children's knowledge and understanding • Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning • Implement strategies to accelerate progress to meet local and national expectations (closing the gap) • Mark and measure against scores and levels • Report pupil progress to school leaders regularly and share ideas for how to address any pockets of underperformance • Evaluate interventions regularly, in terms of their impact on progress and highlighting any potential barriers to sustained progress for individual children 		Considerations for leadership	School leaders will: <ul style="list-style-type: none"> • Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements • Provide, use and analyse data to promote public scrutiny, enable external accountability and raise attainment • Involve governors in their accountability role • Keep parents/carers informed and involved of their children's progress • Use assessment information to inform the school development plan and identify learning and training needs • Monitor the impact of the planned curriculum and compare performance across different subjects • Analyse data to identify groups at risk and to focus intervention on underachieving groups
Methods	Assessment Methods	Teaching Methods	Evidenced by	Record-keeping
	Testing Explicit test focus Statutory Assessments Marking against criteria to ascertain level Time limited tasks Closed tasks Observation	Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Tiered task/tests Quantitative recording	Finished product Pupil's own work, including speaking and listening (ie assessment of oral competence)	Annual Reports to Parents SATs Test results, both statutory and non-statutory, e.g. NFER, PIRA Pupil tracking Provision mapping and planning including records of interventions used with pupils Moderation exercises: school, cross-school and LA based Any additional records found useful by teacher or teaching assistant Termly intervention evaluations Assessment by exception on progress statements in foundation subjects

Dormansland Curriculum Offer



This document has been created by the staff team to reflect our implementation of the curriculum offered at Dormansland. It is underpinned by our vision and values, recognising that well-being matters above all else.





Dormanslands Guiding Principles

Subject knowledge

- Have a firm up to date knowledge of curriculum intent, content sequencing and how to teach it.
- Give skills for future learning and employment with real life examples.
- Highlight cross curricular and cultural links.

Longterm memory recall

- Use strategies during the lesson to promote long term memory recall, e.g interleaving.
- Emphasise core knowledge of the lesson.
- Use low stakes testing.

Active learners

- Use the classroom environment to promote a range of learning styles, tasks and activities.
- Promote resilience and independence
- Build in metacognition
- Appropriate use of technology.

Adaptive teaching

- Have assessment opportunities during lesson and act on feedback.
- Provide regular constructive written feedback in line with school policy.
- Flexible grouping.

Appropriate scaffolding

- Reduction of support as confidence and/or knowledge increases.
- Use of supportive tools or resource to support all learners.
- Appropriate support for SEN/PP learners.

Understanding of learning

- Use of I do, we do, you do
- The -I do, we do, you do- must always come before you do to give children a chance to practice.
- New information to be presented in small chunks to consider cognitive overload of all children.
- .Small steps then guided practice to ensure that each small step is mastered

Explicit instruction

- Clear explanations of outcome.
- TA/CT to ensure identified children have opportunity to clarify outcome.
- Modelling of outcome either through whole class, small group or 1:1.
- Teacher/Teaching Assistant checks for children's understanding periodically.

Assessment schedule

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole school
Autumn September	baseline	Bugclub level	Bugclub level	Bugclub level Reading/spelling age	Reading/spelling age	Reading/spelling age	Reading/spelling age	Target setting
Autumn October	Writing stimulus EYFS on entry data	Writing stimulus	Writing stimulus	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus SATs past Fluency rates	Settling in reports
Autumn November	Target setting	Bugclub level Phonics screening past	Bugclub level NFER	Bugclub level NFER	NFER	NFER		Parent consultations Writing moderation
Autumn December	Bugclub level Twinkl maths							Insight – data drop
Spring January		Bugclub level	Bugclub level Retake phonics past	Bugclub level			SATs past	
Spring February	Writing stimulus	Writing stimulus	Writing stimulus	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus PIRA	Writing stimulus	
Spring March		Bugclub level Phonics screening past	Bugclub level NFER	Bugclub level NFER	NFER	NFER		Writing moderation Reports to parents Parent consultation
Spring April	Bugclub level Twinkl maths		Retake phonics past Past maths SATs			GPS past SATS	SATs past	Insight data drop
Summer May		Bugclub level	SATs	Bugclub level PIRA	PIRA	PIRA	SATs	
Summer June	Writing stimulus GLD data Twinkl maths	Writing stimulus NFER Phonics screening	Writing stimulus SATs Writing moderation	Writing stimulus NFER	Writing stimulus NFER Multiplication test	Writing stimulus NFER GPS past SATS	Writing stimulus SATs Writing moderation	Writing moderation
Summer July	Bugclub level	Bugclub level	Bugclub level	Bugclub level				Insight data drop Summary report to parent

Three year subject monitoring plan

2023-24	2024-25	2025-26
<p>Maths-</p> <ul style="list-style-type: none"> • Greater depth across the school • Use of manipulatives <p>Maths monitoring documents - MP</p>	<p>Maths-</p> <ul style="list-style-type: none"> • Greater depth across the school • Fluency • Times tables • Maths whizz 	<p>Maths-</p> <ul style="list-style-type: none"> •
<p>English-</p> <ul style="list-style-type: none"> • Reading- greater depth • Grammar, handwriting and spelling <p>English monitoring documents – HC & JN</p>	<p>English-</p> <ul style="list-style-type: none"> • Phonics- YR-3 • Writing across the school using new scheme • Early language development - EYFS 	<p>English-</p> <ul style="list-style-type: none"> • Writing- embedding scheme
<p>Art- co-teaching- Summary report JN</p>	<p>History- introduction of Kapow scheme Whole Staff Monitoring</p>	<p>RE- embedding of new coverage</p>
<p>Music – co-teaching – summary report JC</p>	<p>Geography – introduction of Kapow</p>	<p>PE- embedding of new scheme to support existing curriculum</p>
<p>RSE – yearly review</p>	<p>Mental Health – PINS project In conjunction with Mental Health Lead</p>	<p>French- review of existing curriculum and resources being used to support</p>