

Approaches to recording and demonstrating children's learning and progress

At Stephenson Way Academy and Nursery School we recognise that parents are eager to know how their child is doing and what progress they are making. Therefore we have a number of systems in place for children to demonstrate their achievements within a year group and over time. We currently use 3 approaches to demonstrate the gains that children make:

1. Work in learning journals
2. Assessment outcomes across a year
3. Achievement over time within the school tracking system – no levels assessment procedures

In order to share the evidence base outlined above, school provides parents with termly opportunities to observe learning in journals and ask questions about their child's progress in tests and academic performance over time.

Journals

Children's learning from YN to Y6 is recorded in Learning Journals. Each journal is a record of a child's achievements and progress over time. Work in journals is the main form of evidence used to make judgements about the progress a child has made. For younger children, journals may reflect milestones in development and some examples of (formal) tasks that they have completed independently. As children progress through school, on the whole, they begin to produce a greater quantity of work with a wider range of independent activities and tasks presented in their journals. The work that children produce is then used to make judgements about a child's progress and attainment at any given point in time. Journals will mostly be a record of a child's work on a given date and time. However, journals will be annotated by both pupils and teachers in the following ways to show how learning has been moved on and progress accelerated:

Blue pencil annotation

Children will edit and correct basic errors in blue pencil. These will be linked to their class non-negotiables/"nagging" lists/expectations. This approach is known as "Basics Blue":

Errors in basic skills are highlighted by the teacher using a line to scaffold correction or an asterisk to prompt looking for a correction in a specific area or a dot to promote re-reading or checking of sections of work. Children correct errors using blue pencil.

Green pen annotation

When teachers mark with children green pen is used. This approach is known as "Give it now Green":

Green pen is used for ticks and crosses or lines, asterisks and dots (to show basic skills errors). VF (verbal feedback) will show when the teacher has provided guidance/support/intervention to enable a child reach a desired outcome.

If teachers are marking away from children, red pen is used. This is known as “Reflecting Red”:

Red pen is used for ticks and crosses, or lines, asterisks and dots (to show basic skills errors). “Achieved” or “Working Towards” stampers are used to show when outcomes have been achieved or not. If a child is working towards an objective then subsequent action will be taken and evidenced to show that they have achieved the objective.

Next steps/Outcomes from marking:

- If a child achieves a learning outcome then they move on to the next piece of work or a challenge is provided.
- If a child does not achieve a learning outcome then the next piece of work will show how they met the intention either through a fix it, intervention (or brand new lesson)

Within a child’s journal next steps will be shown on a regular basis using one of the following:

Challenge stickers – are used to increase the challenge for a child who has met an objective. Challenges are related to the skill or concept (or target) being taught and “stretch” the child’s skills and understanding.

Fix it stickers – are used if there are specific repeated errors but the child has generally got the overall idea/skill.

Intervention stickers – are present if a child hasn’t quite got a skill/concept and needs additional instruction from an adult

If pink highlighter is used then this shows a significant step in progress over time. This is known as a Woo(w) (We’re on our way!) and it’s to be celebrated:

Pink highlighter is used to show when a child makes a significant step in progress – this is done by highlighting words, phrases, sentences or sections of work in written work, or steps, calculations or solutions in mathematics. Usually the “Woo(w)!” is linked to the skill and/or concept being acquired by the child as well as any targets being met. However, progress highlighting can be used in relation to children’s effort, pride in their work, perseverance, presentation, response to guidance etc. because these are still significant achievements for any child. In these cases, a dot at the bottom of the page is applied with a simple word or phrase to show what the dot refers to.

Progress highlighting will appear in journals periodically and indicates when a child has made clear progress with an aspect of learning (including dispositions to learning). Woo(w) highlighting is used strategically rather than “scatter gun” with too much highlighted – a Woo(w) is well earned!

Written comments

Some written annotation might be present in your child’s journal to support the marking and feedback strategies outlined above. This will be in the briefest possible form. The types of annotation are listed below:

Pushing for more (deepening understanding):

- Why?
- Explain.
- Tell me more...

- How?
- How do you know?

Stretching (broadening understanding)

- What else...(could it be)?
- Is there another way...?
- Other ways/ideas...?
- Is there another answer/way?
- Is there a quicker way...?

Show intervention has helped

- Now you've got it!
 - You're back on track
 - Clear improvement
 - You've listened and made changes
 - The advice has helped
- (A woo could be added to these)

Corrections

- Have another go at...
- Correct ...
- Are you sure? (Show me/Prove it)
- Alter...
- Change...

For younger children (or Lower attaining/SEN readers) stamps will sometimes be used in place of any brief annotated comments. Annotations will appear in margins, at the bottom of pages or next to specific aspects of work.

Testing, checks, screeners and observations

Each year group receives a number of tests, checks, screeners or observations each year. Assessment checks are repeated regularly across the year so that a child's progress and attainment can be checked periodically. Teaching and learning activities are then planned in order to improve learning in the next part of the year. Below is a list of the assessment procedures used in each year group. Generally assessment occur at the start of the year and then at the end of each term. However, some tests are repeated on a half termly basis in specific year groups.

Tests, Checks, screeners and observations by year group:

YR

- Complete baseline assessment in the first 3 weeks using the FSP. This is then repeated at the end of each term.
- Pencil grip assessment
- Phonics phase assessment

Y1

- Phonics screener
- Y1 Word lists: reading and spelling
- Recognising and writing numbers to 20 correctly

- Writing a sentence linked to a picture stimulus
- Letter formation: a-z and A-Z
- Complete age related reading ability check

Y2

- Phonics screener for those needing to re-sit in Y2
- Y2 Word list: reading and spelling
- Age related multiplication facts tests
- Writing a (series of) sentences linked to a picture stimulus
- Complete Y2 mock SATs tests
- Forming all letters a-z and A-Z
- Complete age related reading ability check

Y3

- Phonics screener for those who did not pass the re-sit in Y2
- Y3 Word list: reading and spelling
- Age related multiplication facts tests
- Writing a (series of) sentences/short story linked to a picture stimulus.
- Complete Y3 optional SATs tests
- Complete age related reading ability check

Y4

- Y4 Word list: reading and spelling
- Age related multiplication facts tests
- Writing a short story linked to a picture stimulus
- Complete Y4 optional SATs tests
- Complete age related reading ability check

Y5

- Y5 Word list: reading and spelling
- Age related multiplication facts tests
- Write a short story linked to a picture stimulus
- Complete Y5 optional SATs tests
- Complete age related reading ability check

Y6

- Y6 Word list: reading and spelling
- Age related multiplication facts tests
- Write a short story linked to a picture stimulus
- Complete Y6 mock SATs tests
- Complete age related reading ability

Achievement over time within the school tracking system – no levels assessment procedures

“Going for Gold” assessment procedures:

As a school we track your child’s progress overtime using our own (assessment without levels) system. The system is based on experiences that children understand from sports and games

settings, with bronze, silver, gold or purple colours assigned to your child's academic performance compared to the expected standard for their year group.

As a school we aim to have all of our children to be classed as "gold" or "purple" learners by the time they leave us in Y6. If your child is classed as gold learner then they are able to access age appropriate curriculum at any given point in time and will be working at the expected standard. If your child is a purple learner then they are working at a higher level than the expected standard. In the case of silver learners, the curriculum is differentiated slightly to meet their needs. Silver learners will still access some aspects of their age related curriculum because they are working towards the expected standard. If your child is a Bronze learner then they are not yet accessing age related curriculum content and will receive a highly differentiated curriculum. As a school we fully acknowledge that children develop at different rates; because a child is a Bronze or Silver learner in lower school doesn't mean they won't be a gold learner by the time they leave.

Tracking colour system:

Purple learner: working above the expected standard (at the higher standard) at any given point in time. This type of learner will be given opportunities to broaden and deepen their understanding.

Gold learner: working at the expected standard at any given point in time. This type of learner is able to access age related curriculum content.

Silver learner: working towards the expected standard. This type of learner will be able to access some of the age related curriculum content but will require some form of differentiated learning.

Bronze learner: working below the expected standard. This type of learner will need a differentiated curriculum.

We feel that it is essential that we communicate your child's achievements to you clearly so if you would like to find out how your child is doing or would like to look at their progress in their journals then please don't hesitate to contact us.