



Reviewed September 2025

Scampton Church of England Primary School

LEARNING, TEACHING AND ASSESSMENT POLICY

Aims of this policy

This policy is intended to ensure consistency across the school in terms of how children's learning can be developed through effective teaching based upon assessment of children's needs and progress made.

At Scampton Church of England Primary School we aim to develop within children the language of learning, enabling children to be more involved in their own learning by being able to know and discuss their strengths and areas for development. As children progress through the school, we aim to encourage them to identify their particular learning needs and help them to find ways to meet them. Through this we believe children's problem solving skills, independence and self esteem will be improved.

We believe that a variety of strategies are required to ensure these aims are met. These will be dependent upon children's age and stage of development. Assessment for Learning should not be restricted to the beginning and end of a year, rather the process should be ongoing throughout the child's time at school. We expect the following key principles will be followed throughout the school:

Target Setting:

Children deserve targets for which they are given a variety of lengths of time. For example, some children may be given targets to try and achieve in a week, others may be given targets to achieve in a month. Long term targets of a year are given in the child's annual report. Targets are always shared with children, again in a way that is suitable for the child. This may be given verbally, written in the child's book or recorded elsewhere. Target setting is intended to be part of the normal language used in the classroom.

At Scampton School, we use Learning Ladders to inform planning, assess needs and report to parents.

For children with Special Educational Needs, targets are recorded on support plans which are discussed and set along with parents and other professionals and formally reviewed in line with the Code of Practice for Special Educational Needs.

Children are encouraged to be part of setting their targets by working with teachers and practitioners. Together, next steps are identified using methods such as those listed below:

- Using checklists (ie things to look out for in a piece of work – is everything there?)
- Self assessment – marking/checking work and giving a reflection on what they have done.
- Peer moderation – children are given opportunity to look at one another's work and discuss it together
- Use of Learning Ladders
- Analysis of assessments used with children.

Target Getting:

Every child has different needs and targets to achieve. Teachers and practitioners should give children opportunities and support to achieve their targets. This could be by:

- Giving clear instructions about what to do next.
- Providing activities and resources that will help children achieve their targets.

Feedback

Feedback can be given to children in many ways and can be given by any practitioner or from one of their peers. Any feedback should be given to children as soon after the point of learning as possible. Instant feedback (ie at the point of learning) and self marking are considered most effective as children can then identify what they have learnt and what they still need to learn. Misconceptions can often be rectified in



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good time. Feedback should be appropriate to age group and developmental level. The attached marking convention guide should be used as much as possible to ensure consistency through the school.

Marking of pupils work should give pupils the opportunity to understand what they need to do next to improve. They should be given opportunity to do so.

Planning

Staff should ensure that there is scope within their planning to address the needs of individuals and for targets to be worked towards. Planning should be constantly adjusted based on ongoing assessment.

Assessing Pupil Progress

The school uses 'Learning Ladders' to record pupil progress and inform planning for Reading, Writing and Maths. Recording of progress should be done weekly.

For a minority* of children whose progress is in very small steps, we may use the PIVATS tool.

* Guidance for using PIVATS at Scampton Church of England Primary School is as follows:

1. Only certain children on the School's Special Needs Register will be assessed against PIVATS, these having been identified by the class teacher and the SENCO.
2. To aid IEP review meetings and establish the progress made since an IEP was written, Both PIVAT level and National Curriculum score should be referred to at each IEP review.
3. Where available, PIVAT score/NC score should be recorded on whole school attainment overview grids so that progress can be celebrated alongside the achievement of others
4. Where possible PIVAT statements will form future targets for individual children.

Whole School Target setting data

In our school we use a range of information to support the target setting process for the performance of the whole school as follows:

- RAISE online (national comparative data);
- Fischer Family Trust Data;
- the Local Authorities Local Comparative Data

Monitoring and Review Arrangements - Is this working?

- Do work trawls and pupil interviews suggest that teachers are giving opportunity for children to work on areas of need?
- Are children clear about their own learning needs?
- Is there evidence of progress in children's work for individuals needs?

This policy was written and agreed by staff and Governors in the Autumn Term 2016 and will be reviewed in line with the schools future development priorities.



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When a teacher gives feedback about your work.

Symbol	What it means	Who it is for.
✓	Correct / You've got it right!	Everyone
.	Not correct / the answer is wrong.	Everyone
C	This needs to be corrected or checked.	Everyone
S	An adult supported you. (Supported)	Everyone
HS	An adult gave you lots of help. (Heavily Supported)	Everyone
I	Independent work / you did it all by yourself.	Everyone
NN	There is a 'non negotiable' incorrect for you to find. (Non – negotiables are the things we expect you to be able to do in writing)	From Y2
—	This word is spelt wrong. Please practice it three times at the end of today's work. <i>(We'll only select up to three spelling mistakes per piece of work).</i>	Everyone
○	There is punctuation missing or it is the wrong punctuation.	Everyone
~~~~~	This sentence or phrase doesn't make sense.	Everyone
VF	Verbal feedback was given as you were doing your work.	Everyone
☆	This is what we liked about your work.	Everyone
⬆⬆⬆	These are your next steps or what we would like to see next time.	Key Stage 2
⭐	This would have made your work even better .	Key Stage 1

## **When you or a friend gives feedback about your work.**

Symbol	What it means	Who it's for.
R	You found this difficult and didn't understand it.	As you get older, we'll do this more and more.
A	You understood some of this but could do with more practice.	
G	You understood it all and can do it well.	



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**We'll give you regular dedicated opportunity to check your work, correct and improve it.**