

Assessment, Feedback and Reporting Policy

Livingstone Academy, Bournemouth

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Introduction

Beginning September 2021, assessment, evaluation, and reporting at the Livingstone Academy Bournemouth (LAB) will be based on the policies and practices described in this document.

We are committed to enabling all students to reach their potential. Our challenge is that every student is unique and each must have opportunities to achieve success according to their interests, abilities, and goals. We have defined high expectations and standards for attainment, whilst introducing a range of options that allow students to learn in ways that suit them best and enable them to reach their goals.

Successful implementation of policy depends on the professional judgement of educators at all levels, as well as on our ability to work together and to build trust and confidence among families and students. It depends on the continuing efforts of strong and energised professional learning communities to clarify and share their understanding of policy and to develop and share effective implementation practices. It depends on creative and judicious differentiation in instruction and assessment to meet the needs of all students and on strong and committed leadership to coordinate, support, and guide the work of teachers.

Policies and procedures for teaching and learning need to develop over time, as we learn more about how students learn. The policies outlined in this document reflect the current state of our evolving knowledge about the learning experience and we will employ reflective and professional collaborative practices to continue to refine them. New approaches to assessment provide both opportunities and challenges to all educators, for the benefit of all students.

The Purpose of Assessment

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

The assessment process and the data it generates should be **valid** (they measure that which they were intended to measure and data are appropriate for the interpretations intended to be made from them) **reliable** (consistent over time) for the purpose intended.

Fundamental Principles of Assessment

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to the improvement of learning for all students, teachers at LAB use practices and procedures that:

- are fair, transparent, and equitable for all students;



- support all students, including those with special education needs, those who are learning English and/or those from disadvantaged situations
- are purposefully planned to relate to the curriculum expectations, learning goals, and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents/carers at the beginning of the school year or course and other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their learning, set specific goals, and plan the next steps for their learning.

Performance Standards

The Aspirations Academies Trust is committed to helping schools foster student aspirations so that all students reach their fullest potential. The Aspirations Framework provides an outline, based on three Guiding Principles and Eight Conditions that Make a Difference, for fostering students' aspirations. The Livingstone Academy Bournemouth will exhibit the Guiding Principles and Eight Conditions by engaging our learning community in *deeper learning*. Deeper learning is an umbrella term for the skills and knowledge that students must possess to succeed in 21st-century employment and civic life. At its heart is a set of competencies students must master to develop a keen understanding of academic content and apply their knowledge to problems in the classroom and on the job:

1. Master core academic content (as stipulated by UK Early Years Foundation Stage or National Curriculum)
2. Think critically and solve complex problems
3. Work collaboratively
4. Communicate effectively
5. Learn how to learn
6. Develop academic mindsets

Student progress on these competencies will be tracked and communicated using a Personalised Success Plan and will reflect the LAB Performance Standards for each year group (see also [Setting Academic Targets](#) later in this document)



Types of Assessment

Assessment to improve student learning is defined as both “assessment **for** learning” and “assessment **as** learning.” Assessment that is used to make qualitative judgements on student performance is “assessment **of** learning.” Assessment choice should be balanced, comprehensive and pedagogically justified (See also the [LAB Balanced Assessment Guide](#)).

Assessment for and as learning

As part of *assessment for learning*, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in *assessment as learning* by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework or class preparation work, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

As essential steps in assessment for learning and as learning, teachers will:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

Processes and Strategies in assessment for and as learning

The LAB assessment system uses *assessment for and as learning* within a framework of **three key processes and five strategies** that teachers and students use collaboratively to support student learning (as identified by Black and William p. 7-8)

The three processes are:

1. establishing where the learners are going in their learning (e.g. the I can statement or success criteria);
2. establishing where they are in their learning (e.g. a pre-test or progress quiz);



3. establishing what needs to be done to get them to where they are going (e.g., actionable steps directly related to the target I can statement).

The five strategies are:

1. identifying and clarifying learning goals and success criteria (e.g., "I can" statements, examples);
2. engineering effective classroom discussions and other learning tasks that elicit information about student learning (e.g., quizzes, cool-downs, exit tickets, etc);
3. providing feedback that helps learners move forward (e.g., descriptive feedback that is both actionable and timely);
4. through targeted instruction and guidance, engaging students as learning resources for one another (e.g., think-pair-share, gallery walks, product 'workshopping');
5. through targeted instruction and guidance, helping students understand what it means to "own" their learning, and empowering them to do so (e.g., using peer and self-assessment effectively).

Assessment of Learning (Evaluation)

The primary purpose of an evaluation is to summarise and communicate the quality of what students know and can do with respect to the overall curriculum expectations to parents, other teachers, employers, institutions of further education, and students themselves.

Evaluation refers to the process of judging the quality of student learning based on established performance standards and assigning a value or grade to represent that quality.

Evaluation is based on *assessments of learning* (summative assessment) that provide evidence of student achievement at strategic times throughout the key stage/course, often at the end of a period of learning.

For all years and key stages, curriculum expectations must be accounted for in instruction and assessment, but *evaluation focuses on students' achievement of the overall expectations*.

A student's achievement of the overall expectations is evaluated based on their achievement of related specific expectations. The overall expectations are broad, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations.

Teachers in collaboration with the senior leadership team at LAB will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be



accounted for in instruction and assessment but not necessarily evaluated.

Evidence of Student Achievement for Evaluation

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

“Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation should also include rich performance tasks (authentic assessments), demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher.

Assignments for evaluation must not include tasks that students do to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or the student's peers.

Tracking student Progress

Education is moving away from a model based on the transmission of information in one direction – from teacher to student – and towards a reciprocal model that ensures students are listened to, valued, respected for who they are, and recognized as partners in their education. Greater student involvement in their learning and learning choices leads to greater student engagement and improved achievement. LAB will involve students as partners in the learning and teaching process by:

- seeing the student as a whole person;
- knowing about various dimensions of every student's learning process, and not just about the student's academic performance;
- supporting every student in playing a more active role in his or her learning;
- taking students' strengths, needs, interests, and views into account in planning learning opportunities.

Marking and Feedback

Studies of the impact of feedback show that **feedback is one of the most powerful influences on learning and achievement**. LAB teachers will provide actionable, clear, and timely feedback that addresses the following questions:

- **Where am I going?** (What are the learning goals?)
- **How am I going?** (What progress is being made toward the goal?)



- **Where to next?** (What activities need to be undertaken to make better progress?)

It is vital to ensure that the feedback is consistently linked to the expected learning outcomes and that students keep revisiting the goals and criteria when they try to make sense of received feedback. This will be facilitated with Personalised Success Plans. *More detail on implementation and practices is found in the LAB Teaching & Learning Handbook.*

Personal Success Plans

All students at LAB will have Personal Success Plans that promote success in school and life. These plans will integrate academic, pastoral and career planning elements. *More detail and context for implementing Personal Success Plans are available in the LAB Teaching and Learning Handbook and the Success Pathways Guide.*

It is essential to provide opportunities and support for all students to plan their pathways through school and for each to make a successful transition to his or her initial post-secondary destination. At LAB, we do this via "pathways thinking," enhancing every student's outlook for success by:

- supporting students in identifying their interests, strengths, needs, and aspirations and in using this knowledge of themselves to inform their choices of programmes and learning opportunities;
- providing a range of diverse and engaging learning opportunities, courses, and programmes, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all post-secondary destinations – apprenticeship training, college, community living, university, and the workplace.

Setting Academic Targets

Standards-based Targets (Criterion-referenced)

The performance standards are outlined in the learning outcomes and success criteria that appear in the curriculum document for every subject or discipline. The success criteria for each subject/discipline are a standard guide and are to be used to assess and evaluate student achievement of the expectations in the subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of an achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to national curriculum content and deeper learning competencies;



- establish categories and criteria with which to assess and evaluate students' learning.

Age-related Targets (norm-referenced)

Entry banding

At the start of Year 7, students will be categorised within one of three Attainment Bands that are determined using the combined English reading and Maths Key Stage 2 SATs Scores. Where students do not have Key Stage 2 SATs data, the CAT4 baseline assessment data will be used to derive an appropriate band. These bands will not be shared with parents/carers, to avoid labelling a child at an early age and limit their aspirations. The purpose of this is in order for Livingstone to track that our students are making the progress we would expect, from year 7 until they leave.

Age-related expectations

Staff will use summative assessments throughout a student's Key Stage journey, following their assessment plan. Each team will track how each student has performed in these assessments, in relation to age expectations. These summative assessments will be quality assured, ensuring that they are fit for their purpose.

These grades are age-related (norm-referenced). They refer to a student's position in the national performance distribution for their age group and do not indicate performance on a National Standardised Test/Assessment at that moment in time. So, for example, if a student gets a grade 9 in Year 7 Summer 2, it means we think they are performing as well as could be expected for their age group. It does not mean that they could get a 9 if they sat a GCSE English paper at that point.



Target Setting

All of our students at Livingstone Academy will be set aspirational academic targets based on diagnostic assessments and performance evidence (e.g. Fischer Family Trust Aspire and CAT4) These targets are shown on their plans and are norm-referenced. (Fischer Family Trust Aspiration targets equate to a student making excellent progress, placing them nationally within the top 20th- percentile for progress, compared to children with the same outcomes).

Moreover, each student will be engaged in setting goals with their teacher that are criterion-referenced and based on their academic needs in relation to the skills and content for their Year Group and Term. These targets help the students understand their next steps as learners. The teacher, in collaboration with the student, will decide when a target has been achieved and when a new set of targets should be introduced.

For Key Stage 5, we use Alps targets, to set appropriate and aspirational targets for our sixth form students. These targets are based upon their GCSE outcomes at the end of Year 11 and are shown on student reports and success plans.

Tiers of intervention to support student progress

LAB will use Universal Design for Learning and a Multi-tier system of support to ensure that we have a graduated response to student progress and closing any attainment gaps. Examples of Tier 1-3 interventions are included below:

Tier 1 (Universal)	Inclusive Quality First Teaching; Differentiated curriculum planning, multi-sensory activities, delivery and outcome; In-class TA support; In-class targeted teacher support; Increased visual aids/modelling etc; Visual timetables; Illustrated/ACE dictionaries; Use of writing frames; Access to ICT to support learning and presentation; Access to whole-school homework clubs; Modified curriculum pathways; Revision classes; Homework support; Literacy/Vocabulary Mats across the curriculum; SEN Teacher Toolkits – Dyslexia and MLD; External Enrichment activities; Whole School /Staff INSET; Parent Evenings; Extra-curricular and lunchtime clubs; Transition Process; Individual Development Programme for Staff.
Tier 2 (Targeted)	Multi-sensory tasks consistently modified to take account of literacy or recording difficulties by Class Teacher, Small Group Work, HLTA and ELSA trained TAs; Focussed strategies for groups/classes; Catch up programmes – Literacy and numeracy; Booster lessons; Exam booster classes; In-class group support from TA; Reduced/ increasingly individualised timetable; Guided reading within lessons; Learning mentor.
Tier 3 (Specialist)	Small group or 1:1 literacy/ numeracy support e.g. use of Reading / Writing / Mathematics / Learning Challenges, spelling groups; Exam Access Arrangements; Advice from EPS/ LSS/Specialist teacher; External Agency Support – Educational Psychologist, Specialist Teaching Services, Individual student support plan formulated in conjunction with parents/carers.

Reporting

LAB reports will incorporate both criterion-reference and norm-referenced information for students and families. In addition to regular evaluation and summative reporting on student attainment, Personal Success Plans and feedback will be available to students and parents through our school systems (e.g. Google Classroom, etc). These records will be kept current and always reflect the most recent activities and assessments for and as learning.

Subject/Key Stage assessment plans

Each subject/Key Stage will review and update their subject assessment plans annually in facilitation with the Executive Director of Learning.

Our subject assessments feed into our reporting cycle to students and their families, reporting home twice a year on students' progress for all year groups. We will also report on attainment in Key Stage 4 and 5. Subject teams will record all of the students' summative assessment data, a minimum of once a Unit for each year group, which will feed into the two Assessment Points (AP1 and AP2). These are current attainment grades.

Reports will be generated after each Assessment Point (AP1 & AP2), which will be shared with students and their parents/carers. For all year groups, reports will indicate an attainment grade. These will be generated from their AP1 and AP2 examinations.

In Reception, attainment is assessed against the Early Learning Goals (ELGs) and will be reported as:

- Exceeding expected levels
- Meeting expected levels of development
- Not yet reaching expected levels

Students in KS1 and KS2 will be assessed against statutory assessments e.g. Phonics Screening Check, KS1 and KS2 SATs tests. Results of these statutory assessments will be reported as:

- GD: Greater depth (working beyond age-related expectations)
- ARE: Age-related expectations (meeting expected levels)
- WTS: Working Towards (not yet reaching expected levels)

Students in Y4 will be assessed against the Multiplication tables check (MTC). Results of these statutory assessments will be reported as:

- GD: Greater depth (working beyond age-related expectations)
- ARE: Age-related expectations (meeting expected levels)
- WTS: Working Towards (not yet reaching expected levels)

Students in KS3 students will be assessed against the Livingstone Academy Learning Objectives in Attainment taught and grades will be reported as:

Title	Abbreviation	Description
Expert	EXP	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality. (96%+)
Advanced	ADV	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight. (87-95% accuracy)
Fluent	FLUE	A consistent and thorough understanding of the required knowledge and skills and the ability to apply them independently in most situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and sometimes independently demonstrates originality and insight. (78-86% accuracy)
Competent	COMP	A consistent and good understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. The student generally shows evidence of the skills of analysis, synthesis and evaluation. (70-77% accuracy) but rarely independently demonstrates originality and insight.
Secure	SEC	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. (56-69% accuracy)
Beginning	BEG	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. (45-55% accuracy)
Working toward standard	WTS	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support. (1-45% accuracy)
Insufficient Evidence	INSF	There is not enough evidence available to accurately assess the student's attainment. This may be due to poor attendance or recent enrolment.
Did not attempt	DNA	The student did not attempt the task or activity or did not submit evidence for feedback.
Not Assessed	NA	This objective has not yet been assessed.



Students in KS4 and KS5 will be assessed against statutory assessments e.g. GCSE/A.Level/BTEC and will be reported as:

- Grade 1 – 9
- Distinction* - L1 Pass

In addition to this, each teacher will report on a student's Attitude to Learning (Appendix 4).

National Standardised Tests/Assessments:

Livingstone Academy uses:

- EYFS Profile for Reception.
- Year 1 – Phonics screening.
- Year 2 – Phonics screening (for those who fail to pass in Y1) and SATs.
- Year 4 – Multiplication tables check (MTC).
- Year 6 – SATs.
- Year 11 – GCSE/BTEC and other L2 Vocational equivalents.
- Year 13 – A.Level, BTEC and other L3 Vocational equivalents.

Aspirations Employability Diploma (KS5)

We believe that a great education is about much more than just exam results. Students at LAB will have access to a wide range of extra-curricular activities that provide developmental opportunities fundamental to helping them develop confidence, independence, and curiosity. Students will be able to participate in such opportunities, thereby adding that all-important necessary 'extra' to their school experience. This will not only develop students as learners and active citizens but will equip them with a broad range of skills vital for the 21st-century workplace.

We will support students through the Employability Diploma programmes to engage with companies and organisations to develop the skills needed as new jobs and industries evolve. It will ensure that students are receiving the vital skills and knowledge that can support the transition from school to their future career and further to greener industries, and find new solutions for environmental problems and develop solutions to societal issues.

The Employability Diploma programmes is a unique approach to developing these important future skills with students working alongside professionals from active companies and industries operating in our world today. Students in KS3 & 4 are assessed on a Pass/Fail criterion and students in KS5 will be graded Bronze – Platinum.

Accountability

Progress reviews are completed after each Assessment Point and the Summer Public Examinations. The system is designed to direct the maximum support to the areas of



greatest need, to ensure that all students in each year group make rapid progress and that all teachers are supported to facilitate this.

Whole Academy Accountability

- These reviews will form a part of the whole academy Self Evaluation (SEF) judgement(s). The Progress Reviews will draw together trends across the academy, looking at the subject and specific group variation.
- This forms part of our whole academy monitoring and quality assurance systems. Areas of additional support and training will be identified and become actions of the Academy Improvement Plan (AIP).

Subject/Key Stage Accountability

- Subject analysis of the AP1 & AP2 report cycle will take place for each year group as calendared on our Livingstone Academy Assessment Journey, using the Assessment Point Subject Analysis Proforma.
- It will focus upon variation in the progress of groups, classes, teachers and areas of the curriculum.
- This analysis will also identify those students who are persistently underachieving in a subject area.
- Findings will inform the subject SEF judgements and Subject Improvement Plan (SIP), with updated actions relating to the curriculum; staff training and student's needs.

Tutor/Class Teacher Accountability

- To monitor their students' achievement
- To be an effective Academic Tutor and Class Teacher



Appendix A: Deeper Learning Competencies

More detail and context for implementation, including levelled Deeper Learning Competencies can be found in the LAB Teaching & Learning Handbook.

Upon matriculation from LAB, students will have the following skills, understandings and mindsets that they need for postsecondary education or the world of work:

1. Master core academic content.

Students develop and draw from a baseline understanding of knowledge in an academic discipline and can transfer knowledge to other situations.

- a. Students understand key principles and relationships within a content area and organise information in a conceptual framework.
- b. Students learn, remember, and recall facts relevant to a content area.
- c. Students have procedural knowledge of a content area and know how content knowledge is produced and how experts solve problems.
- d. Students know and are able to use the language specific to a content area.
- e. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.
- f. Students learn and can apply theories relevant to a content area.
- g. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.
- h. Students apply facts, processes, and theories to real-world situations.

2. Think critically and solve complex problems.

Students apply tools and techniques gleaned from core subjects to formulate and solve problems. These tools include data analysis, statistical reasoning, and scientific inquiry as well as creativity, nonlinear thinking, and persistence.

- a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.
- b. Students formulate problems and generate hypotheses.
- c. Students identify data and information needed to solve a problem.
- d. Students apply tools and techniques specific to a content area to gather necessary data and information.
- e. Students evaluate, integrate, and critically analyse multiple sources of information.
- f. Students monitor and refine the problem-solving process as needed, based on available data.
- g. Students reason and construct justifiable arguments in support of a hypothesis.
- h. Students persist to solve complex problems.

3. Work collaboratively.

Students cooperate to identify and create solutions to academic, social, vocational, and personal challenges.

- a. Students collaborate with others to complete tasks and solve problems successfully.



- b. Students work as part of a group to identify group goals.
- c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.
- d. Students communicate and incorporate multiple points of view to meet group goals.

4. Communicate effectively.

Students clearly organise their data, findings, and thoughts.

- a. Students communicate complex concepts to others in both written and oral presentations.
- b. Students structure information and data in meaningful and useful ways.
- c. Students listen to and incorporate feedback and ideas from others.
- d. Students provide constructive and appropriate feedback to their peers.
- e. Students understand that creating a quality final communication requires review and revision of multiple drafts.
- f. Students tailor their message for the intended audience.

5. Learn how to learn.

Students monitor and direct their learning.

- a. Students set a goal for each learning task, monitor their progress towards the goal, and adapt their approach as needed to complete a task or solve a problem.
- b. Students know and can apply a variety of study skills and strategies to meet the demands of a task.
- c. Students monitor their comprehension as they learn, recognize when they become confused or encounter obstacles, diagnose barriers to their success, and select appropriate strategies to work through them.
- d. Students work well independently but ask for help when they need it.
- e. Students routinely reflect on their learning experiences and apply insights to subsequent situations.
- f. Students are aware of their strengths and weaknesses and anticipate needing to work harder in some areas.
- g. Students identify and work towards lifelong learning and academic goals.
- h. Students enjoy and seek out learning on their own and with others.
- h. Students anticipate and are prepared to meet changing expectations in a variety of academic, professional, and social environments.
- i. Students delay gratification, refocus after distractions and maintain momentum until they reach their goal.
- j. Students use failures and setbacks as opportunities for feedback and apply lessons learned to improve future efforts.
- k. Students care about the quality of their work and put in extra effort to do things thoroughly and well.
- l. Students continue looking for new ways to learn challenging material or solve difficult problems.

6. Develop academic mindsets.



Students develop positive attitudes and beliefs about themselves as learners that increase their academic perseverance and prompt them to engage in productive academic behaviours. Students are committed to seeing work through to completion, meeting their goals, and doing quality work, and thus search for solutions to overcome obstacles.

I belong in this academic or professional community:

- a. Students feel a strong sense of belonging within a community of learners and value intellectual engagement with others.
- b. Students understand learning as a social process and actively learn from one another and support each other in pursuit of learning goals.
- c. Students readily engage in the construction of meaning and understanding through interaction with peers.

I can succeed at this:

- d. Students trust in their own capacity and competence and feel a strong sense of efficacy at a variety of tasks.
- e. Students see themselves as academic achievers and expect to succeed in their pursuits.

My ability and competence grow with my effort:

- f. Students believe that hard work will pay off in increased knowledge and skills.
- g. Students are motivated to put in the time and effort needed to build a solid knowledge base and to accomplish important goals.

This work has value for me:

- h. Students perceive the inherent value of content knowledge and learning and developing skills.
- i. Students see the relevance of school work to their lives and interests.
- j. Students understand how the work they do now will benefit them in the future.
- k. Students know that future learning will build upon what they know and learn today.

Appendix 1: EYFS and Y1 Marking codes

For non- negotiables. These should be marked in the corner of the page to remind



about
m

non-negotiables CIRCLES



HW



Write on the line See me Check your work Finger spaces Full stop
Capital letter Handwriting

Appendix 2: Y2 onwards Marking codes

✓	
Sp	Correct a spelling mistake (these words should be written in a spelling log)
P	Correct punctuation
CAP	Use a capital letter
Λ	You need to add a word
//	You need to start a new paragraph
??	This needs to make sense / be clearer
T	You need to use the correct verb tense
[]	This part needs rewording/rephrasing

Appendix 3: Whole Class Feedback

WWW: 1. Clever ideas about... 2. Good understanding of... 3. Effective application of... 4. Good use of...	EBI: 1. Develop your use of 2. Make sure that you include 3. Expand on your... 4. Explain how...	SPaG: A capital letter always begins a new sentence.
Misconceptions: Actions:	Presentation: Underline the title Single line through errors Use the whole page	Achievement points: Self worth: (effort and perseverance) Engagement: (inspirational work/extension work/further reading) Purpose: (improvements made in comparison to previous work e.g. DIRT work)

Appendix 4 Attitude to Learning

Attitude to Learning	Possible Indicators of observed behaviours
Outstanding	<ul style="list-style-type: none"> The student is consistent in their motivation and is always self-driven to attempt aspirational targets.



	<ul style="list-style-type: none"> • The student consistently makes a positive contribution to group learning experiences. • The student consistently seeks guidance independently. • The student always resubmits efforts to improve their work when available • The student is always equipped appropriately. • The student rarely if ever needs redirection or formal warnings to improve behaviour in or out of class settings.
Good	<ul style="list-style-type: none"> • The student is generally self-motivated and sometimes attempts aspirational targets, especially if prompted. • The student usually makes a positive contribution to group learning experiences. • The student usually seeks guidance independently. • The student usually resubmits efforts to improve their work when available • The student is usually equipped appropriately. • The student occasionally needs redirection but few formal warnings to improve behaviour in or out of class settings.
Needs improving	<ul style="list-style-type: none"> • The student is rarely self-motivated. Requires teacher prompting to attempt learning targets. • The student sometimes makes a positive contribution to group learning experiences. • The student rarely seeks guidance independently. • The student rarely resubmits efforts to improve their work unless prompted. • The student is sometimes equipped appropriately. • The student often needs redirection and formal warnings to improve behaviour in or out of class settings.
Needs urgent improving	<ul style="list-style-type: none"> • The student is rarely self-motivated. Requires teacher prompting to attempt learning targets and may refuse to participate. • The student rarely or never makes a positive contribution to group learning experiences. • The student rarely or never seeks guidance independently. • The student never resubmits efforts to improve their work even if prompted. • The student is rarely or never equipped appropriately. • The student regularly needs redirection and formal warnings in or out of class settings with variable impact on behaviour. • Student may become aggressive to staff or other students

