



# Laxey School, Quarry Road, Laxey, Isle of Man

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## Intended Outcomes

- \* To gather information on all children which enables teachers to plan their next steps in learning
- \* To gather information which supports the development of learning habits and use specific learning habits in feedback
- \* To gather information through questioning, observations, use of Steps to Success (S2S), use of success criteria, marking children's work, pupil interviews and informal ongoing dialogue with pupils
- \* To work with the children when determining next steps in learning ensuring children have an active role in their own assessment

## Procedures for Assessment in Maths

All staff will:

- . Use S2S and 7 Strands in maths to help assess current achievement and attainment
- . Set aspirational targets which inform data and classroom practise
- . Ensure children are aware of their next steps in learning by using the S2S and learning zones
- . Use S2S to provide a summative review, including next steps, for the child's next teacher
- . Monitor children's progress and provide evidence for judgements
- . Meet with HoS/ LTM (Learning and Teaching Mentor) formally twice yearly to discuss children's attainment and achievement
- . Annotate the Using and Applying section of the 7 Strands
- . Work with all staff to moderate judgements
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## Procedures for Assessment in Writing

All staff will:

- . Use S2S and IOM level descriptors to help assess current achievement and attainment
- . Set aspirational targets which inform data and classroom practise
- . Ensure children are aware of their next steps in learning by using the S2S and learning zones
- . Use S2S and relevant success criteria to plan for and reflect on children's writing in individual, group and whole class sessions
- . Ensure children have their own S2S to allow them to plan for and reflect on their own and peer's writing
- . Use S2S to provide a summative review, including next steps, for the child's next teacher
- . Use the pink and green highlighting strategy to provide honest, informative feedback on appropriate aspects of writing and allow dedicated time to act on this feedback
- . Meet with HoS/ LTM formally twice yearly to discuss children's attainment and achievement
- . Give each child a level based on several samples of writing across a variety of genre
- . Work with all staff to moderate judgements

## Procedures for Assessment in Reading

All staff will:

- . Use the S2S, PM benchmarks, IOM level descriptors to help assess current achievement and attainment
- . Set aspirational targets which inform data and classroom practise
- . Ensure all children have opportunities to develop all reading assessment foci using a range of genre in both fiction and non fiction texts

- . Use S2S to provide a summative review, including next steps, for the child's next teacher
- . Meet with HoS/ LTM formally twice yearly to discuss data analysis and to inform planning
- . Work with all staff to moderate judgements

### **All areas of learning**

- . Feedback to children honestly ensuring they have clear guidance on how to improve
- . Use success criteria where appropriate to provide guidance on what 'good' looks like
- . Give children time to improve
- . Teach children how to peer and self assess using S2S and success criteria

### **Learning habits**

All classes will use (i.e annotate with the children) the S2S in learning habits to provide a weekly learning habit to focus on as a class. Children from Y1 to Y6 will have a learning diary which will be used weekly to reflect on their learning. The teacher will occasionally write in the diary to demonstrate an ongoing dialogue regarding learning. Teachers will use knowledge of the children's learning habits to inform weekly planning. Information on a child's learning habits will be passed to the child's next teacher.

Reviewed September 2018

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