Assessment and Marking Policy

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School or Trust policy:	School

Meeting your communication needs:
We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01841 520683 or email stmerryn@kernowlearning.co.uk

Assessment and Marking Policy

Aims of Assessment

Assessment and marking are integral to ensuring effective learning and progress. It is proportionate, having regard to pupil burden and staff workload. Teachers use a combination of formative and summative assessments to monitor pupil understanding, provide timely feedback, and inform future planning. Work is marked in line with the school's marking code, with constructive feedback that encourage reflection and improvement. Self-assessment and peer-assessment opportunities are also embedded to help pupils take ownership of their learning. Regular feedback, both verbal and written, ensures that pupils understand their strengths and areas for development

Continuous Formative Assessment in Reading

- **RWInc Phonics** – Systematic phonics teaching to develop decoding skills.
- **Activating Prior Learning** – Targeted questioning to assess and build on existing knowledge.
- **Shared Reading** – Structured lessons aligned with the reading curriculum.
- **Reading for Pleasure** – Pupil conferencing to encourage engagement and a love for reading.
- **Individual Reading** – Regular assessment and support tailored to individual needs.
- **Home Reading Monitoring** – Tracking and promoting consistent reading habits beyond school.
- **Accelerated Reader (AR) and Quizzing** – Broad use of AR to assess comprehension and progress.

Continuous Formative Assessment in Writing

- **RWInc – 'Hold a Sentence'** – Developing sentence structure and accuracy.
- **'I Do, We Do, You Do' Approach** – Gradual release model to scaffold independent writing.
- **Activating Prior Learning** – Targeted questioning to reinforce key writing concepts.
- **Teacher-Guided Group** – Small-group support to address specific needs.
- **Dictation** – Reinforcing spelling, punctuation, and sentence construction.
- **First Draft** – Initial composition with a focus on ideas and structure.
- **Editing** – Refining and improving writing with teacher and peer feedback.
- **Spelling, Grammar and Punctuation** – Embedded instruction and assessment.
- **Handwriting** – Focus on legibility, fluency and presentation.
- **Plenary** – Reflection and review of learning objectives.

Continuous Formative Assessment in Maths

- **Fluency Starter** – Quick recall activities to reinforce key skills.
- **'Flash Back Four'** – Retrieval practice to activate prior learning.

- **'I Do, We Do, You Do' Approach** – Structured modelling and guided practice.
- **Whiteboard Questions** – Immediate assessment of understanding.
- **Teacher-Guided Group** – Targeted support for pupils requiring additional input.
- **Power Maths & White Rose** – Progression from fluency to problem-solving and deepening understanding.
- **Plenary** – Reflection and consolidation of learning

Assessment and Marking Policy: Knowing More, Remembering More in Science and Foundation Subjects

Assessment in Science and Foundation Subjects is designed to ensure that pupils not only acquire knowledge but also retain it in the long term, allowing them to integrate new learning into broader conceptual frameworks - **'Knowing more, remembering more.'** Our curriculum follows the National Curriculum, with Key Stage learning mapped across themes and topics to ensure continuity and depth. Each theme incorporates subject-specific learning, fostering meaningful engagement and encouraging pupils to think like historians, scientists, or geographers.

Planning

Planning emphasises both **disciplinary knowledge** (how to think and investigate like a subject expert) and **substantive knowledge** (core subject facts and concepts). Each subject is structured around half-termly **intents**, weekly question-based learning objectives, and enquiry-led lessons that promote progression towards a **clear end point**. The use of **overarching questions**, supported by **shorter enquiry questions**, enhances collaborative and investigative skills. At the end of each half-term, **impact statements** assess how well pupils have embedded and applied their knowledge, ensuring they make sustained progress and develop a deep, lasting understanding of the subject matter.

In the lessons

Each lesson begins with a recap of prior learning to reinforce key concepts and ensure continuity in the learning journey. Plenaries play a crucial role in reflecting on the lesson's key takeaways, linking them to the broader sequence of learning, and setting the stage for future lessons. They also highlight connections to real-life applications and relevant homework tasks. To reinforce retention, mini quizzes are conducted in **the penultimate lesson**, allowing children to recall essential knowledge, or **"sticky facts,"** from the unit. Additionally, **floor books** are used as a collective record, capturing key learning points and reflections from the topic

Marking

Marking is completed regularly and in a variety of forms, including written, verbal, and peer marking. All marking is completed in **green pen**, while children use a **purple pen** to **edit and mark** their learning.

A green tick **(✓)** is used to indicate when learning has been achieved, linked to the learning objective, and an arrow **(→)** is used to highlight the child's 'next step.'

 'Sp' is used to identify a spelling error. Teachers select **common exception words** or Year group specific spellings to support individual spelling development. Not all spelling mistakes are corrected, as these will be addressed during the editing process. A balance is maintained to encourage children to attempt adventurous spellings.

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Teachers' handwriting should be neat and follow the school's handwriting policy.

Marking should form part of an ongoing learning dialogue, promoting pupil progress through meaningful feedback and reflection.

Independent Writing

When marking Independent Writing following a unit of work, it is essential to provide **celebratory feedback** that acknowledges the writer's effort and progress, fostering confidence and motivation. This comment/s should highlight strengths from the taught content such as, sentence structure, vocabulary choices, or presentation. Key features from the unit, and year group 'non negotiables' (Rule Kits) should be referenced in the feedback. Children are given time to reflect on feedback.

Summative Assessment

Summative assessments are conducted to measure pupil attainment and progress against national and school expectations. End-of-term Teacher Assessments are carried out in Reading, Writing, GPS (Grammar, Punctuation, and Spelling), and Maths for all year groups. Writing moderation is completed at both the school and Trust level to ensure consistency in assessment standards. Additional assessment tools include the Babcock Assessment Statements, RWI (Read Write Inc.) Reading Assessments, and Accelerated Reader Assessments to track reading progress. In Maths, Trust End of Unit Progress Tests are used to evaluate students' understanding and retention of key concepts. These assessments help inform future teaching, intervention planning, and overall curriculum development.

'Gradebooks' is used to record and track pupil progress.

Statutory Assessments include:
EYFS Baseline, EYFS ELG
Y1 Phonics screening
Y4 Multiplication Check
KS2 Reading Writing, GPS, Maths, Science