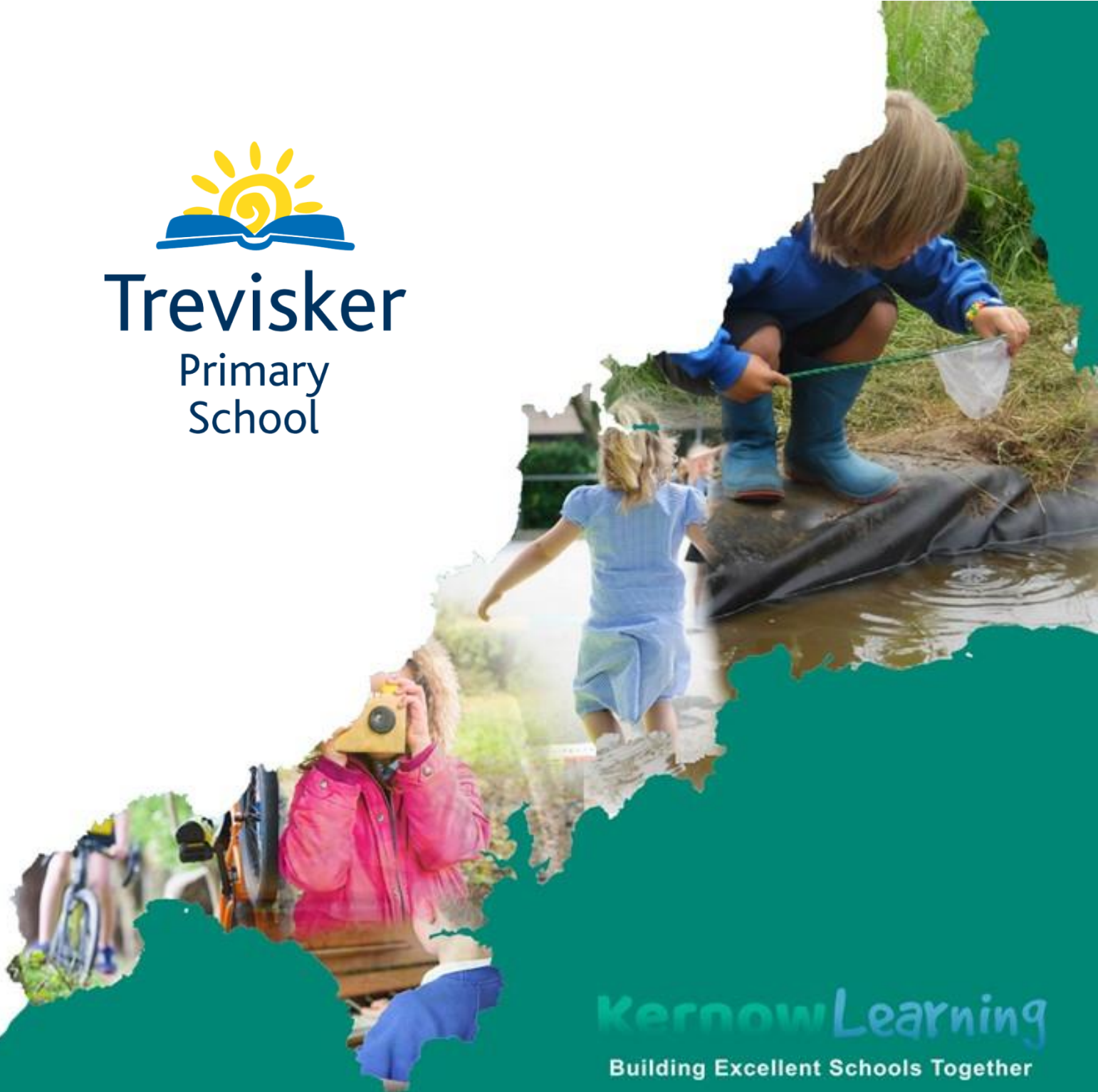




Trevisker
Primary
School



Kernow Learning
Building Excellent Schools Together

Assessment, Marking and Feedback Policy

Version number:	V3 (February 2025)
Date adopted by Governors:	February 2025
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Statutory or Best Practice policy:	Best Practice
Appendices:	No
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 540363 or email trevisker@kernowlearning.co.uk

Assessment, Marking and Feedback Policy

Aims of Assessment

Assessment is proportionate, having regard to pupil burden and staff workload, and is used to inform future actions.

Assessment is used to embed knowledge, check understanding and inform teaching.

Teachers and support staff use formative assessment in lessons to give feedback, address misconceptions, guide pre-teaching and inform the next day's planning.

Continuous Formative Assessment in Reading

- RWinc phonics
- I do, We do, You do
- Questions to activate prior learning
- Daily shared reading lesson
- Reading for pleasure – pupil conferencing
- Individual reading

Continuous Formative Assessment in Writing

- RWinc and Hold a Sentence
- I do, We do, You do
- Questions to activate prior learning
- Peeling off to start independent work
- Teacher guided group for all abilities and support table
- Dictation
- First draft
- Editing
- Spelling
- Grammar and Punctuation
- Speaking and Listening, Talk for Writing
- Handwriting
- Plenary

Continuous Formative Assessment in Maths

- Fluency starter at the start of lesson
- I do, We do, You do
- Whiteboard questions leading to
- Peeling off to start independent work
- Adult guided group for all abilities and support table
- Maths questions moving to fluency or strengthening and deepening from White Rose or Deepening Understanding
- Plenary
- Fortnightly arithmetic questions to identify and fill gaps in fluency.



Knowing More, Remembering More

Across the curriculum in science and Foundation Subjects, pupils remember long term the content of units and lessons and integrate new knowledge into larger ideas – Knowing More, Remembering More. See section on Assessment and Recall.

Planning

Our curriculum has regard to The National Curriculum and the Key Stage learning across themes/topics is mapped, ensuring a clear progression.

Subject specific learning within a theme allows for meaningful learning that engages the children.

Each topic/theme has an overarching question followed by a series of shorter enquiry questions (components) that encourage collaborative and investigative skills.

The subject specific nature means children are encouraged to “think like a historian” “think like a scientist.”

There is an emphasis on Disciplinary Knowledge (thinking and applying knowledge like a historian/scientist) and Substantiative Knowledge (subject knowledge/facts).

Planning is ambitious and can go beyond the National Curriculum and it moves learning forward for all groups of pupils.

In the lessons

Each lesson starts with a recap or some form of flashback low-stakes assessment of the learning from the previous lesson. This can be done in a partner/group talk situation to engage all learners and allow for all children to have the confidence to respond with an answer.

To identify pupil understanding and misconceptions, Assessment Checkpoint (ACP) questions are asked before pupils are released to learn independently.

Plenaries reflect on the key learning of that lesson and links to the map of the unit's learning so far. Plenaries also allude to the next step of the learning, make links to other learning, real life applications and any relevant homework.

Assessment and Recall

Low stake quizzes take place in lessons, usually two per unit, to reinforce and allow children to recall the key learning or “sticky facts” of the unit to date.

In early years, pupils are assessed through oracy activities. Learning is then planned accordingly to help the children meet their ELGs.

In Key Stage 1, sticky notes are used for harvesting knowledge known as “sticky facts” at the beginning and end of the topic/theme. These are stuck into floor books.

In Key Stage 2, children complete a ‘knowledge harvest’ at the start and end of science, geography, history and Christianity R.E. units. This allows teachers and pupils to see what the children already know and have learnt during the unit.

Children use knowledge organisers and are encouraged to discuss previous learning using them, making links with knowledge they have previously learnt.



They enthusiastically share their knowledge with each other and visitors to their classrooms.

Where learning is not completed in books, but evidence is required, floor books are regularly updated with evidence and group comments, and the children are able to talk about their work with enthusiasm.

Targets

As part of our assessment for disadvantaged children, targets are set and tracked in phonics, writing and maths. Where appropriate, children are given targets that have been identified as weaknesses during teacher assessment. These targets are meant to be specific and achievable, for instance correct formation of a letter, or number bonds to 10.

Marking

- Marking must be time efficient and should be part of continuous formative assessment and the learning dialogue that results in pupil progress.
- Maths to be ticked green by teacher each day. Year 5 and 6 can use group marking at times with pupils using purple ticks to show this. It is good practise for adults to be ticking as part of their continuous assessment in the lesson, as much as possible and dependent on the lesson.
- English to be ticked green by the teacher each day. Pupils' occasional reflective comments and editing to be in purple.
- Science and foundation subjects. Green tick to show continuous assessment in the lesson and teacher expectation of non-negotiables.
- "Sp" code is used for spelling on the lines where mistakes have been made, picking out phonetical spelling, common exception words or words to move an individual child's spelling forward. Not all spelling mistakes will be corrected as this may form part of editing station work later. Also, there also needs to be a balance of encouraging children to use adventurous spellings. During marking, teachers write Sp in the margin on the line where the mistake can be found and the correct spelling at the bottom of the page. The pupils then have to go back and correct that spelling.
- Where letter formation is incorrect, teachers model this on the page and the pupil is tasked with writing the letter correctly a set number of times.
- TG (teacher guided work) or TAG (TA guided work) can also be used to indicate support.
- Pupils from Y1 upwards self-assess in maths at the top using traffic lights.
- Teachers handwriting should be neat and follow the school cursive handwriting policy.

Summative Assessment

- End of term ARE for Reading, Writing and Maths in all year groups
- In Y4, MTC results are also reported on termly.
- In Y1 and repeat Y2s, phonics screening is reported on termly.
- KS1 and KS2 predicted grades are reported termly.
- ARE is recorded on Gradebooks
- Writing moderation, Trust and school based
- Half-termly spelling assessment to identify and fill gaps in spelling rule knowledge.

Statutory Assessment

- EYFS Baseline



- EYFS ELG
- Y1 Phonics Screening Check
- KS1 Reading
- KS1 Writing
- KS1 Maths
- Y4 Multiplication Check
- KS2 Reading
- KS2 Writing
- KS2 SPAG
- KS2 Maths

This policy is closely linked to school policies on the Curriculum.



Appendix

1. Teacher marking codes in writing

Marking Codes in margin:

P	Punctuation Have you missed a full stop or a comma? Have you added something where it's not needed? Have you missed a full stop? Have you used a capital letter incorrectly?
G	Grammar Have you used the wrong tense? Have you missed out a word? Have you not used standard English? Have you contracted a word incorrectly?
Sp	Spelling Have you used the wrong sound? Are your letters the wrong way around? Have you missed a letter entirely?
C	You have made a mistake. Can you correct it?
T	Are you meeting your target? Check here.

2. Teacher/Self marking codes in Maths



– Learning is correct

C – Learning needs to be corrected

Highlighters used to draw pupils' attention to a misconception/correction.

3. Support level codes

TG – Pupils have worked with a Teacher to support their learning.

TAG – Pupils have worked with a Teaching Assistant to support their learning.

P – Pupil has received support from a peer.

I (EYFS) – Shows that the pupil has worked independently

