Raddlebarn Primary Assessment, Feedback and Marking policy

Approved : November 2024

To be reviewed: November 2025

Assessment, Feedback and Marking policy

At Raddlebarn we assess for learning, about learning and during learning. This is to gauge where they are it is used adapt teaching, delivery and planning to meet the needs of all pupils.

Assessment for learning takes many forms:

- Questioning – posing questions at the beginning of learning to appropriately pitch learning, (AFL questions), open and closed questions to challenge, scaffold, deepen and prompt learning. Pose, pause and bounce questions to enhance critical thinking.
- Targeting different pupils to offer and meet the needs of different abilities
- Using personalised targets to focus pupils on specific skills/knowledge they need to develop.
- Modelling and scaffolding learning dependent on need
- Clear decontextualized learning objective (intentions)
- Clear success criteria to achieve the learning objective (differentiated to meet need)
- Peer and self-assessment - taught and targeted
- Prove its – to demonstrate that pupils have learnt eg find 3 adjectives in your work to prove you have understood
- Verbal feedback to identify misconceptions, or inform further learning
- Live marking

Assessment about learning:

- KWL – What they think they know, what they want to know and finally (when finishing) what they have learnt
- Quick quizzes
- Recapping skills/knowledge through brain dumps, name 3 things from last lesson etc
- Chance to shine – an assessment about the previous units learning and recapping previous learning from other

Tracking:

At Raddlebarn we use tracking system called Educater. This is used as an ongoing record of pupils learning and is updated frequently. However, at 3 points in the year the data is captured and these are used to measure attainment and progress at a point in time.
This system can also help identify gaps in learning to inform future planning. This is sued to inform coordinators/leaders and teachers as to where the pupils are. (more detail below)

Moderation

To ensure consistency we moderate as:

- Peer group partners during PPA to ensure consistency and parity this in all areas/subjects
- Phase moderating work together
- Whole school
- As part of our consortium (Kings Norton)
- Externally

Statutory assessment

As a maintained community school, we also comply to all statutory assessments:

Reception

On entrance to Reception, within the first two weeks pupils will complete the Reception baseline assessment. If they are new to Raddlebarn, throughout the year they have to complete this within 6 weeks. At the end of reception (in June) pupils will be measured on the prime and specific areas to assess whether they have achieved their Good Level of Development. (GLD) this is reported to the local authority.

Year 1

In year 1 pupils will take the phonics screen check in June. This is reported to the local authority

Year 2

In May pupils will complete the optional KS1 SATs. Using this, as well as teacher knowledge, teachers will assess pupils in all core areas.

Year 4

In year 4 pupils will take part in the multiplication times table check.

Year 6

In May pupils will complete KS2 SATs teachers will also assess pupils in all science and writing this information will go to the local authority.

EYFS

To begin with, in EYFS, the pupils will be introduced to what a tick is. They then are encouraged to self-assess by discussing how they feel they have done. Learning journals are a record of learning rather than lessons taught therefore there is not any other requirement.

Assessment will be ongoing and tracked using the school's tracking system Educater, in EYFS this is referred to as Tiny Tracker. However, reference within lessons will be made to the learning powers (characteristics) where appropriate to familiarise pupils with these.

On entry to reception, all pupils will partake in the Reception baseline assessment and on exit they will be measured against the Early Learning Goals according to the Early Years Framework. (2021). This will be taken from the Educater tracking system.

Formative assessment

In all lesson's pupils will have a clear learning objective given to them, the success criteria will be discussed and shared. To ascertain where work needs to be pitched an Assessment for Learning question (AfL) will be asked of the pupils at the beginning to determine what they already know.

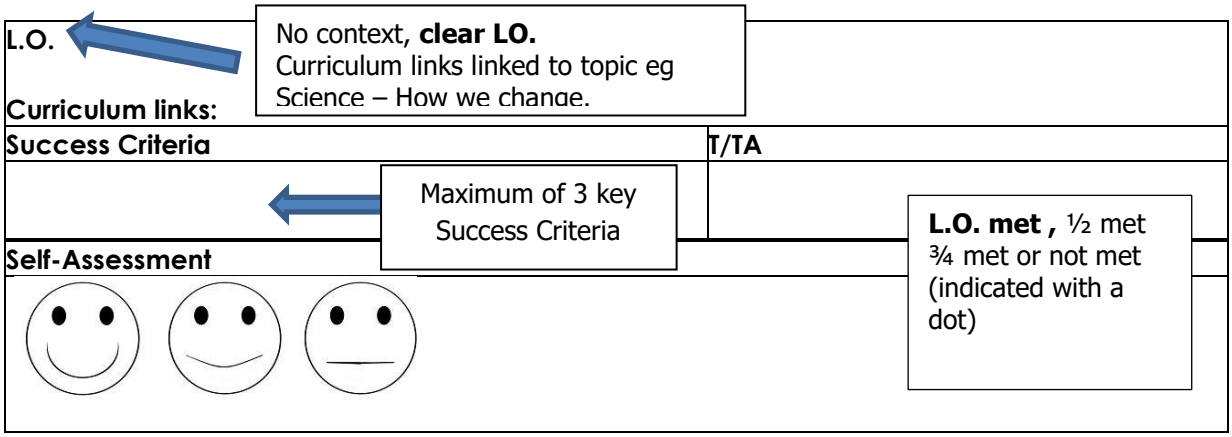
Self-assessment tool, taught to children to moderate. Linked to LO.
In KS2 pupils are expected to make a judgement in their own column. Through self or peer assessment.

All key stages will use **"live marking"** wherever possible. When marking is verbal and immediate identifying misconceptions and moving learning on; this will be indicated in working with the **v** symbol. All other marking will be linked to the learning objective and success criteria. Using the marking symbols below.

Marking Symbols for Raddlebarn Primary School

Success criteria	√	Success criteria met
	√1/2	Success criteria partly met
	√3/4	Success criteria mostly met
	•	Success criteria not met yet
sp	In the margin word written correctly.	Spelling mistake
^	In between words	A word is missing
	Steps inside circle and next step comment added where appropriate.	Pupil prompt to take their learning forward
T	Teacher support	To indicate if a child has been supported by in a piece of work or who they may have worked with.
TA	Teaching assistant support	
I	Independent	
ST	Supply teacher	
PPA	PPA teacher	
Group	Worked in a kagan group	
Support	Supported by another child	
V	Verbal	Work discussed with the teacher/TA

Key Stage 1 To begin with in EYFS the pupils will be introduced to what a tick is and are encouraged to self-assess how they feel they have done. (Taught skill/ modelled by teachers repeatedly.) This will be through verbal input and explanation.



Key Stage 2

In Key Stage 2 the children should have developed a basic understanding of self-assessment and peer assessment, however they still may need to be taught the skills of self/peer assessment.

To ensure this has happened teachers can ask pupils to **Prove it** by identifying within the work how the success criteria has been achieved. This can be underlined with a coloured pencil.

NB. If a lesson is focused around peer/self-assessment marking the teachers marking column may be shaded in. Also, if there isn't a peer/self-assessment focus this column could be shaded in.

Pupils will be expected to self and peer assess against success criteria. As pupils develop in this key stage they may begin to write their own success criterion.

L.O: **Curricular links:**		
Success Criteria	**T/TA**	**Self/Peer**

Self/peer assessment evaluated against success criteria.

In maths and science success criteria (2/3) are separated into procedural and conceptual.
Do - **Procedural** Knowledge
(Basic skills of a discipline, communication, planning, working, evaluating, critical thinking).
Understand - **Conceptual** Knowledge (principles, theories, important generalizations).
There should be approximately 2/3 in KS1 and EYFS, 3/4 in KS2.

Marking

- All feedback and marking will use the proforma given dependent on Maths or another subject and their appropriate key stage.
- All staff should use agreed marking symbols (see above)
- Marking must be kept up to date, ready for the next lesson in purple pen to distinguish from the pupil's work.
- Spellings – no more than 3 spellings should be corrected in one piece of work. These should be linked to the high frequency words and the spelling patterns taught in that year group. (Expectation is for pupils to look, cover write check the mistake 3 times).
- At least one extended piece of writing (English or cross-curricular) per week should be marked and planned for, children need to have verbal (or written) feedback from this then time given for children to respond.
- When mistakes are made pupils should be encouraged to self-correct. 'Juicy mistakes' (learning points) or misunderstandings can either: be scaffolded as a next step; formulate a wave 1 intervention; form part of teaching/planning later on. (v symbol used)
- For the most positive impact it is good practice for the child to improve /correct as feedback is given. This is completed in green pen by the child.

Summative Assessment in detail

Chance to Shine

At the end of a unit of work children from Year One upwards will be given the opportunity to demonstrate what they have learnt. This may take the form of a task or a set of questions (see example in appendices). To ensure it is a true reflection of what they have learnt it will not have a learning objective or success criteria. It may be used by teachers and learners alike to inform future planning or learning opportunities. These are needed to scaffolded to the child's ability. The child (with guidance if needed) can set target from this. A few questions from previous units work can also be recapped to ensure retention of information.

Additionally, once a year, in Spring, all year groups may use a Summative assessment such as NFER. This will be used to check teacher's judgement and inform future planning by analysing diagnostically.

Tracking system

Assessment are constant and gathering data on pupils and integral part of understanding where pupils are and what needs to happen next. To keep abreast of this all data gathered needs to be inputted into our school's tracking system – Educater. This should be on an ongoing basis.

At certain points throughout the year, there are data capture points, whereby data cannot be changed- these are the last day of Autumn Term, Last day of Spring Term and in the first week of

Chance To Shine



Example of English Chance to Shine

Previous learning

When do you use the word their, they're and there?

Which is the right spelling?

1. Get up my (sun / son).
2. You (ought / aught) to have said it long ago.
3. (Buoys / Boys) float on the sea to warn ships of danger.
4. He skidded because he did not apply the (brake / break).
5. We must try our best to (caste / cast) away all prejudices.

Circle the adjective in the sentence below.

The tree was taller than the house.
Take a blue crayon from the box to colour in the sky.

Write two paragraphs to describe this setting.

This should relate to the child's learning from that unit. This will need to be modelled. Eg I will need to use more adjectives in my next piece

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