



Kernow Learning
Building Excellent Schools Together

Assessment and Marking Policy

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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 520683 or email stmerryn@kernowlearning.co.uk



Assessment and Marking 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

Questions to activate prior learning

Daily shared reading lesson based on the reading curriculum

Reading for pleasure - conferencing

Individual reading

Monitoring of reading at home

Broad use of AR and quizzing

Continuous Formative Assessment in Writing

RWinc Hold a Sentence

I do, We do, You do

Questions to activate prior learning

Peeling off to start independent work

Teacher guided group

Dictation

First draft

Editing

Spelling

Grammar and Punctuation

Handwriting

Plenary

Continuous Formative Assessment in Maths

Fluency starter at the start of lesson

5 in 5 questions to activate prior learning

I do, We do, you do

Whiteboard questions

Peeling off to start independent work

Teacher guided group

Power Maths questions moving to fluency or strengthening and deepening from White Rose or

Deepening Understanding

Plenary





Knowing More Remembering More in Science and Foundation Subjects

Pupils remember long term the content and integrate new knowledge into larger ideas. Knowing more remembering more.

Planning

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

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 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 like a historian/scientist) and substantive knowledge (subject knowledge/facts)

Each topic/theme has an overarching question.

Each subject has a half termly intent.

Each subject has a series of weekly question-based learning objectives to ensure progression of lessons leading to an end point.

Each subject has a half termly impact statement.

In the lessons

Floor book starters show what children know at the start of a topic/theme. These form part of starter activities and not whole lessons.

Each lesson starts with a recap of the learning from the previous lesson.

Starter PowerPoint slides are used to “place the lesson” and share the map of the unit’s learning so far.

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.

Mini quizzes take place in lesson 2 and 4 to reinforce and allow children to recall the key learning, “sticky facts” of the unit to date.

Assessment and Recall

Low stake quizzes take place in lesson 2 and 4 to reinforce and allow children to recall the key learning, “sticky facts” of the unit to date.

Blank knowledge organisers are used for harvesting knowledge known as “sticky facts” at the end of the topic/theme. These are recorded individually and stuck into subject books in KS2 and are gathered as a group or class in KS1 and stuck into floor books.

Sticky Facts quizzes including the use of Microsoft Forms are used to recall key knowledge from previous topics, at a distance e.g., half term.

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





Children have their own collection of knowledge organisers to take with them through the school. They enthusiastically share their knowledge with each other and visitors to their classrooms Floor books are regularly updated with evidence and group comments, and the children are able to talk about their work with enthusiasm

Marking

- Green tick and an arrow used for some brief written marking.
- "TG" – stands for Teacher/TA Guided Group
- "Sp" for spelling. Picking out 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. Spelling correction to be written out x3 at the end of the piece.
- Teachers handwriting to be neat and follow the school cursive handwriting policy from Y1

Children will

- In lower KS2 pupils will initial beneath the teacher's comment in purple pen.
- In upper KS2 pupil's own brief comments are encouraged and written beneath the teacher's marking in purple pen. Coaching will be needed to develop the quality of these comments on self-reflection on learning.
- Marking should become a part of the developing learning dialogue resulting in pupil progress.

Summative Assessment

End of term Teacher Assessment ARE for Reading, Writing and Maths in all year groups
Writing moderation
ARE recorded on Otrack

Statutory assessments

EYFS Baseline
EYFS ELG
Y1 Phonics screening
KS1 Reading
KS1 Writing
KS1 Maths
Y4 Mental Maths
KS2 Reading
KS2 Writing
KS2 SPAG
KS2 Maths



