



Trevisker
Primary
School



Kernow Learning
Building Excellent Schools Together

Assessment, Marking and Feedback Policy

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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 based on Vipers progression

Reading for pleasure – pupil conferencing

Individual reading

Monitoring of reading at home

Book Talk and daily reading lessons

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

5 in 5 questions to activate prior learning

I do, We do, You do

Whiteboard questions leading to

Peeling off to start independent work

Teacher guided group for all abilities and support table

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

Deepening Understanding

Plenary



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).

Each subject has a half termly intent linked to the curricular aim and a series of weekly component question-based learning objectives to ensure progression of lessons leading to a composite end point.

Each subject has a half termly impact statement.

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

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, with a focus on key vocabulary (Rocket Words).

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.

Sticky notes are used for harvesting knowledge known as “sticky facts” at the beginning and end of the topic/theme. These are recorded individually and stuck into floor books as well as a



copy in 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 and help build knowledge organisers and are encouraged to discuss previous learning using them, making links with knowledge they have previously learnt.

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

- 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. Sometimes the tick will be supplemented by a positive star comment and/or an arrow with brief next step, and this indicates an action the teacher is going to use to inform their future planning for individuals or groups. 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. Sometimes the tick will be supplemented by a star comment and/or arrow and a word/words, and this indicates an action the teacher is going to use this to inform their future planning for individuals or groups.
- "Sp" code is used 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 x 3 at the end of the piece or in spelling logs.
- TG (teacher guided work) or TAG (TA guided work) can also be used to indicate support or I if completed independently.
- Pupils from Y1 upwards self-assess work at the top using traffic lights, the teacher also does a traffic light at the bottom.
- 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

ARE is recorded on Otrack

Writing moderation, Trust and school based



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.

