

RAVENS COTE JUNIOR SCHOOL

LIVE MARKING AND ASSESSMENT POLICY

2023 - 2025



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Signed	Amy Wells Headteacher	Signed	Emily Gibson Chair of Governors



RAVENSCOTE JUNIOR SCHOOL

Live Marking and Assessment Policy

LIVE MARKING

Our whole-school policy for marking at Ravenscote reflects the aims and objectives we seek to achieve in all curriculum areas.

Each child's development requires our understanding of their needs and personalities and growth within a happy, caring community. To ensure this ongoing development, and that each child realises their full potential, all marking must be **positive, clear and appropriate** in its purpose, productive in its outcome and child-centred.

We see the marking of work throughout the curriculum as an expression of the child's own achievement as well as a method of guidance **to further develop a child's learning**.

The Principles behind our live marking policy are as follows:

Live Marking encourages reflective dialogue between teachers and children. Teachers provide immediate feedback and suggest actions that children can act upon in the lesson. Live Marking encourages feedback that is diagnostic, identifying specific areas to improve and the opportunity to do this during the lesson and across sequences of lessons. Children ~~will~~ receive concise, personalised, regular feedback, making it easier for them to improve on their learning. Live Marking also aims to reduce teachers' workload outside of lesson hours.

Why mark children's work?

- To focus on the child's achievement and demonstrate that the work a child has done is valued and appreciated.
- To encourage and praise.
- To give the opportunity to respond to the context of a child's work.
- To act as evidence of attainment, if the marking is against set criteria.
- To develop gradually in the child an appropriate level of self-criticism and an eagerness to "make a good thing better".

Live Marking in practice

- At the beginning of each lesson, children write the code from their skills progression at the top of their work in purple to ensure they are clear about the skills they are working with. More than one skill may be being explored each lesson.
- Children then discuss, with their talk partner, when they have previously used this skill or explain any understanding that they already have of this skill. This allows children to make links between their learning across the Connected Curriculum.
- During every lesson, work is based on assessments made from the previous lesson, and ongoing assessment for learning strategies within the lesson, and adapted to suit the needs of the child.
- Teachers work with children in a 'conference' group in order to support their progress. Adults may also spend time around the room checking on children's progress and offering live feedback.



- At the end of every lesson, children reflect on their learning. This may include writing a reflection sentence on their learning, in purple pen. This would include any feedback they have been given by adults during the lesson as well as how they feel they have progressed against the skills learnt in that lesson. This will be modelled to support children to know how to communicate how they have been progressing and so the IWB slides might offer sentence starters. This stamp 'I spoke to my teacher and...' can be used here where applicable.
- Teachers and children will use a combination of quiz quizzes, knowledge checks, self and peer assessment slips and teacher reflection sheets to present and record their live marking. Different subjects will use these resources to different frequencies, depending on frequency and format of these lessons, as explored later in this policy in the "Subject Specific" section.
- The majority of marking seen in books will be the children's own. This gives children the ownership of their own progress. The following section explores the occasions in which teachers' marking will be seen in books.

Written marking in children's work

- Every piece of work will be read by the teacher; this may be during or after the lesson. In recognition of this ongoing assessment of children's work, teachers will mark against the skills code (or code) the child has written at the beginning of their work. The teacher will indicate how the child is currently performing against this skill (or skills) using the following key:

<i>Code in book</i>	<i>Which stands for</i>	<i>What it means</i>
Em	Emerging	The child is beginning to understand the statement and has been exposed to the learning in class.
D	Developing	Generally the child understands the statement but could be inconsistent. They need a bit more practise.
S	Secure	The statement understood and the child can generally complete questions independently.
E	Exceeding	The child understands and can apply this learning to a variety of contexts.


These codes link to the recording of formative assessment in Scholar Pack; further information about this can be found later in this policy, in the Assessment section.

- Teachers support children to develop their spelling by drawing children's awareness to up to three spellings per piece of work, across the Connected Curriculum. Adapting to what is appropriate for each child, teachers may write the correct spelling out for them to copy; write a part of the word correctly with a missing sound button for the child to identify; or expect the child to find the correct spelling entirely independently – for example by using a dictionary. At the beginning of the next lesson, children will write out this word accurately four times in their Ravenscote Handbook, using the recall strategy of "look, say, cover, write, check".
- Additional written marking from teachers will be found in English books as explored later in this policy in the "Subject Specific" section.



Peer and self-assessment

- The peer and self-assessment slips are used to signpost children to consider the skills they have demonstrated and to recall key pieces of knowledge.
- These may take the form of a 'quick quiz' or 'knowledge check'.
- Some examples:


 My peer-assessment slip (marked by _____)

My favourite synonym for glow is _____

My favourite personification is _____

A piece of vocabulary I would like you to up-level is _____


Respond to your partner's marking by improving this word:

 My self-assessment slip

In group writing, the best sentence we wrote was _____

I am most proud of this contribution that I made: _____

When I write my own letter, I will now feel more confident to _____

 Quick Quiz!

Borneo is found _____

Humans are damaging the planet by _____

Campaigners want to change the way palm oil is sourced because _____

Today, I was fascinated by _____



Teacher reflection sheet

Each teacher will have a teacher reflection book. After lessons in which this is used, the live marking recorded is used to adapt the upcoming to best suit the needs of the children.

- The following lesson will begin by sharing praise and address misconceptions.
- During the lesson, the teacher will 'conference' with children identified through this live marking.
- Teacher reflection sheets may be presented in a variety of formats, depending on what best suits the needs of the children and the content of the lesson. Two examples of templates that may be used are:

Date:
Subject:
Lesson objective:

Work to praise and share		Further support needed	
Presentation	Basic skills errors	Incomplete	
Misconceptions, key questions and next lesson notes			

Date:
Topic:

Work to praise and share		Support Group for next lesson	
Misconceptions, key questions and next lesson notes			
Emerging	Developing	Secure	Exceeding

Subject specific**Art and DT**

- At the end of each lesson the children complete the relevant section of their self-assessment sheet and add any knowledge gained to their knowledge organiser.
- In Art a gallery takes place at the end of each lesson so the children can verbally reflect on their own and others' work.
- In Art, at the end of a project/final piece, children are to complete an evaluation sheet so evaluate what they were inspired by, what went well, what they would change or do differently next time.
- In DT, an evaluation sheet is completed by the children so that they can evaluate the effectiveness of their design and final product.



Computing

- At the beginning of each topic, children complete a pre-assessment quiz on Google Classroom and then complete the same quiz as a post assessment once the topic is finished to show the progression of their knowledge and understanding.
- At the end of each lesson, children complete reflective questions about their learning using a document in Google Classroom.
- At the end of each lesson children self-assess their learning against the skills in their skills map.
- Teachers to complete a live marking sheet during each lesson to inform where additional support or challenge is needed in the next session.
- Where appropriate (shown on medium term plan) children should have the opportunity to verbally reflect on their learning by “testing” someone else's work and giving/receiving feedback.

Humanities

- In all lessons quick quizzes should be used and marked by children.
- The last lesson in a unit should pull together everything that has been learned so far and should be live marked with a teacher reflection sheet. Teachers will use this reflection sheet to assess the progress children have made throughout the unit.

At the end of every half term teachers complete an assessment grid.

Maths

- Live Marking in maths takes place through the regular updating of formative assessment statements on Scholar Pack, which link to the National Curriculum learning objectives.
- Teacher should be completing a maths teacher reflection for each of the statements on ScholarPack, which build up over a period of lessons.
- At the end of each lesson, children will write a learning statement in purple pen, at the bottom of their work.
- At the end of the lesson, children will place a red, yellow or green sticker next to the date and title to self-assess how they feel about their learning in the lesson. Teachers will then write Em, D, S or E (see above) next to this sticker
- At the end of the succession of lessons for an objective, children will self-assess red, orange or green on their skills map, next to that objective.

Music

- Most tasks are to be completed out of book.
- Quick quiz to be completed at the end of listening units and used as summative assessment .
- The teacher reflection sheet is used to assess practical half terms for formative and summative assessment.

PSHE

- Time should be spent each lesson adding to their knowledge organiser to show what they have learnt throughout the topic. A teacher reflection sheet should be completed at the end of a unit (half term) to assess the children's learning across the unit in their written work but also their verbal participation in lessons as not all work is recorded in books.



RAW

- Teacher reflection sheet should be completed for every lesson except the final lesson of the half term.
- Time will be built in at the start of each lesson for reflection on this including recall activities.
- Teachers will identify where key vocabulary has been misspelt and children will correct this.
- Time should be spent each lesson adding to their knowledge organiser – quizzes can be used during the lesson for reflection on their knowledge organisers.
- The final lesson will be an opportunity for assessment using the assessment grid.

Reading

- Formative statements on Scholar Pack should be regularly updated following AfL strategies used in class to ascertain children's progress and understanding.
- Children will RAG rate their learning against the skills for success in two places: the worksheet for that lesson (to reflect their learning and progress in that skill in that lesson's specific context) and the skills map (to reflect their learning and progress in that skill as a whole).

Science

- Teacher reflection sheet should be completed for every lesson. Comment to include scientific misconceptions (if any) to be addressed in the next lesson.
- Time will be built in at the start of each lesson for reflection on this.
- End of unit assessment grids to be completed when the unit is finished.
- Concept Cartoon lessons to have misconceptions recorded on the end of unit assessment grid.

Spanish











- Children traffic light understanding on a self-assessment sheet
- A quick quiz will be used to assess understanding of new vocabulary and grammatical structures.
- AfL techniques will be used to assess understanding in non-written skills.
- Where appropriate, children complete reflection statements in their books.

Writing

- Once or twice a week, the teacher reflection sheet will be completed. This will support the tracking of the formative statements on Scholar Pack.
- At least once a week, the teacher will provide written feedback to the children about a piece of work. Written feedback will be provided on some or all of the skills used in the child's writing, ranging from composition and grammar, to spelling and vocabulary choices.



- Feedback comes in the form of the codes shown below:

	This is a highlight!	P (or punctuation mark)	Missing punctuation or punctuation in the incorrect place
	Well done		Use a dictionary to check your spellings / teacher provides correct spelling. Spelling log.
	Wow! Fantastic!		Underline neatly with a ruler
	New paragraph		Fix this
	Something is missing here		Check your grammar. Does your sentence make sense?
	Conference group with teacher next lesson		

- Across the rest of the unit, there will be a balance of self-assessment slips, peer-assessment slips, quick quizzes or well-developed reflection sentences.

ASSESSMENT

The principles and aims of assessment

Assessment is essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information for a range of audiences to prompt appropriate action.

Assessment in the school will be used to gather information about the performance of individual children, groups and cohorts so that it can be used to inform target setting and tracking at a range of attainment. It will also be used to gather information to inform teachers of what needs to be taught next and provide information to inform the schools strategic planning.

Guidelines

Assessment will take different forms for differing purposes. It needs to be diagnostic and evaluative, finding out which attitudes, knowledge, understanding or skills are not properly learned or acquired yet thus are preventing children making the expected progress. Assessment informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on children's achievements.

Formative day-to-day assessment - the information gained "forms" or affects the next learning experience. This will be carried out in a variety of ways including:



- Question and answer in class
- Live marking of children's work
- Observational assessment

In-school summative assessment – the information gained allows teachers to evaluate both children's learning and the impact of teaching. Both these purposes help teachers to plan for subsequent teaching and learning. It includes:

- End of year tests
- Short end of topic/term test
- Reviews for children with SEND
- Pupil progress meetings

Nationally standardised summative assessment – the information allows schools to benchmark their school's performance against other schools locally and nationally. It includes SATs tests in Year 6 and the Multiplication Check in Year 4.

Effective assessment is characterised by meaningful and useful information about the children's achievement and progress transferring with the children as they move from Key Stage 1 to Key Stage 2. It is also used for the smooth transfer between KS2 and KS3. Effective assessment should provide opportunities to analyse performance in terms of cohorts or children as well as analysis of the achievement and attainment of children. Cohorts we look at, at Ravenscote include:

- Girls
- Boys
- English as an Additional Language
- Special Educational Needs and Disabilities
- Free School Meals
- Pupil Premium
- Autumn/ Spring/ Summer born

Assessment at Ravenscote will be enhanced by:

Children's involvement in self-assessment through:

- Self / Peer appraisal of work
- Self-marking of work
- Summary / evaluation of topic work at the end of the unit
- Talk for learning strategies
- Discussions with individuals to set targets
- Parents' involvement.
- Meetings with teachers
- Provision Map meetings with the inclusion AHT
- Family afternoons
- Parents' evenings (Formal)
- End of year reports
- SAT information evening



Reporting to Parents

Reporting to parents takes a formal approach 3 times per academic year comprising 2 parents' evenings and a formal report. The annual report covers attainment, achievements, general progress and attendance records. In addition, parents of children in year 6 receive National Curriculum test results. Parents are also invited to an informal parents' evening in July following the school report, should they wish to attend.

Assessment – who is it for?

Assessment is for the Child. All assessment should be used to know where a child is, so that work can be set at the appropriate level with high expectations.

Assessment is for the Teacher to ensure work is set at the appropriate pitch to challenge children and ensure targets are met.

Assessment is for the Parent to give support / knowledge of where their child is, where they go next and how they can help.

Teachers will know:

- Where were the children starting from?
- Has the class overall learnt what was planned?
- Are all the children making expected progress?
- Are they making sufficient progress against national expectations?
- How are children applying their skills, knowledge and understanding across the curriculum?
- Which children need more help and in which areas?
- Which children need extension work?
- Is the planning for activities, resources and staffing well targeted?
- How can the teacher do it better next time?
- Has the curriculum been covered?

Key Questions that the Head teacher, the Leadership Team, the Inclusion Leader, Subject Leaders and teachers should know the answers to:

- Are the children making expected progress?
- Are there any major problems / barriers to their learning?
- Is the child's progress in line with the school's targets / National expectations?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers should know:

- Is my child making good progress?
- Are there any major problems?
- How is my child doing compared in relation to national expectations?
- What can I do to help?

The child should know:

- What they have achieved.



- Their targets and where they need to go next.

The LA/Government will know:

- How is the school progressing against their targets?
- What has been the impact of the school development / improvement plan?
- What is the attainment, in terms of National Curriculum Standards, average scores and teacher assessment at the end of Key Stage 2?
- How does the school compare with other similar schools?

Formative, Day to Day Assessment

Assessment should be used in every lesson. This can happen in a variety of different ways to suit the needs of the children and the purpose of the assessment e.g.

- **Questioning** –Assess what is known through targeted questioning. Use open questions for those who offer ideas and to selected children to assess understanding.
- **Self-assessment** –Faces / Thumbs up / self-assessment by the child. Children can also assess themselves verbally, written – on their own, in pairs or in a group. Teacher should provide reflection time throughout lessons.
- **Observations** – By the teacher & LSA.
- **Live Marking** – During the lesson with the child and after the lesson (See live marking policy section above).

At the start of a lesson the learning objective (L.O.) should be made known to the children and how they will achieve it (success criteria). This can be returned to during the lesson and at the end. This will allow the teacher to focus their questions and marking to this criterion and to allow the children to assess themselves.

At least once a unit in reading, writing and maths, teachers will update the formative assessment statements in Scholar Pack to show attainment against specific statements.

What you tick	What it means
Emerging	The child is beginning to understand the statement and has been exposed to the learning in class.
Developing	Generally the child understands the statement but could be inconsistent. They need a bit more practise.
Secure	The statement understood and the child can generally complete questions independently.
Exceeding	The child understands and can apply this learning to a variety of contexts.

Data Analysis

Each term, the children complete NTS and GAPS assessments (SATs papers in Year 6) and these are marked and produce a standardised (scaled in Year 6) score. This data will be put into the year group progress measures data sheet to analysis progress measures and attainment. These standardised scores are compared to their forecast KS2 targets (based on KS1 results) to give a progress measure for each child



and for each year group as a whole. These are then used as the basis for discussion at the Pupil Progress Meetings and feed into the KPI document.

Reporting Children's Attainment and Progress

Attainment

Children are working at least a year below age-related expectations	Children are working within a year of age-related expectation	Children are working at the age-related expectation	Children are working above the age-related expectation
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n = year group

						Page
Autumn 1 (Checkpoint 1)	Autumn 2 (CP2)	Spring 1 (CP3)	Spring 2 (CP4)	Summer 1 (CP5)	Summer 2 (CP6)	Teacher Judgements
n:3	n:4	n:5	n:6	nx1	nx2	Greater Depth
n:2	n:3	n:4	n:5	n:6	nx1	
n:1	n:2	n:3	n:4	n:5	n:6	Expected
Next 5 steps down						Working Towards
6 or more steps below age-related expectations						Pre-Key Stage

This forms the basis of moderation with schools in the EEEA.

Progress

Over an academic year, children are expected to make 6 steps of progress. If a child finishes a year at n:6, then they should finish the next academic year at n:6 or higher. For a child working below year group expectations, they need to be making more than 6 bands of progress to close the gaps. For those children finishing an academic year on nx1 or nx2, their expected progress would mean they finish the next academic year on nx1. If they finish on nx2, then they have made accelerated progress.

What do we mean by Value Added?

Some children will always find it difficult to do well in assessment tests. It may be, for example, that they have significant special educational needs (SEN). All children at Ravenscote are capable of making progress and it is important that we are able to measure their progress year on year. Expected progress each year is 6 bands. Any child achieving more than 6 bands of progress is making more than expected progress.

Termly Tests and Assessments

NTS (Reading and maths) and GAPS (grammar, punctuation and spelling)



These tests are used in the school as an indicator of how the children are progressing alongside teacher assessments, as well as providing evidence for analysis by English and maths leaders and the Leadership Team.

Marking of the test papers must be completed by the class teacher to ensure accuracy of marking. Standardised scores are entered into the custom mark books in Scholar Pack and will be compared to their predictions and the variance will be used for progress measures.

This standardised score, along with teacher assessments (formative) will produce the 'step' (n:1 etc) for the summative mark book.

Reporting to the Trust

Data input into Scholar Pack by teachers is pulled through to Assessment Analytics, an online data tool which the Trust use to view an individual school's data in relation to other schools in the Trust and in relation to national data.

