

RAVENS COTE JUNIOR SCHOOL

LIVE MARKING AND ASSESSMENT POLICY

2025 - 2027



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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 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 codes from their skills progression at the top of their work in purple to ensure they are clear about the skills they are working on.
- Children discuss 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 the IWB slides might offer sentence starters. The stamp 'I spoke to my teacher and...' can be used here where applicable.
- Children may also reflect on their learning through learning tools such as quiz quizzes, knowledge checks, self and peer assessment slips and adding to their knowledge organisers. This will depend on the medium-term planning (MTP) for different subjects.
- Children self-assess their confidence in each skill via a RAG rating system, with green indicating full confidence, yellow for some understanding, and red for limited understanding. This takes place within skills maps at the end of every lesson.
- After teaching, teachers will reflect on the MTP; they will identify any misconceptions and devise conference groups for the next lesson.
- 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(s) 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 practice.
S	Secure	The statement has been understood and the child can generally complete questions independently.
E	Exceeding	The child understands and can apply this learning to a variety of contexts.

- 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 in their Ravenscote Handbook or on handwriting paper, using the recall strategy of "look, say, cover, write, check".



English: Writing

- Additional written marking will be found in English books, providing feedback related to composition, grammar, spelling and vocabulary. This takes place as and when appropriate within books, with a deeper mark identifying strengths and next steps taking place following independent writing lessons.
- These codes support teachers to communicate feedback with the children:

	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		

Teacher reflection sheet

- Where a lesson is taught by someone who is not the class teacher (for example a supply teacher), the teacher will complete a teacher reflection sheet to communicate their assessments with the class teacher. After lessons in which this is used, the live marking recorded is used to adapt the upcoming lessons to best suit the needs of the children.
- Teachers and subject planners may adapt the template as appropriate for the requirements of the subject and needs of the children:



Date:	LO:	
Conferencing group	Skills:	
	Misconceptions:	
Planning Feedback:	What went well:	
Next steps in learning:		

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

Assessment at Ravenscote will be enhanced by:

- Self / Peer appraisal of work
- Live marking
- Summary / evaluation of topic work at the end of the unit
- Assessment for learning strategies (AfL)
- Target-setting
- Parental involvement
- Pupil progress meetings
- Parents' evenings
- End of year reports
- SAT information evening
- Data analysis staff meetings
- Venn diagrams to track combined expected
- Formative and summative tracking on Arbour
- Knowledge and vocabulary recall
- Skills maps and knowledge organisers

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 and parents of children in Year 4 receive a Multiplication Check result. 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 Headteacher, the Senior Leadership Team, 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?
- 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 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. 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.

In maths, teachers will regularly update the formative assessment statements in Arbor to show attainment against specific statements.

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 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. Marking of the test papers must be completed by the class teacher to ensure accuracy of marking. Standardised scores are entered Arbor and will be compared to their predictions and the variance will be used for progress measures.

