

Child-Engaged Assessment Policy 2024-26



Document Status

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1		

Rationale

At Ravenbank School we aim to use teaching and learning strategies that have the most impact on our pupils. We aim to use assessment strategies that fully engage pupils in understanding how well they are doing and how they can improve. The Education Endowment Foundation (EEF) provides research that evidences metacognition and self-regulation make a high impact on pupil outcomes. It requires pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.

'The most important assessments that take place in any school building are seen by no one. They take place inside the heads of children, all day long. Children assess what they do, say, and produce, and decide what is good enough. These internal assessments govern how much they care, how hard they work, and how much they learn.' Leaders of their own Learning

By adopting some consistent protocols for assessment, teachers can support pupils in understanding their successes and areas for improvement. To develop a shared understanding and framework around feedback, we have some agreed principles which all staff adhere to:

Our principles for feedback:

- Feedback given must be linked to lesson learning objectives and help children to improve their understanding of the content taught.
- Teachers must check children's work daily and decide the most appropriate form of feedback to use. A record is kept in order to (Appendix 1) monitor the type of feedback being given and subject leaders use this to decide how best to support teachers.
- Feedback given to children can take the form of spoken, written, peer or self-assessment. Pupils use this feedback to make improvements in their work in a purple pen.
- Feedback must be meaningful: it can vary by age group and subject.
- Feedback must be manageable: whole class feedback is used for most children, but feedback must be matched to the needs of the children.
- Feedback must be motivating: it should help children to make progress. It is important to value a child's efforts and achievement and celebrate success.
- Teachers must not accept work that children have not checked sufficiently and then provide extensive feedback. Children should be taught and encouraged to check their own work in an age-appropriate way, so that they complete work to the highest standard.

Feedback is a highly effective strategy to support pupils in understanding how they can improve. There is no evidence that written feedback is more effective than verbal feedback and teachers should be given the opportunity to choose the most effective form of feedback, whilst evidencing that these have a positive impact on their pupils.

Before a lesson is taught, teachers should consider if they've clearly defined the standard being taught and consider the common types of misconceptions pupils make with the content being taught. This will help them to be prepared to give effective feedback during the lesson.

Feedback during a lesson

Whilst teachers will review pupil work after a lesson, it is important that in-class feedback is used effectively so that teachers give clear feedback about standards and in-the moment feedback to support pupils. Our teachers identify the most effective way to represent what is being taught, but the following protocols are our consistent strategies.

Think-Pair-Share & Cold Calling: Teachers should avoid using only hands up to gather assessment information during a lesson as this can give a false sense of security of pupil understanding when only confident pupils raise their hands. In order to prepare pupils for answering questions, teachers can ask the class to discuss a question with a partner, observing carefully that all pupils are participating. They then can follow this up with choosing children to answer the question. When pupils struggle to answer, the teacher can ask their partner to support with the response.

In the moment marking: To support pupils in receiving instant effective feedback, teachers use our marking codes to identify areas in a pupil's piece of work that needs attention. For younger pupils, this may be writing a correct spelling at the bottom of the page or a correct letter formation. For slightly older pupils (Y3+) this may be using a marking symbol at the end of a line to ensure pupils have the opportunity to find the error that needs correcting. Please see Appendix 2 for our marking codes.

Criteria for Success: A success criteria is a list of key features that pupils can refer to during the lesson to check their work. A process criteria is a list of procedures that need to be completed in order to be successful. Using either of the criteria allows pupils to be independent and check their progress.

Anchor Charts: an anchor chart is a tool used to support instruction and 'anchor' the learning for pupils. As teachers teach, they represent the key points with key vocabulary and images to support pupil understanding. The anchor chart can then be used in displays to allow pupils to refer to it when needed.

Quizzing: Teachers can use quizzing as a tool for checking pupil understanding and reviewing what content needs revisiting.

Entry/Exit tickets: Teachers can use a question related to the lesson objectives to review pupil understanding before the lesson starts or at the end of a lesson in time for the next lesson.

Peer Feedback: This can be an effective strategy, but pupils should be taught how to give feedback in a kind, clear and helpful manner. Pupils should never be encouraged to mark each other's work, but instead to read and give their feedback. Teachers can use 'Austin's Butterfly' clip to exemplify how feedback should be given.

Feedback after a lesson

Feedback after a lesson can take two forms (never both)

Review Sheet: Teachers should complete their review sheet with brief notes to support their evaluation of impact. They should then decide the most effective strategies to use in the next lesson to support pupils understanding their next steps.

Whole Class Feedback Power Point: Teachers can use a PowerPoint presentation to share with pupils some effective examples of learning and common errors that need correcting. Instead of preparing a review sheet, they will fill in the PowerPoint presentation to use at the start of their next lesson. After the presentation, pupils spend time reviewing their work. Some pupils will still require 'in the moment marking' to support their reviewing and improvements.

Roles and responsibilities

Teachers are responsible for ensuring pupils in their class receive regular feedback that makes a positive impact on their outcomes and progress. They are also responsible for keeping daily review sheets that subject leaders can review regularly.

Subject leaders are responsible for monitoring how feedback is given in their subject and providing professional development and feedback to teachers so that the most effective strategies are used.

The SENCO is responsible for ensuring that teachers are making reasonable adjustments to our feedback practice so that pupils with additional needs get timely and useful feedback to support their progress.

The headteacher is responsible for monitoring outcomes and standards across the school and identifying the most appropriate strategies to further improve teaching and learning. They also give regular feedback to the governing board on standards across the school. The headteacher is also responsible for ensuring that the policy is workload reviewed to ensure strategies don't negatively impact the workload and wellbeing of staff.

Governors are responsible for monitoring standards through discussions with leaders and making visits to see practice in action.

Monitoring and review

The policy will be reviewed by the governing board September 2026.

Appendix 1 Review Sheet (to be used daily)

EYFS weekly assessment for focus groups

Week beginning	Area of Learning	Learning objective

Groups	Observations and assessments

Lesson	English	Maths	Wider Curriculum
Learning Intention	I can: By:	I can: By:	I can: By:
Misconceptions to note for next lesson:			
Focus children for next lesson:			
Successful examples to note:			

Appendix 2: In the moment marking codes

Appendix 3: PowerPoint template for Whole Class Feedback

<p>DATE: Whole class feedback Y5/6 Use these prompts to help you independently improve your writing</p>	Amazing sentences:	
<p>Quick check: Capital letters: Full stops: Question marks: Exclamation marks: Commas: Paragraphs to organise ideas: Co-ordinating conjunctions: <i>for, and, nor, but, or, yet, so</i> Subordinating conjunctions: <i>before, if, because, although, while</i> <i>when, as, while, even though, after,</i> <i>however</i> Legible joined handwriting</p>	Excellent word choices:	Key spellings to be improved:
	Watch out for:	