Child-Engaged Assessment Policy 2026-28

RAVENBANK SCHOOL

Responsible Citizens

Successful Learners

Confident Individuals

Working Together to Achieve Success

Document Status

Version	Date	Action
1	20th September 2025	First Approval
2	12th March 2026	Update to core assessment strategies

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 class record book is kept in order to 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 varies 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.
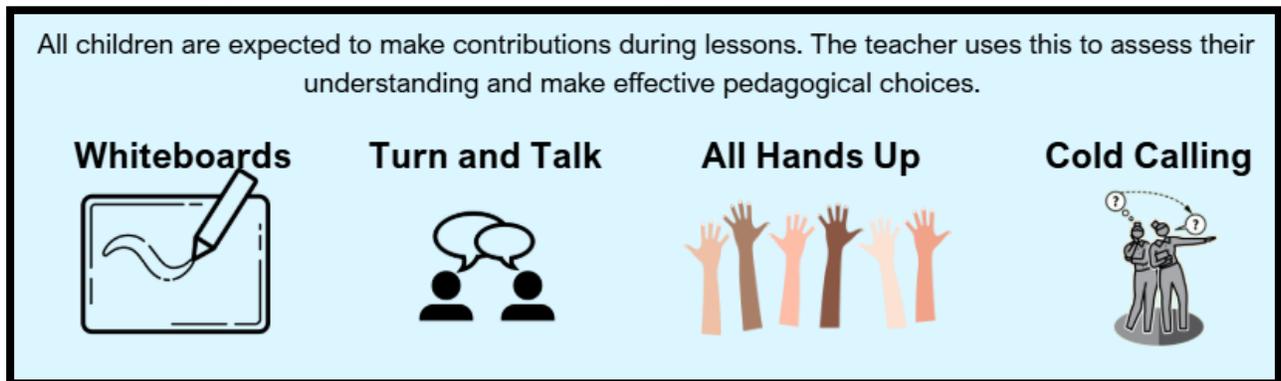

Whiteboards allow pupils to record short responses that can be immediately shared with the teacher, providing a quick visual snapshot of understanding across the class and enabling misconceptions to be identified and addressed straight away.

Turn and Talk gives pupils the opportunity to verbalise their thinking with a partner, helping them to clarify ideas while allowing teachers to listen to discussions and assess the depth of understanding and reasoning.

All hands up means such as showing answers simultaneously through signals, fingers or responses, allow teachers to gauge whole-class understanding quickly and ensure that every pupil participates. 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 use turn and talk.

Cold calling ensures that all pupils remain attentive and prepared to contribute, as the teacher selects pupils to answer questions rather than relying on volunteers; this provides a more accurate picture of individual understanding across the class.

Together, these approaches create a low-stakes environment where pupils feel confident sharing their thinking, while providing teachers with immediate assessment information to adapt teaching, address misconceptions and support the next steps in learning.
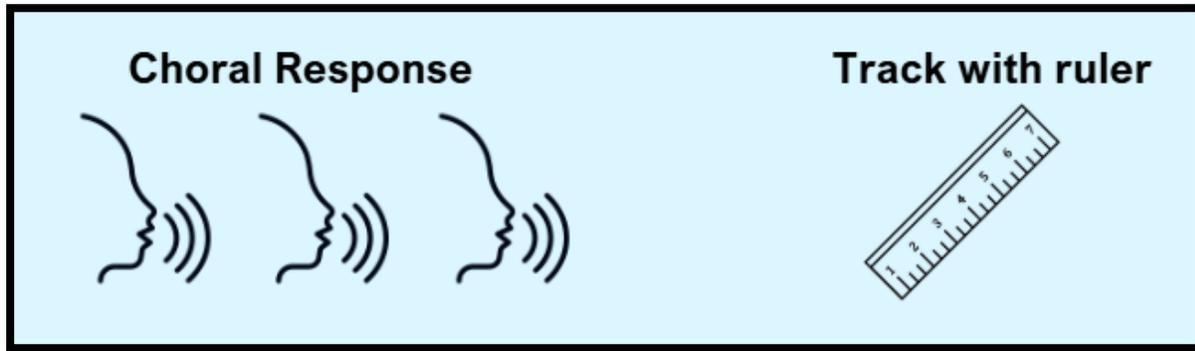
Teachers also use these strategies to ensure all children are active and engaged in their learning.

Choral response is when all children repeat vocabulary or phrases after the teacher to help them secure key knowledge. **Track with a ruler** also promotes active participation during shared or whole-class reading because pupils must follow the text closely, ensuring they remain engaged and ready to respond to questions.

In addition to strategies that check understanding during teaching, teachers use a range of approaches to **set clear expectations for learning and assess pupils' progress over time**. These strategies help pupils understand what success looks like, reflect on their work and respond to feedback so that learning continues to improve. They support a classroom culture where pupils are active participants in the assessment process, developing independence and the ability to evaluate and refine their own work. By making expectations explicit and providing timely feedback, these approaches help teachers monitor progress, address misconceptions and ensure that high standards are maintained across the curriculum.

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.

Evaluation after a lesson

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. These evaluations are used to support evaluations about progress within a lesson, over time and to ensure lessons are matched to pupil needs.

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 checking children's books daily and keeping daily review sheets.

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 2028.