

Child-Engaged Assessment Policy 2026-28



Document Status

Version	Date	Action
1	20 th September 2025	First Approval
2	12 th March 2026	Update to core assessment strategies
3	20 th July 2026	Update to feedback and class record book format

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.
- Feedback must be meaningful: it can vary by age group and subject.
- Feedback must be manageable: the strategies are 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 explicitly teach pupils how to check and improve their work in an age-appropriate way. Where work has not been checked sufficiently, pupils should be supported and expected to revisit it before extensive teacher feedback is provided.

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.

Setting Clear Expectations for Standards

The following 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:

Clear lesson objectives: All lessons should have a clear learning objective so that pupils understand what they are learning, why it matters and what they are aiming to achieve.

In English and mathematics, EYFS/ KS1 children will have these stuck into their books by adults and by the end of Y2, most pupils will be able to write the date and title independently. Reasonable adjustments, including printed or pre-written objectives, should be made where copying would create an unnecessary barrier or take disproportionate time.

In science and expedition lessons, teachers will provide a structured heading for pupils. This is to support vocabulary development and enable pupils to actively reflect on their own learning. The heading will include:

- the date
- the learning intention
- key vocabulary
- space for pupil self-assessment
- space for teacher assessment

This approach ensures that pupils are clear about the focus of the lesson, are introduced to the key vocabulary they need, and have regular opportunities to reflect on their progress as learners.

Learning objective- Monday 22 nd June	Vocabulary	Self-assessment	Teacher assessment
I can understand that Ancient Egyptians believed in many gods.	gods afterlife	☹️ 😐 😊	

Criteria for Success: Success criteria are a list of key features that pupils can refer to during the lesson to check their work. Process criteria are a list of procedures that need to be completed 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 can 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.

Assessment for Learning Strategies

Whilst teachers will review pupil work after a lesson, it is important that in-class feedback is used effectively to support pupils. The following are our consistent strategies to help assess children's understanding in order to give prompt feedback:

All children are expected to make contributions during lessons. The teacher uses this to assess their understanding and make effective pedagogical choices.

Whiteboards



Turn and Talk



All Hands Up



Cold Calling



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 refers to strategies through which all pupils respond simultaneously, for example by using signals, fingers, whiteboards or spoken responses.

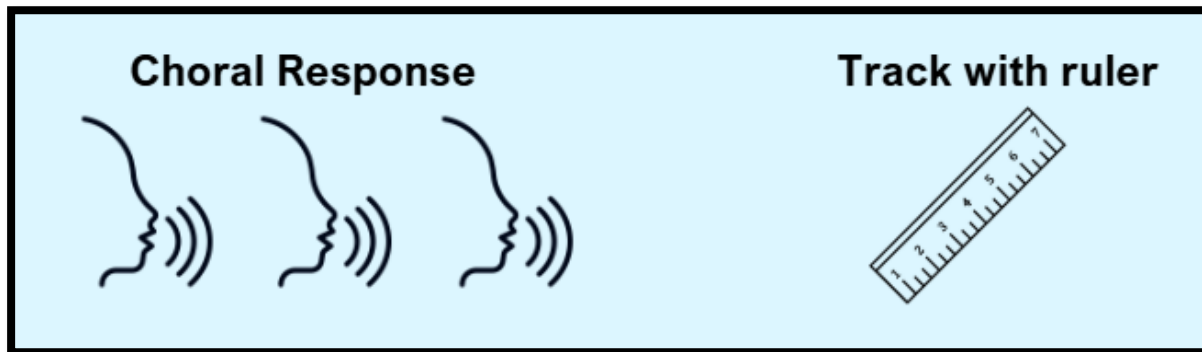
Cold calling ensures that all pupils remain attentive and prepared to contribute, as the teacher selects pupils to answer questions rather than relying on volunteers; this provides a more accurate picture of individual understanding across the class.

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.

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.

Strategies used for giving feedback in lessons:

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 need 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.

KS1 Marking Code	
sp	Check your spelling
?	Check for sense
P	Missing punctuation
C	Missing Capital letter

KS2 Marking Code	
sp	Check your spelling
?	Check for sense
P	Missing punctuation
C	Missing Capital letter
V	Improve your vocabulary choice
G	Check your grammar
//	New paragraph
^	Add a word

Peer Feedback must be carefully modelled, based on clear criteria and focused on helping the author improve. Pupils should not assign marks, grades or attainment judgements to one another's work.

At an appropriate point during or at the end of a unit, teachers use the Golden, Muddle Puddle and Task format to provide whole-class feedback where this will help pupils consolidate learning, address common misconceptions or demonstrate improved understanding. This format can be used in any subject, as appropriate.

GOLDEN: This section is used to identify excellent examples generated by pupils. The teacher should clearly explain the features of this example to all the pupils.

MUDDLE PUDDLE: This section is used to illustrate misconceptions demonstrated by some pupils and reteach this concept/ example.

TASK/SHAPES: This section is used to direct pupils to a task they need to complete to show they have understood the feedback.

The sheet should be shared with the class, either electronically or under the visualiser and then added to the relevant learning wall in the classroom.

Evaluation after a lesson

Teachers check pupils' work daily and make brief notes in the class record book. The entries identify strengths, misconceptions, pupils requiring additional support and any adaptations needed for subsequent teaching. Teachers should only add information where this is useful to inform future teaching. Teachers will also add symbols from our marking codes for children to respond to in the next lesson.

Summative and Statutory Testing

Summative assessments are used alongside teachers' ongoing assessment to provide a clear picture of pupils' attainment and progress over time.

In the Early Years Foundation Stage, children complete the statutory Reception Baseline Assessment on entry and are assessed against the Early Learning Goals through the Early Years Foundation Stage Profile at the end of the Reception year.

Pupils in Years 1, 3, 4 and 5 complete standardised NFER assessments each term. The outcomes from the autumn and summer assessments are shared with parents and carers as part of the school's reporting arrangements.

Pupils in Years 2 and 6 complete termly assessments using past national curriculum test papers. In May, they complete the relevant statutory national assessments. Teachers use the outcomes of these assessments, together with evidence from pupils' work and performance in lessons, to inform their overall judgements and plan appropriate next steps.

Roles and responsibilities

Teachers are responsible for ensuring that pupils receive regular, timely feedback that has a positive impact on their learning, outcomes and progress. They review pupils' work and use the class assessment record to capture brief, relevant information where this will inform future teaching, support or challenge.

Subject leaders are responsible for monitoring assessment and feedback within their subjects and providing appropriate professional development and support so that effective strategies are used consistently.

The SENCO is responsible for supporting teachers to make reasonable adjustments to assessment and feedback practices so that pupils with additional needs receive timely, accessible and useful feedback.

The head teacher is responsible for monitoring standards and outcomes across the school and identifying appropriate strategies to improve teaching and learning. The head teacher reports regularly to the governing board and reviews the implementation of this policy to ensure that assessment practices do not have an unreasonable impact on staff workload or wellbeing.

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

Monitoring and review

The policy will be reviewed by the governing board in September 2028.