



Falconbrook Primary School

# Assessment Policy

EFFECTIVE SEPTEMBER 2025

## Falconbrook School Assessment Policy

### Formative Assessments:

The effective use of Formative Assessment Strategies that keep teachers informed of the learning that is taking place within all lessons is integral to the quality of teaching and learning.

### Formative Assessment/Active Learning Strategies

Strategy	
Talk Partners	Teachers and TA listen to responses in order to formatively assess the learning during the lesson. Talk partners chosen at random (mixed ability) and changed weekly.
'Show me' use of mini whiteboards	Opportunity to spot mistakes/misconceptions and address immediately
Open ending questioning	Followed up by further questioning to elicit fullest response possible and deepen learning
Lolly stick names	Pulling names from pot to select child to answer question following talk partner discussion. Ensures that all children are given opportunities to contribute and are fully engaged in learning.
Classroom set up	Arranging the tables to successfully facilitate formative assessment practises (e.g rows or horseshoe). Adults can easily move around the classroom to interact with all children and see their work.

### Learning Intentions:

- Learning intentions should be sharp and clear.

Muddled Learning Intention (unclear)	Learning Intention (clarified)
I am learning to write a list of things my pet likes to eat	To write a list
To identify unknown angles in any triangles and quadrilateral	To calculate unknown angles

- They should be shared with the children in every lesson. This can be verbally and/or on teaching slides.
- They should be unpicked so that all children know what they are learning and why they are learning this.
- Children should be reminded of the learning intention at points in the lesson and lessons should include an opportunity for the children to reflect on the learning intention, and their success in meeting this.

- Teachers should share the learning intentions for sessions with their TAs at their daily morning meeting
- Learning intentions do not need to be written in books, short titles are sufficient

e.g **Learning intention** – To subtract by bridging tens

**Title in books**      - Subtraction

### Where do Learning Intentions come from?

- National curriculum
- Assessment statements
- NCETM curriculum maps
- Curriculum framework knowledge and skills documents

### Success Criteria:

Success criteria are **the steps** that the children need to take in order to meet the learning intention.

- Success criteria should be pre-planned by the teacher and shared with their TAs at their daily morning meeting
- Success criteria should be **generated and co-constructed with the children** (based on the teachers pre-planned S/C).
- It is good practice for the TA to scribe the success criteria as the teacher generates these with the class on the flip chart. This can then be displayed in the classroom and referred to in subsequent lessons.
- Children should be guided to follow the success criteria as they work, and to use it to self-assess where they have been successful, and what they need to correct and/or improve.
- Children will self-assess with reference to the S/C before seeking adult support.
- Teachers and TAs evaluate and give feedback on the child's learning with reference to the success criteria

## KS1 & KS2 Marking & Feedback

### Maths:

#### During lesson:

- Children are supported to co-construct success criteria during lesson.
- Success criteria are clearly displayed for all children to see throughout lesson (or unit)
- These may include visual aids (pictures / photos/ equipment/ etc.) to support all children to access the success criteria.
- Children are to be taught / supported to use S/C to guide their learning and to refer to S/C to mark their own work.
- When marking their own work children are to be supported / taught how to identify own successes and own errors.
- Errors and misconceptions to be addressed on-the-spot.

**Marking & feedback to happen during the lesson.**

#### After the lesson:

- Teacher to look through the work the children have completed and marked and check their self-assessment is correct. Teacher to initial work (in red) to acknowledge they have seen it.
- Any issues identified to be addressed the following morning / before the next lesson either by class teacher or TA as appropriate.
- Any issues identified to be addressed in the next lesson (plans to be adjusted) as relevant.

#### Writing:

- Each topic begins with a 'cold task' (an independent piece of writing) and ends with a 'hot task' (an independent piece of writing following
- Children to be supported to co-construct the tool kit with their teacher.
- The toolkit is displayed/shared for all children to see throughout the lesson
- These may include visual aids (pictures / photos/ etc.) to support all children to access the success criteria.
- Shared writing provides quality models for the children for innovated writing.
- Learning coaching
- Self marking – checking their own work using the tool kit
- **Marking & feedback to happen during the lesson.**






#### After the lesson:

- Teacher to look through the work the children have completed and marked and check their self-assessment is correct. Teacher to initial work (in red) to acknowledge they have seen it. TAs initial work in blue pen.
- Any issues identified to be addressed the following morning / before the next lesson either by class teacher or TA as appropriate.
- Any issues identified to be addressed in the next lesson (plans to be adjusted) as relevant.

#### Children marking their own work:

- Children can mark their work, with reference to the success criteria during the lesson.
- Children will need to be taught how to do this effectively and accurately.
- Children can then identify where they have been successful, and what they need to correct or improve.
- Children should mark their own work in **green pen**.
- Teachers should explain marking code to adults and children and have this on display in classroom. (This may also be in books).

## Marking/Feedback Code

<del>was</del> There <del>λ</del> a man	A missed word
//	A new paragraph
<del>error</del> spelling <del>eror</del>	A corrected spelling.
initials	I have seen your work.
	Completed with adult support
	Shared writing/shared work
	Completed independently
	Work has been completed or edited following verbal feedback from an adult
	Work has been looked at with a peer and peer marked/peer edited using feedback – the peer's initials/name will be in the circle

The codes above are the only red pen in children's books.

### Summative Assessments:

#### Key Stage 1 and 2

To effectively track children's attainment and progress Falconbrook school uses Age Related assessments. Children are assessed as 'Above', 'At', 'Just At' or 'Below' the standard for an academic year.

Pupils are assessed, using summative assessment for Reading, Writing and Maths three times a year during an assessment week.

Key Stage 1 – teacher led assessments

Key Stage 2 – summative assessment tests (NFER) used to support teacher assessment

Our data tracking system, Sonar Tracker, is updated after each assessment week by class teachers. The data is then validated and moderated by the AHT. Pupil Progress meetings are held after each assessment week to discuss the current attainment of the children in each class. Pupil Progress meetings are held with teaching staff, AHT and SENCO, as needed, to monitor the progress of each child, setting and reviewing actions.

## Teacher Assessment

Teachers use Statements which link to the national curriculum programme of study for each subject to make teacher assessment judgements using several methods including:

- evidence from the pupils' books
- child's verbal feedback from lessons such as reading
- observations of children's learning
- Planned small group or one to one sessions with children to assess their understanding explicitly against the subject criteria.

## Early Years

EYFS assessment is an ongoing process through planned and incidental interactions and observations. The school uses the EYFS Framework to assess Reception and Nursery children throughout the academic year.

The school data tracking system, Sonar Tracker, is updated three times a year and children are assessed as 'Above', 'At', 'Just At' or below Nursery or Reception. The data is then validated and moderated by the AHT. Pupil Progress meetings are held after each assessment week to discuss the current attainment of the children in each class. Pupil Progress meetings are held with teaching staff, AHT, and SENCO, as needed, to monitor the progress of each child, setting and reviewing actions.

Each child is assessed using the Reception Baseline Assessment (RBA) within the first 6 weeks in which a child begins Reception.

## Moderation

Within the context of assessment we are conscious of the value of professional judgement and agree to value teacher's judgements and debate them. Standardisation of judgements will arise through:

- informal discussion between class teachers and subject leaders/  
AHT
- staff moderation meetings
- moderation activities undertaken by AHT or subject leaders
- cluster moderation sessions and work with other schools/external auditors.
- Local Authority moderation meetings.

## Recording and Reporting

Assessments are recorded on Sonar Tracker. A Progress and Attainment report is written at the end of the year. Data is shared with SLT and governors.

## Statutory assessments

The following statutory assessments will be conducted in the summer term (with the exception of the RBA which is completed within the first 6 weeks of a child starting Reception):

- Reception Baseline Assessment (RBA)
- Year 1 phonics screening check
- Year 2 phonics screening recheck
- Year 4 Multiplication Tables Check (MTC)
- Key Stage 2 SATs/teacher assessments

All data from statutory assessments is reported to the local authority.

### **Reporting to Parents**

The school provides parents/carers a written report for every pupil in the summer term. There is also an opportunity for parents/carers to discuss this report, each school year.

The school report contains an assessment of working below, working at or working above the expected standard for their year.

Parents receive additional written reports for:

Year 6 – end of Key Stage levels for Reading, Writing, Maths and Science

Year 4 – multiplication tables check score

Year 1 and 2 – phonics screening check/recheck outcome

Reception – their child's progress against Early Learning Goals.

It is our policy to share assessments with parents at formal parent's evenings.