

Assessment, Marking & Recording policy

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Policy Leads: Deputy Head (Curriculum) and Head of Boardman

Checked by: Head

Good assessment processes help improve the quality of teaching and learning for pupils of all ages. 'Everyday assessment is the one thing that has been proven to raise educational standards the world over...'

(Dylan Wiliam, Professor of Educational Assessment, King's College, London.)

We believe that assessment is the gathering and analysis of data on a pupil's development. Assessment enables us to identify what pupils know, understand, can do and feel in the learning process and helps to set goals for future learning.

Aims of the policy:

- To understand and know how to support our learners.
- To be an ongoing process, provide feedback and allow the pupils and teacher to plan for future learning.
- To ensure a consistency of approach.
- To ensure clear targets and dialogue which allow pupils to reflect on their learning and reach their full potential.
- To consider the whole child, allowing for differentiated learning as part of our core values.
- Provide evidence of progress which can be recorded and shared through various forms of documentation and with all stakeholders.

Effective assessment allows:

Pupils to:

- Demonstrate and share their learning and understanding.
- Set goals to improve their learning.
- Build confidence in their own learning and self.

Teachers to:

- Create meaningful plans to guide enquiry.
- Clearly define pupils needs.
- Adapt for learning styles.
- Interpret both quantitative and qualitative data.
- Acquire data that can be used to inform pupils, teachers and the community.
- Celebrate learning and pupil accomplishment.
- Observe and track pupil progress and growth.

Parents to:

- Understand pupil learning
- Provide support outside of school
- Celebrate learning and pupil accomplishment
- Observe and track pupil progress and growth.

Teachers will ensure:

- Flexible teaching groups in Maths and English, enabling targeted support and challenge.
- A variety of teaching styles and approaches linked to clear learning objectives, supported by teacher marking, feedback, and high expectations.
- Opportunities for pupil reflection to develop metacognition and ownership of learning.
- Clear understanding of next steps for all pupils, supported by a marking and feedback policy.

Assessments at Beachborough

1. Summative assessment – takes place at the end of teaching and learning cycles and gives pupils the opportunity to show what they have learned. A learning cycle could be at the end of a module of work, termly assessments and end of year exams.

2. Daily review

‘Begin each lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall’

3. Present new material using small steps

‘Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material’

4. Ask questions

‘Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning’

5. Provide models

‘Providing students with models and worked examples can help them learn to solve problems faster’

6. Guide student practice

‘Successful teachers spend more time guiding students’ practice of new material’

7. Check for student understanding

‘Checking for student understanding at each point can help students learn the material with fewer errors’

8. Obtain a high success rate

‘It is important for students to achieve a high success rate during classroom instruction’

9. Provide scaffolds for difficult tasks

‘The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks’

10. Independent practice

‘Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic’

11. Weekly and monthly review

‘Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge’

Diagnostic assessments – take place annually in all year groups and are recorded centrally on Teams and individually on iSAMs to ensure tracking.

Peer and Self-Assessment

- Pupils should create essential agreements about how to respond to partner/peer assessment/feedback to ensure self-esteem is safeguarded.
- Strategies such as the use of smiley faces, traffic lights or thumbs up may be used to demonstrate levels of success as a self-assessment or peer assessment strategy.
- Children should be trained in the process of self-evaluation/peer assessment. They need to know how to look for success measured against criteria and suggest improvements.
- At the end of a unit of work, children may be asked to self-assess against agreed steps to success.

Annual diagnostic and Summative Assessments:

| Year/Form | Tapestry | Rec Profile | Phonic Screening | PIRA | PUMA | GAPS | CPI | CAT4 | SWST | T.A. in Core Subjects | E.O.Y Exam in Core Subjects | E.O.Y. Exam in other subjects |
|-----------|----------|-------------|------------------|------|------|------|-----|------|------|-----------------------|-----------------------------|-------------------------------|
| N | ✓ | | | | | | | | | | | |
| K | ✓ | | | | | | | | | | | |
| R | ✓ | ✓ | | ✓ | ✓ | | | | | | | |
| PP1 | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | |
| PP2 | | | | ✓ | ✓ | ✓ | ✓ | | | | | |
| III | | | | ✓ | ✓ | ✓ | ✓ | | | | | ✓ |
| IV | | | | ✓ | ✓ | ✓ | | ✓ | | | | ✓ |
| V | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| VI | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| VII | | | | | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| VIII | | | | | | | | | | ✓ ** | ✓ | ✓ |

*T.A in science in FIII and FIV

** Mock Exams replace termly assessments

Feedback and marking in practice

It is vital that teachers evaluate the work that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of teaching
2. Summary feedback - at the end of a lesson / task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning,

especially for younger pupils. As a school, we place considerable emphasis on the provision of immediate feedback. Where feedback is based on review of work completed, the focus will often be on providing feedback for the teachers to further adapt teaching.

At Beachborough, these practices can be seen in the following practices:

| Type | What it looks like | Evidence (for observers) |
|-----------|---|--|
| Immediate | <ul style="list-style-type: none"> Includes teacher gathering feedback from teaching, including mini-whiteboards, book work, etc Takes place in lessons with individuals or small groups Often given verbally to pupils for immediate action May involve use of a teaching assistant to provide support to further challenge May re-direct the focus of teaching or the task May include highlighting / annotations according to the marking code | <ul style="list-style-type: none"> Lesson observations / learning walks Some evidence of annotations or use of marking code / highlighting |
| Summary | <ul style="list-style-type: none"> Takes place at the end of a lesson or activity Often involves whole groups or classes Provides an opportunity for evaluation of learning in the lesson May take form of self or peer assessment against an agreed set of criteria In some cases, may guide a teacher's further use of review feedback, focusing on areas of need | <ul style="list-style-type: none"> Lesson observations / learning walks Some evidence of self and/or peer assessment Book scrutiny Use of purple pens and credits |
| Review | <ul style="list-style-type: none"> Takes place away from the point of teaching May involve written comments / annotations for pupils to read / respond to Provides teachers with opportunities for assessment of understanding Leads to adaptation of future lessons through planning, grouping or adaptation of tasks May lead to targets being set for pupils' future attention, or immediate action | <ul style="list-style-type: none"> Recognition with credits if appropriate Written comments and appropriate responses relating to the steps to success and objectives Adaptations to teaching sequences tasks when compared to planning |

In the Early Years, verbal feedback is given when the children carry out their adult led tasks. Teachers and teaching assistants scaffold learning through conversation and questioning when during the children's play.

Monitoring and evaluation

Beachborough's Annual Review and Monitoring Schedule gives fixed points within the academic year to evaluate the effectiveness of teaching and assessments. The desired outcome of this policy is improvement in children's learning and greater clarity amongst children, teachers and parents concerning children's achievements and progress.

Marking codes

Forms V-VIII

Marking codes are developed by each department and can be found in the front of the pupil's exercise books or displayed in classrooms and also in departmental handbooks.

EYFS – Form IV

Marking in the Boardman takes on a regular, immediate and interactive form of feedback and can be direct (targeted at individuals) or indirect (whole class). Staff will make the most of all opportunities to provide focused and concise *verbal* feedback during lessons, in order to help pupils take the next steps in their learning.

Teachers in the Pre Prep will organise their classes so that in most lessons, all adults are working with a guided group throughout the lesson. Other children in class will be working alone, in pairs or in groups independently of an adult. All 'good' assessment for learning practice remains in place during lesson times, e.g. self and peer assessment, use of success criteria, mini-plenaries etc.

During the lesson and at the end of each lesson, children will review and reflect on their work and, where appropriate, record their self-assessment. The teachers will ensure children are given time to solve problems, find solutions and correct their own mistakes and errors.

After a lesson, the teacher will look through the pupil's books identifying:

- common errors and misconceptions
- next steps in learning
- work to praise and share
- children who need more support
- issues relating to handwriting/presentation or spelling

Recording

Recording assessment is inherent in the teaching and learning process. Assessments are recorded and used as part of the reporting process.

Reporting

Written reports to parents are completed at the end of the academic year and should include all or some of the following depending on the cycle:

- An average grade for a pupil's Attitude to Learning
- A grade for attainment
- Strengths and targets for future planning

Parents' consultations are held twice a year (FV – VIII) and three times a year (EY – FIV) with additional Show and Share Sessions and Open Afternoon being held for parents to look at their child's work and progress and consult with their child's Tutor/ Class teacher throughout the year.

The date for end of year reports are published on the school calendar at the start of the academic year.