RHODES AVENUE
PRIMARY SCHOOL

Planning, Assessment and Marking Policy

Autumn 2025

Introduction

This policy sets out a framework within which accurate and consistent assessments of each child's progress across the curriculum can be monitored; the outcome of which informs future planning, teaching and learning.

Aims

- To maintain accurate levels of attainment of individual children
- To enhance appropriate educational provision for individual children
- To follow the assessment cycle: observe – assess - plan
- To ensure that the processes of planning, assessment, marking and record keeping are manageable;
- To facilitate the identification of achievable and challenging targets for each child;
- To enhance consistency in assessing achievement and setting targets;
- To provide diagnostic verbal/written feedback;
- To support children to correct/improve their work against success criteria.

Rationale

Our school's assessment of pupil's progress celebrates success and it lies at the heart of the process of promoting children's learning. It provides a framework for setting educational objectives and monitoring and communicating children's progress.

Assessment is an essential part of all teaching strategies to help identify areas for development and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgement. In line with our Equalities Policy, our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability.

Early Years Foundation Stage Planning, Assessment and Reporting

Assessment in the EYFS plays a crucial part in helping parents, carers and practitioners to recognise children's progress, understand their specific needs, and to plan activities and support. Formative assessment is an integral part of the learning and development process. It involves all EYFS staff knowing children's level of achievement and interests, and then planning teaching and learning experiences for each child reflecting that knowledge. Assessment in the Early Years Foundation Stage is constructive and always used to inform planning. The cycle of observe, assess, then plan is continuously followed. Assessment is carried out through observations - both informal and planned. Planned observations are made for each child on a rota basis. The names of the 'observation' and 'focus' children are recorded and displayed in the classrooms. The staff discuss the observations made, next steps and areas of interest are noted and added to subsequent planning.

A question sheet is also sent to the parent/carer of the 'observation' child. This helps practitioners find out about the child's interests at home. The parent/carer comments along with teachers'/nursery nurses' observations help to set up activities that motivate the child and help towards their development. In addition, spontaneous observations of all children are collated on the online learning journal Tapestry.

Teacher knowledge, observations and evidence collated from Tapestry can also be used to make an overall judgment on attainment on the school's assessment system.

In both Nursery and Reception children's experiences at school are shared with parents/carers via Tapestry. Tapestry is then used by the subsequent Reception class teacher in transition to the Reception Year for children who have attended the school nursery.

There is a statutory Reception Baseline Assessment (RBA), taken in the first six weeks in which a child starts Reception. The Reception practitioners use the statutory EYFS Profile to monitor children's progress in the 17 Early Learning Goals. Rhodes Avenue Primary School uses Sonar assessment software to enable the assessment data of all children to be explored for trends, aiding in the planning process. The practitioners monitor the progress of individuals and cohorts of children in order to identify areas of strength and of those they want to develop further. Assessments in Nursery and Reception are moderated by class teachers and quality assured by Year Leaders on a half-termly basis. In the Reception class evidence is used to complete the Early Years Foundation Stage Profile for each child and data from this is passed to the Borough at the end of the Reception year. It is also passed onto and discussed with the receiving Year 1 teachers in order to aid transition into and plan for the Year 1 curriculum.

In Reception, work samples are kept and are available for the receiving teacher. These include RBA assessments, phonics assessment, key word assessment, writing samples and a Mathematics assessment.

Parents/carers receive one written report at the end of the Nursery and Reception year. In the final term of Reception in which a child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. Reception teachers report the assessment level, as 'emerging' or 'expected' for each of the 17 Early Learning Goals. These levels along with general statements about the child are shared with each family.

KS1 and KS2 Planning, Assessment and Reporting

Key Stage 1 and 2 teachers are legally required to follow the National curriculum 2014 which sets out the programmes of study, on the basis of key stages, subject content for core and other foundation subjects that should be taught to all pupils. Teachers plan a broad and balanced curriculum, which:

- promotes the spiritual, moral, cultural, mental and physical development of our pupils;
- prepares pupils for the opportunities, responsibilities and experiences of later life;

through the following documents:

Curriculum Maps

- identify the National Curriculum areas covered each term;

Medium Term plans

- outline the skills, knowledge and processes that will be taught;

Maths Planning

Maths medium term planning comes from our Knowledge and Skills Maps with the use of supporting resources such as Master the Curriculum and White Rose. The medium term plans break a term down and shows the specific skills, learning intentions and activities for each week. Medium term plans always show specific planning for differentiation in order for all children to access each lesson. Detailed Smart Notebooks form part of this with key questions and the flow and differentiation mapped out.

At Rhodes Avenue, teachers follow the National Curriculum for Mathematics, ensuring a balanced and coherent progression of learning. Maths planning comes from our Knowledge and skills maps which have been derived using The National Curriculum Programme of Study for Maths. We have broken some of these objectives down into further steps, or added in red the objectives that we feel that children need as a stepping stone to reach the National Curriculum objectives for that year group, in order to make teaching and learning more accessible for all. Teachers create their own lesson slides (Smart notebooks) which all begin with key vocabulary being explored and clarified and an opportunity for children to rehearse and embed their previous learning in order to practice and so that any misconceptions from previous learning are addressed. This is an assessment for learning tool for teachers. The lesson slides are created by teachers to work in a logical, methodical manner in which vocabulary is clarified, sentence stems are provided and lots of opportunities are given for oral rehearsal of number facts by chanting, choral repeating and repetition.

When planning, teachers use our progression Maps which outline when content is taught and the development within the mathematical strands presented within the National Curriculum from Year 1 to 6. Our progression maps are a helpful source of information and support in the design of our Mathematics curriculum in order to build on from learning with solid foundations and starting points for all of our youngest learners.

We focus on helping pupils achieve a thorough understanding of each concept before moving on, reinforcing learning with concrete and visual aids and manipulatives that allow children to explore, investigate, and engage with mathematics in a hands-on way.

Through the use of manipulatives, visual aids, and concrete experiences, we enable children to explore abstract mathematical concepts in a tangible and accessible way. Our pupils are encouraged to make connections between their learning and everyday life, whether they are counting coins when shopping, sorting and classifying items during a trip to the park or counting when sharing snacks or toys with a friends. By ensuring that Maths is relevant and connected to the world around them, we empower our pupils to become thoughtful, reflective, and capable mathematicians who are equipped to solve problems and think critically in any context.

What do our Maths lessons look like?

Maths lessons at Rhodes Avenue Primary School can include any of the following aspects:

Consolidation: This is where children revisit previously learnt concepts and are encouraged to retrieve and recall knowledge and skills

Practice: This is where children independently have a go at the skill being taught to build fluency and confidence under the guidance of their teacher.

Application: This is where children have a chance to apply the skills taught to problem solve and reason through different types of questions and in different contexts.

Reason (Challenge): This is where children are challenged to use their mathematical knowledge and understanding to independently identify connections, justify or prove something or follow a line of enquiry.

Each year group has different Maths objectives that are taught which build upon previous learning. It is very important for children to have a secure understanding of number facts for automaticity.

Mastery

ensure every student develops a deep, secure, and long-term understanding of mathematical concepts through a mastery approach. Central to this is the Concrete, Pictorial, and Abstract (CPA) approach, which helps students first engage with concepts through hands-on resources, then transition to visual representations, and finally move to abstract reasoning. Before advancing to new material, students are given ample opportunities to explain their thinking, enabling them to consolidate their understanding and demonstrate true mastery. To extend their learning, teachers provide "deeper learning" opportunities, often referred to as greater depth or challenge, where students are encouraged to explore concepts more deeply and apply their learning in different contexts. These opportunities are highly valued by students, who are excited to engage with challenges that stretch their thinking. Through careful modelling, targeted teaching, and thoughtful planning, all students are given the chance to delve deeper into the subject matter, ensuring that they not only master foundational concepts but also develop a richer, more nuanced understanding of mathematics.

Maths Marking

Practice

To promote enriching feedback and marking teachers will:

- use child friendly learning intentions;
- make available opportunities for pupils to self-assess their learning;
- grant time for improvement, in order to act on marking prompts, next steps or guidance;
- mark pupils' work promptly to ensure that it feeds into planning.

At Rhodes Avenue School, marking plays a crucial role in the learning process. Teachers provide live marking to give children immediate feedback during lessons, allowing them to address misconceptions as they arise. Children are also encouraged to use blue pens to edit and improve their work based on the feedback they receive. Self-marking offers valuable opportunities for class discussions, where any misunderstandings can be addressed collectively, informing the planning of subsequent lessons. This approach ensures that feedback is timely, constructive, and supports continuous progress for children's mathematical learning.

English Planning

English medium term planning starts with a quality core text. These core texts are used to plan units of work which often link closely with the topic being studied in history or geography. Medium term plans show a grammar focus, spelling focus and which writing genres will be covered. The plans break down the lessons into detailed daily planning of what learning intentions will be covered and what activities the children will complete to achieve this learning.

Differentiation, key questions, misconceptions and information for Teaching Assistants will be found on the plan.

English

Writing Programme for Years 1 -6

All pupils complete a 'cold write' at the beginning of the year. This is used as a baseline assessment and also to set a personalised target for the next independent write.

Pupils complete at least 2 independent writes per half term. Pupils have the focus objectives from the unit of work as a success criteria and the opportunity to edit their writing in blue pen before it is marked. Pupils are also encouraged to set their own target from each independent write (if appropriate for the age group).

Teachers highlight evidence of the focus objectives in yellow highlighter and set a personalised target from each independent write for the next independent write.

Teachers are encouraged plan a range of writing genres to ensure pupils have the opportunity to write for a range of different purposes and audiences.

Teacher and year groups can select feedback and marking options from the list below depending on what is most appropriate for their class/year group.

Feedback options

Verbal feedback	All or some pupils meet with Class Teacher and writing highlighted in yellow against personal targets and focus writing objectives. Target set together
Written feedback	All or some pupils' books marked in advance by Class Teacher. Work highlighted in yellow against personal targets and focus writing objectives. Target set by Class Teacher and acknowledged by pupil.
Peer feedback	All or some pupils work with a partner to assess each other's writing. Work highlighted in yellow against personal targets and focus writing objectives. Target set together and checked by Class Teacher

The feedback does not have to be the same for all the pupils in the class. It might be that class teachers do written feedback for 20 pupils and then 10 verbal feedback for those pupils who are unable to access the written feedback as successfully.

Verbal feedback to be marked as VF in book.

English Assessment

Formative assessment is carried out informally on a daily basis through questioning and discussion.

Writing: In Reception, children's progress towards the Early Learning Goal for 'Writing' is assessed termly using age bands. In KS1 and KS2 children's writing is tracked termly using the End of Year Expectations for each year group. These statements are used to decide which stage the child is at (i.e. Beginning, Just At, At or Above). Occasionally children will be assessed using statements from lower year groups. Teachers use pupils' independent writes and mini-writes to determine their writing level. Teachers moderate writing levels within year groups, across year groups and across schools (in Haringey year group moderation meetings).

Reading: In Reception, children's progress towards the Early Learning Goal for 'Reading' is assessed termly using age bands. In KS1 and KS2 Children complete an Testbase assessment (Year 6 will use past SATs papers) each term. This score and teacher assessment of each pupil against the End of Year Expectations for each year group are combined to determine a reading level: Beginning, Just At, At or Above). Year 1 use bench marking in Autumn term for all students and for some students in Spring term. Occasionally children will be assessed using statements from lower year groups.

Grammar: Pupils are assessed externally at the end of KS2. Pupils complete a baseline grammar assessment in the Autumn term to determine their understanding and retention of the previous year's learning. Pupils also complete a grammar assessment at the end of the year.

Spelling: Pupils are assessed externally at the end of KS1 and KS2. Each year group has a spelling test at the end of each term to check understanding and retention.

Spoken Language: In EYFS, the three Early Learning Goals for Communication and Language are assessed termly using age bands. Spoken language skills are assessed through teacher assessment in KS1 and KS2 according to the National Curriculum requirements.

SATs: At the end of KS2, the children take the national SATs papers in Reading and Spelling, Punctuation and Grammar.

English Marking

Yellow highlighter to be used to indicate where learning intention met or other relevant year group targets are evidenced. The stamp system is used for some work (e.g. grammar exercises) but not when pupils have created their own piece of writing. When appropriate, creative writing is acknowledged without further feedback.

Marking Spellings in written work

When marking a child's work, no more than three words are corrected. These should be high frequency words or topic related-words.

Science and Foundation Subjects Marking

Every piece of work should be acknowledged. Teachers will use the *Traffic Lights System* to assess children's attainment against the Learning Intention;

- Green – pupils have met the Learning Intention;
- Orange – pupils are making progress towards meeting the Learning Intention or have partially met it;
- Red – pupils need further support to meet the Learning Intention.

Marking will be specific to the objective of the lesson (subject knowledge focus) or the 'Working Scientifically' skills. Feedback will be related to objectives of the lesson and not necessarily based upon punctuation and spelling. Spelling corrections will be words that are useful to a specific contex (key vocabulary) and/or are high frequency words as is appropriate for that child. Any misconceptions should be addressed either through a conversation with the teacher (mark as VF) or through written feedback. Feedback should be provided in a timely manner so that pupils can act on it.

Greater Depth

There should be evidence of deeper learning questions in books. These do not need to be evident in every piece of work or every book but there should be a selection of these questions particularly for those who are being encouraged to work at the "Greater Depth" standard.

Foundation Subject Marking

Teachers will use the *Traffic Lights System* to assess children's attainment against the Learning Intention:

- Green – pupils have met the Learning Intention;
- Orange – pupils are making progress towards meeting the Learning Intention or have partially met it;
- Red – pupils need further support to meet the Learning Intention.

Learning Intentions should match closely with the skills from the Skills Ladder matrixes as these form the basis of the end of year assessments for Foundation Subjects.

Where appropriate, teachers should use a comment or question – in purple pen – to encourage deeper thinking or extended understanding and allow pupils time to respond using their blue pens. The 'blue pen' questions do not have to be for all pupils in a group or for every piece of work but should encourage 'Greater Depth' thinking were relevant.

Early Years Foundation Stage Marking

In the Early Years Foundation Stage verbal feedback to all pupils is continuous. Feedback is seen as a positive reinforcement strategy, to provide motivation and develop self-esteem. In Reception, work is mostly marked with the child present to allow dialogue and interaction. Once a child is able to write the teachers use a yellow highlighter to demonstrate success and a green highlighter supported by visual clues (e.g. use of marking stamps) to outline the next steps in their learning.

Support staff and supply teacher Marking

All work that is marked by a teaching assistant will be initialed 'TA'. If a child receives support with a piece of work, support staff will record that assistance was given to complete work. For some children a code may also be used on a piece of work to signal the level of independence when completing a task. Supply teachers or covering in-house staff will mark the work set and write their initials to signify their feedback.

KS1 and KS2 Assessment

Teachers Notes record other important information about children in the class.
Class Tests show how children are progressing.
Standardised Tests show the level children are achieving compared with other children in the country.
Assessment Folders contain hard copies of relevant assessment evidence. These folders will be available to send home at the end of each term at the request of parents/carers.
Sonar Program is the school's assessment system and tracks pupil progress throughout the school.
Monitoring of planning, teaching and assessment ensures progression and high standards across the school.
The SEN/D Register and SEN Support Plans ensure that children are supported appropriately and their needs assessed regularly.
Termly Targets in Reading, Writing and Maths shared during parent consultations.
Annual Reports– Yearly report for parents showing coverage and levels the children are working at.
Pupil progress meetings with class teachers, the Inclusion Manager and the Headteacher are held each term to review each pupil's academic progress, attainment, and wellbeing.
Maths Assessment (See Appendix)

NOTE
Maths SATs have an arithmetic paper and two reasoning papers, with scores combined to produce a summative score. This will be assessed against a standard score.

English Assessment (See Appendix)

Moderation/Standardisation

The process of moderation is an essential part of the assessment system. Teachers are involved in the process to make sure that they agree the criteria for each level. They are involved in the following ways:

- with colleagues in school (and sometimes with colleagues from other schools within the LA)
- by attending LA/CPD sessions to ensure that their judgments are in line with other schools
- by using exemplification materials.

Links to other policies

- Teaching and Learning Policy
- Curriculum Policy
- EYFS Policy
- Transition Policy
- SEN/D Policy

Reports to Parents

Reporting is both verbal and written, two Parents' Meetings (Autumn and Spring) provide the opportunity for teachers to discuss pupil attainment and progress with parents/carers. In the Summer Term, consultations take the form of open classrooms whereby parents can look at children's work in their classrooms. In KS1 and KS2 targets for Reading, Writing and Maths are shared in the two parent consultation meetings. In the summer term, the core and the foundation subjects are written for the Annual Report to Parents and an overall statement of attainment is provided by the class teacher.

Transition of Assessment Data

At the end of the academic year there are two staff meetings available for teachers to discuss the transition of their pupils to the next class. Pupils' individual assessment data is passed-on to the next class teacher at these meetings. Year 6 teachers send on all their assessment data plus any hard copy files to their pupils' secondary schools.

Procedures for policy monitoring and dissemination

The policy statement will be reviewed according to the Curriculum Committee's Schedule of Policies. All members of staff and governors will receive a copy of this policy. Copies are available to parents on request.

Staff responsible:

Headteacher Deputy Head
Assessment Leader/Assistant Head
EYFS Leader
English Subject Leaders
Maths Subject Leader
Science Subject Leader

APPENDIX

1.) Assessment and Records Cycle

Assessment and Records Cycle		
Autumn Term	**Folder**	**Events**
	EYFS Baseline Assessments on Sonar	Baseline Assessment Core curriculum and Assessment Subject Leaders analyse SATs results Extended Writing Book Scrutiny Pupil Progress Meetings English and Maths Report for parents with targets Numeracy Book Scrutiny Parents' Meeting End of Autumn assessments on Sonar
	English	
	Running Records (Year 1 and where needed in years 2 – 6 where children are not able to access year group test. Confirm/Review/Set new targets Year 1-6 Testbase Reading Assessments Baseline Writing Assessments	
	Maths	
	Year 1-6 Testbase Assessments Baseline Assessments Arithmetic and Timestables Assessment Reasoning and Arithmetic x 3 a year	
	Science	
	KS1 and KS2 – Each half term or end of topic Headstart Assessment. Raw score recorded.	
	Foundation Subjects	
	Highlight skills covered in yellow End of Summer Term – data to be entered onto Sonar	
	SEN/EAL SEN Evaluation SEN Support Plans reviewed Annual Language Survey (EAL pupils)	

Assessment and Records Cycle		
Spring Term	**Folder**	**Events**
	English	
	Running Records (Year 1, and where needed in years 2-6 where children are not able to access year group test. Confirm/Review/Set new targets Year 1-6 Testbase Reading Assessments Writing Assessments	Extended Writing Book Scrutiny Pupil Progress Meetings English and Maths Report for parents with targets Numeracy Book Scrutiny Parents' Meeting
	Maths	
	As Autumn Term	End of Spring Term assessments on Sonar
	Science	
	KS1 and KS2 – Each half term or end of topic Headstart Assessment. Raw score recorded.	
	Foundation Subjects	
	Highlight skills covered in green End of Summer Term – all data for foundation subjects to be entered onto Sonar	
	SEN/EAL	
	IEP's reviewed	

Assessment and Records Cycle		
Summer Term	**Folder**	**Events**
	English	Extended Writing Book Scrutiny Pupil Progress Meetings Numeracy Book Scrutiny Parents' Meeting End of Year School Reports with attainment Targets for next academic year SATs results Transition Staff Meetings (Handing over of assessment data) Transition Meetings with secondary schools End of Summer Term assessments on Sonar
	Running Records (Year 1 and where needed in years 2 – 6 where children are not able to access year group test. Confirm/Review/Set new targets Year 1-6 Testbase Reading Assessments Writing Assessments	
	Maths	
	As per Autumn and Spring	
	Science	
	KS1 and KS2 – Each half term or end of topic Headstart Assessment. Raw score recorded. End of year Sonar level based on the years' assessment and classwork.	
	Foundation Subjects	
	Input data for foundation subjects in July into Sonar Subject Leader to then analyse.	
	SEN/EAL	
	IEP's reviewed Annual reviews	