

Valid, reliable, consistent & purposeful
Time & workload efficient
So what? Adapt practice?

ASSESSMENT

CFU = Check for understanding

Core Subjects

Termly **reflection** points (November, March & June) with below, towards, at or above judgements submitted onto OTrack: Pupil progress meetings with teachers & SLT used to identify individual pupils who need extra support and to adjust whole-class practice as appropriate.

Reading

- RWI assessments
- STAR reading test & Lexia data
- NFER papers for standardised scores (or SATs for scaled)
- Reading folders and work in books
- Compare to performance descriptor

Writing

- Writing assessment grids
- Internal & external moderation process
- SPaG papers & spelling scores

Maths

- NFER papers for standardised scores (or SATs for scaled)
- Key Skills assessment grids (based on NCETM year group guidance)
- Questioning to CFU
- Compare to termly performance descriptor

Wider Curriculum

Twice yearly **reflection** points (February & June) with below, towards, at or above judgements submitted onto OTrack: Subject leaders & SLT consider whether we need to change our approach? What is working and what isn't? Is our expectation realistic?

Science

- Twinkl assessments KS2 (?)
- Questioning to CFU
- Pupil explanation of completed work
- Performance descriptors
- Website WAGOLLS

PE, French and Music

- Observations of skills and video footage added to Portfolio
- Pupil explanation of skills developed
- Performance descriptors
- Website WAGOLLS

History, Geography, RE and PSHE

- Pupil explanation of completed work and skills developed
- Questioning to CFU
- Performance descriptors
- Website WAGOLLS

Computing, Art & Design and D&T

- Quality of final piece
- Pupil explanation of completed work and skills developed
- Questioning to CFU
- Performance descriptors
- Website WAGOLLS

“If I tell you something or explain something to you I **want to be sure that you’ve understood** it now and are also beginning the process of learning it – by which I mean getting it into your long term memory. Unless I check, I don’t know... The next bit is to act on the information we receive – to **adjust our teaching as necessary**. Responsive teaching.”

Tom Sherrington

ASSESSMENT

“The real goal of classroom assessment is to **improve student performance**, not merely audit it.”

David Sousa & Carol Ann Tomlinson



Remember knowledge
Apply skills
Develop vocabulary
Make connections
Enjoy the process