Maths

Formative

- Assessment during lessons is most useful when it focuses on the component knowledge that pupils have learned. Teachers use this assessment information to analyse and respond to gaps in learning and adjust teaching accordingly.
- Self/peer assessment – older pupils mark and correct their own/peer's work and this improves retention of new content

Summative

National

- Year 2 and Year 6 – end of year SATs papers
- Year 4 – Times Tables Check

School Level

- Year 1 – 5 Termly Rising Stars Maths Tests
- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

Reading

Formative

- Daily opportunities for children to read aloud so that fluency and accuracy can be monitored
- Ongoing daily assessment of understanding through questioning and tasks

Summative

National

- Year 2 and Year 6 – end of year SATs papers
- Year 1 – Phonics Screening Test

School Level

- Year 1 – 5 Termly Rising Stars SPAG Tests
- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

Writing

Formative

- Whole class feedback – model excellent work
- Low states assessment of knowledge through retrieval tasks improves pupils' retention of the content
- Daily assessment of writing – targeted support through live feedback. The immediacy and frequency of feedback is dependent on the stage of instruction and the pupil's level of expertise
- Self/peer assessment – older pupils mark and correct their own/peer's work and this improves retention of new content

Summative

National

- Year 2 and Year 6 – end of year SATs papers (SPAG)

School Level

- Year 1 – 5 Termly Rising Stars SPAG Tests
- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

Science

Formative

- Teachers frequently check pupils' understanding to identify gaps and misconceptions
- Retrieval opportunities as part of REACH approach
- Online portfolios are created to showcase learning and progress across each half term.

Summative

- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)
- Exit Task at the end of each half term which allows children to summarise what they have learnt and stretch and challenge more able pupils (H of REACH approach)
- Assessment spreadsheet to be filled in half-termly to provide data for subject leaders to adapt future planning

History and Geography

Formative

- Teachers frequently check pupils' understanding to identify gaps and misconceptions
- Retrieval opportunities as part of REACH approach
- Online portfolios are created to showcase learning and progress across each half term.

Summative

- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)
- Exit Task at the end of each half term which allows children to summarise what they have learnt and stretch and challenge more able pupils (H of REACH approach)
- Assessment spreadsheet to be filled in half-termly to provide data for subject leaders to adapt future planning

Art and Design and Technology

Formative

- Children's knowledge, understanding and skills in art are assessment by making observations of the children working during lessons. Teachers use this ongoing assessment to plan next steps and make curriculum adjustments
- Feedback is given to children by their teacher of peers which is linked to outcomes identified in the curriculum planning.
- Children are encouraged to be critical of their own work, highlighting their own next steps.
- Online portfolios are created to showcase learning and progress across each half term.

Summative

- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

Spanish

Formative

- Retrieval opportunities as part of REACH approach
- Daily opportunities for children to read aloud so that fluency and accuracy can be monitored
- Online portfolios are created to showcase learning and progress across each half term.

Summative

- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

Computing

Assessment focuses on the knowledge and skills identified in the curriculum and not generic competencies.

Formative
- Purple Mash folders
- Live marking
- Observation
- Questioning
- Online portfolios are created to showcase learning and progress across each half term.

Summative
- End of unit curricular goals on Purple Mash

Music

Formative
- Recording at various points throughout each unit.
- Retrieval during collective worship (Music Appreciation)
- Recap of accumulated skills and vocabulary through Charanga (Warm Up)
- Online portfolios are created to showcase learning and progress across each half term.

Summative
- Final recordings and evaluate the progress made
- Performance

Physical Education

Assessment is focused on the key skills documents that we decided upon as a school. The specific content and what teachers are expecting pupils to know is dictated on the long-term progression document and expanded upon through teacher knowledge and GETSET4PE scheme of work.

Formative
- To check precisely what a pupil knows and can do, carefully designed activities help isolate the fine components of knowledge required. Day to day assessment enables teachers to gather evidence to plan subsequent teaching that helps pupils to know and do more. Domain specific knowledge is assessed.
- In some cases, competitions can be a useful way of assessing pupils' application of tactics, for example their knowledge of roles that different positions have in a team activity.
- Online portfolios are created to showcase learning and progress across each half term.

Summative
- Using the formative assessment strategies mentioned above, teachers produce a list of children meeting the key skills, children not yet meeting key skills and children exceeding the key skills.

Religious Education

Formative
- Online portfolios are created to showcase learning and progress across each half term.
- Live marking
- Questioning
- Discussion
- Group work
- Class workbook

Summative
- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

PSHE

Formative
- Online portfolios are created to showcase learning and progress across each half term.
- Live marking
- Questioning
- Discussion
- Group work
- Class workbook

Summative
- Ticking by the title to mark the children's understanding (double tick if the child is confident, one tick if they require further intervention/support)

EYFS

Formative
- Observations
- Questioning during adult lead activities
- Questioning during child-initiated learning
- Discussion
- Photographs
- Video recordings
- Independent tasks- e.g. writing

Summative
- Baseline assessment observations and tasks
- Regular phonics assessments
- Weekly focused maths tasks
- Class tracking and intervention information at the end of each term
- End of year ELG assessments- highlighting those children making a good level of development