



Assessing the Curriculum - Overview

Assessment at Lord Deramore's Primary School

Assessment is used to inform teachers of children's prior learning and progress across all curriculum areas. We assess knowledge and skills in all subject areas. Formative assessment – we use formative assessment to assess children throughout the year to inform planning and identify gaps and misconceptions. Our progression maps and plans form the bedrock of how we assess. Summative assessment – we use summative assessment to measure learning at the end of units, terms and the year. Some year groups take statutory summative assessments. Summative assessment are recorded on DCPro (twice a year for English & Maths, once a year for other subject areas).

MATHEMATICS	READING	WRITING
<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> Through Power Maths lessons, observations, questioning and children's independent work in activities/work books Plan, teach, review cycle of learning Same day interventions for children and groups TTRockstars and Numbots responds to children's attainment on the game <p><u>Summative Assessment</u></p> <p><i>National</i></p> <ul style="list-style-type: none"> Y2 and Y6 SATs, Y4 multiplication check, <p><i>School Level</i></p> <ul style="list-style-type: none"> End of unit lesson checks Y1-6 NFER tests Y2-6 autumn term and Y3-5 summer term Y6 and Y2 mock SATs test EY baseline, mid-year and end of Year profile Tapestry evidence in Phase I PIVATS and Cherry Garden (SEND) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> Observation of accuracy and fluency of individuals in guided reading sessions, individual readers and intervention groups Question and response and activities showing understanding through tasks, discussion, class book sessions and reading journals (Y2-6) Observation and interactions in Little Wandle whole class sessions, intervention groups and 1-1 sessions <p><u>Summative Assessment</u></p> <p><i>National</i></p> <ul style="list-style-type: none"> Y2 and Y6 SATs, Y1 and Y2 phonics check <p><i>School Level</i></p> <ul style="list-style-type: none"> Half-termly Little Wandle assessment 3 weekly Little Wandle assessment for 1-1 children Little Wandle fluency assessments as needed Little Wandle Y1 and 2 rapid catch-up assessments NFER tests Y2-6 autumn term and Y3-5 summer term Y6 and Y2 mock SATs test EY baseline, mid-year and end of Year profile Tapestry evidence in Phase I PIVATS and Cherry Garden (SEND) 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> Live assessment and feedback in handwriting practice, spelling lessons, SPAG (Y4-6) writing tasks and preparation for big write Marking and highlighting green and orange (next steps) Self-assessment in green pen Peer review Phase I - dictated sentences <p><u>Summative Assessment</u></p> <p><i>National</i></p> <ul style="list-style-type: none"> Y2 and Y6 SATs – teacher assessment <p><i>School Level</i></p> <ul style="list-style-type: none"> Termly independent write Big write Y1-6 (every writing unit/topic) EY baseline, mid-year and end of Year profile Tapestry evidence in Phase I PIVATS and Cherry Garden (SEND)

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<p>HISTORY AND GEOGRAPHY</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Low stakes retrieval quizzes and activities at the start of units and throughout a topic at the start of each lesson • Activities and quizzes to recap and recall previously taught skills and knowledge <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • Y2-6 book art • End of unit quiz of key 'sticky knowledge' (Phases 2/3 only). These results are recorded to inform summative end of year judgements. • EY baseline, mid-year and end of Year profile (KoW) • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6 	<p>ART AND DESIGN</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Observations of skills in lessons • Quizzes and recall activities at the start of lessons <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • Sketch books – art skills and artist knowledge • Final pieces of art work • EY baseline, mid-year and end of Year profile • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6 	<p>SCIENCE</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Low stakes quizzes and activities at the start of units and throughout a unit at the start of each lesson • Observation and interaction with children throughout lessons <p><u>Summative Assessment</u></p> <p><i>National</i></p> <p>Y2 and Y6 teacher assessment</p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • Learning journey – 3 times per year (Phase I, twice a year) • End of unit quiz or activity – Y2-6 • EY baseline, mid-year and end of Year profile (KoW) • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6
<p>COMPUTING</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Observations in lessons • Retrieval activities and quizzes Y2-6 • Phase I observations and interactions <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • Trackers linked to online teaching tools e.g. coding • Purple Mash saved work • Google classroom saved work • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6 	<p>DESIGN AND TECHNOLOGY</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Quizzes and recall activities • Observation of each process – research, planning, designing and making, evaluating <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • End product and leaflet showing process (Y2-6) • End product Phase I alongside observations of process • Children's own assessment against design criteria • EY baseline, mid-year and end of Year profile • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6 	<p>RELIGIOUS EDUCATION</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Quizzes, recall activities at the start of units • Quizzes and recall activities throughout the unit at the start of lessons • Children's responses throughout the unit <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • End of unit lesson checks – outlined in the York RE syllabus • Big Floor books • EY baseline, mid-year and end of Year profile • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6



Assessing the Curriculum - Overview

MUSIC	PHYSICAL EDUCATION	PSHE
<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Observations in lessons • Retrieval activities and quizzes for both skills and knowledge <p><u>Summative Assessment</u> <i>School Level</i></p> <ul style="list-style-type: none"> • End of year performance Y2-6 • Music through the ages book – Y2-6 • Phase I – Tapestry • ‘University Challenge’ termly Y3-Y6 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Observations in lessons • Asking questions, quick recall and verbal recap in lessons <p><u>Summative Assessment</u> <i>School Level</i></p> <ul style="list-style-type: none"> • End of unit games and activities (teacher assessed, potentially with video evidence) • EY baseline, mid-year and end of Year profile • Tapestry evidence in Phase I 	<p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Response of children both in Jigsaw lessons and outside of Jigsaw lessons • Recaps and recalls at the starts of lessons <p><u>Summative Assessment</u> <i>School Level</i></p> <ul style="list-style-type: none"> • End of unit summary activity/challenge/quiz • Big floor books • EY baseline, mid-year and end of Year profile • Tapestry evidence in Phase I
<p>MODERN FOREIGN LANGUAGES</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Quizzes and recall activities • Observation and conversation in lessons • Independent work • Topic work book <p><u>Summative Assessment</u> <i>School Level</i></p> <ul style="list-style-type: none"> • End of unit summary task (MFL workbooks) 		

The school has recently introduced a termly ‘University Challenge’ tournament, with each class in Y3-6 competing against each other in a ‘sticky knowledge’ quiz show. The children are encouraged to revise and recap prior knowledge from previous topics and subjects, before being asked questions and scoring points towards a class award or prize. This initiative has really helped reinforce and embed the key knowledge identified in our long term and medium term progression plans.