



Assessing the Curriculum - Overview

Assessment at Lord Deramore's Primary School

Assessment is used to inform teachers of children's prior knowledge, learning and progress across all curriculum areas. We assess substantive knowledge and disciplinary knowledge/skills in all subject areas.

Formative assessment – we use formative assessment to assess children within lessons and 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 DC Pro (twice a year for English & Maths in autumn and summer terms, once a year for other subject areas in the summer term).

When devising our assessment, marking and feedback policy, we have been incredibly mindful of staff workload and wellbeing.

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 (e.g. Power Up activities) Plan, teach, review cycle of learning Same day/week interventions for children and groups TTRockstars and Numbots responds to children's attainment on the game Self-assessment opportunities <p><u>Summative Assessment</u></p> <p><i>National</i></p> <ul style="list-style-type: none"> Y6 SATs, Y4 multiplication check EYFS baseline <p><i>School Level</i></p> <ul style="list-style-type: none"> End of unit lesson checks Y1-6 NFER/optional STA tests Y2-6 autumn term and Y2-5 summer term Y6 practice 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 I-I sessions Reading journal and records <p><u>Summative Assessment</u></p> <p><i>National</i></p> <ul style="list-style-type: none"> 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 I-I children Little Wandle fluency assessments as needed Little Wandle Y1 and 2 rapid catch-up assessments NFER/optional STA tests Y2-6 autumn term and Y2-5 summer term Y6 practice 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 Y2-6 (next steps) Self-assessment in green pen Peer review Phase I - dictated sentences Verbal input in Helicopter Stories (EYFS) Observations in Dough Disco, Pen Jitsu (phase I) <p><u>Summative Assessment</u></p> <p><i>National</i></p> <ul style="list-style-type: none"> Y6 teacher assessment <p><i>School Level</i></p> <ul style="list-style-type: none"> Termly independent write (EY to Y6) 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)



Assessing the Curriculum - Overview

<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 • Cross-curricular writing opportunities as part of Big Writes • 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 • Audio/Visual QR records for some pupils 	<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 • Self and peer assessment / feedback <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>Y6 teacher assessment</p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • Learning journey – 3 times per year (Phase I, at least once a year) • Cross-curricular writing opportunities as part of Big Writes • End of unit quiz or activity/investigation – Y2-6 (e.g. 5 question quiz) • EY baseline, mid-year and end of Year profile (KoW) • Tapestry evidence in Phase I • 'University Challenge' termly Y3-Y6 • Audio/Visual QR records for some pupils
<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 • Self and peer assessment <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 • Audio/Visual QR records for some pupils 	<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 • Self and peer assessment and feedback <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • End product and recording showing process and evaluation (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 	<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 • End of unit – assessment questions ("The Big Question") • EY baseline, mid-year and end of Year profile • Tapestry evidence in Phase I



Assessing the Curriculum - Overview

	<ul style="list-style-type: none"> • Tapestry evidence in Phase I • Audio/Visual QR records for some pupils 	<ul style="list-style-type: none"> • 'University Challenge' termly Y3-Y6 • Audio/Visual QR records for some pupils
<p style="text-align: center;">MUSIC</p> <p><u>Formative Assessment</u></p> <ul style="list-style-type: none"> • Observations in lessons • Retrieval activities and quizzes for both skills and knowledge • Self and peer assessment/feedback <p><u>Summative Assessment</u></p> <p><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 • Audio/Visual QR records 	<p style="text-align: center;">PHYSICAL EDUCATION</p> <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></p> <p><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 • Audio/Visual QR records 	<p style="text-align: center;">PSHE</p> <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></p> <p><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 style="text-align: center;">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 • MFL workbooks <p><u>Summative Assessment</u></p> <p><i>School Level</i></p> <ul style="list-style-type: none"> • End of unit summary task (MFL workbooks) • Audio/Visual QR records 		

A termly 'University Challenge' tournament was introduced in October 2022, 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 substantive 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 substantive knowledge identified in our long term and medium term progression plans and topic knowledge organisers.