

WIDER CURRICULUM ASSESSMENT

OUR APPROACH

Teachers provide children with frequent opportunities to revisit knowledge and concepts. Assessment is then used to assess what knowledge children have remembered. One way to assess whether the curriculum has been learned is through regular low-stakes quizzing. End-of-unit summary tasks are also used to assess what knowledge children have remembered and their depth of understanding. This task may take different forms e.g. a double-page spread, Venn diagrams, graphic organisers or a short essay. Children are assessed against “curriculum-related expectations” - our curriculum specifies what has been taught, and children are assessed as to whether they have met a minimum threshold in their understanding.

In Geography, we assess through verbal questioning. This fluency recap occurs at the beginning of every geography lesson to retrieve learning from previous lessons or years. This can take the form of quick quizzes, labelling maps or diagrams and other games based on prior learning. At the end of each unit, children also complete an annotating/written assessment task which may incorporate either locational knowledge, place knowledge, human and physical geography and/or geographical skills and fieldwork.



In History, we assess through low-stakes retrieval tasks at the beginning of every lesson. These tasks take the form of quizzes, free-writing and other games based on prior learning. At the end of each unit, children also complete a written assessment task which uses a key history concept (cause and consequence, chronology, continuity and change, evidence, interpretation, significance, similarity and difference) to present their learning from the topic.



In PSHE, formative and summative assessment is utilised to get the most accurate picture of children's personal, social and emotional development and ensure our practice best reflects individual needs. Formative assessment happens throughout lessons and beyond, during discussions, playground behaviour and interactions with peers. Summative assessment is evidenced in year group journals, which showcase a range of work. Children demonstrate their understanding of the knowledge gained during a taught unit through written pieces, role-play and discussion.

In Design and Technology, we assess through observations of the ‘design, make and evaluate’ process. These observations are based on questioning, reasoning, group collaboration and independent work. At the end of each project, the children complete a written self-evaluation, which assesses the success of their project and highlights the areas that they need to continue to develop.



In PE, formative assessment is utilised throughout our lessons. It is important as it provides children with constructive feedback at the moment that they need it, whilst also diagnosing future learning needs and therefore enabling the teacher to plan the next steps in the children's learning. These formative assessments that take place in lessons, alongside knowledge of children's sporting achievements outside of school, are then used to make a summative assessment at the end of each PE unit.



In RE, we assess through the rich verbal discussions that take place during lessons, questioning, vocabulary retrieval checks and independent work the children undertake as part of each enquiry. At the end of the unit, children complete an assessment task which supports the teacher in making a judgement on how well children have retained knowledge.



In Music, assessment is formative and based on observation of pupils as they sing, play, compose and respond to music. Teachers use verbal feedback and discussion to gauge understanding and progress, and may use video recordings to capture performances. Older pupils are encouraged to evaluate their own work. Assessment of instrument progression is supported by the Charanga scheme for ‘boomwhackers’ in KS1, glockenspiels in LKS2 and recorders in UKS2.



In Art, assessment is rooted in observing pupils' creative processes. Teachers assess through dialogue with pupils about their ideas and techniques, reviewing sketchbook development and noticing how pupils experiment with materials during lessons. Pupils are given time to reflect on their work and discuss the choices they have made. Sketchbooks act as a record of progress, capturing exploration, risk-taking and personal response. Other recording methods, such as photographs of 3D models, allow us to document all artistic outcomes.

