

CORE CURRICULUM ASSESSMENT

Mathematics:



Teachers assess the children's understanding of maths in different ways. Formal assessments are carried out at key points in the year, but we also build in many other assessment opportunities.

These include:

- Asking and answering questions
- Daily fluency checks
- End of lesson assessment questions
- Termly formative assessments (NFER)
- MTC in Yr4
- Providing discussion opportunities (Oracy)
- Ongoing checks during daily lessons
- End of unit quizzes / tests
- TTRS checks (Y2-Y6)
- SATs in Y6

English - Reading and Writing:

A range of ongoing formative assessment strategies are used to elicit children's understanding in English and to allow teachers to plan responsively to meet their needs.

These strategies include:

- Using low-stakes multiple-choice quizzes
- Asking a range of question styles (especially 'cold calling' and 'show me' whiteboards)
- Responses to questions (e.g. fluency starters) and carefully designed independent tasks
- Observation of class and partner discussions (Oracy)
- Involvement and contributions made in lessons
- NFER formative assessments
- Statutory SATs in Yr6



As well as the above, **writing** is assessed through evidence of written work produced in lessons. All writing units end with a written piece that is produced for a particular purpose and audience. These pieces can be used to assess the children's understanding against the writing framework objectives.

Reading is assessed formatively using strategies such as those outlined above; in addition, we complete summative assessments of reading using NFER materials on a termly basis, as well as reading fluency tests using DIBELS materials every term.

Phonics is assessed formatively through strategies such as those outlined above, as well as diagnostically using the tests built into our programme (Sounds-Write). Phonics is assessed summatively through the Phonics Screening Check at the end of Year One, with resits in subsequent years for any children who didn't pass the first check. Children in Year 6 complete SATs in reading and grammar, as well as having their writing assessed against the assessment framework.

Science:



In Science we assess through retrieval questions at the start of each lesson. These can be:

- Questioning
- Quizzes
- Teacher observation of enquiry and investigation lessons
- Vocabulary checks
- Assessment of retained knowledge that has been previously taught in that unit but also other units (in that or in a previous year group)



At the end of each unit, each child completes a task that gives their teacher insight into their retention of the key objectives that have been taught for that unit of work. Teacher judgements from the assessments throughout the unit, supported by the end-of-unit assessment task feed to the judgements against key National Curriculum objectives for each child.

Computing:



Computing assessment is largely through teacher judgements based on how well children have responded and performed while studying individual units and lessons. The feedback forms in the Computing evidence folders require teachers to make notes for each lesson/unit as well as highlight individual pupils in terms of needing support or showing greater depth of understanding against the skills being learnt. Examples of work are stored and used to assess against key statements (taken from the progression framework) if required.