



Assessing the Curriculum

Assessment at Ralph Butterfield 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 documents form the bedrock of what 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 assessments are recorded on DCPro (three times a year for Reading, Writing, Spelling and Grammar, Maths and Science).

<u>MATHEMATICS</u>	<u>READING</u>	<u>WRITING</u>
<p>Formative Assessment</p> <ul style="list-style-type: none"> • Observations, questioning and children’s independent work in activities/work books • Planning, teaching and AFL of sequenced lessons. • Pre and post teach for some children • TT Rockstars responds to children’s attainment on the game <p>Summative Assessment National</p> <ul style="list-style-type: none"> • Y2 and Y6 STA Y4 multiplication check, <p>School Level</p> <ul style="list-style-type: none"> • Baseline assessment from July previous year (DCPRO) • Autumn NFER Mathematics checkpoint for Y1 at EXS+ Tailored made teacher assessment task for low EXS or WTS and below. • Autumn NFER Mathematics checkpoint for Y2 –Y6 • Spring NFER Mathematics checkpoint for Y1 –Y5 • Summer NFER Mathematics checkpoint for Y1 –Y5 • Y6 and Y2 mock STA test • EYFS baseline, autumn, spring and end of year profile • Tapestry evidence in the EYFS • PKS descriptors and Cherry Garden (SEND) 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Observation of accuracy and fluency of individuals in reading practise 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>Summative Assessment National</p> <ul style="list-style-type: none"> • (Optional) Y2 and Y6 SATs, Y1 and Y2 phonics check <p>School Level</p> <ul style="list-style-type: none"> • Half-termly Little Wandle assessment • 3 weekly Little Wandle assessment for interventions • Little Wandle fluency assessments, as needed • Little Wandle Y1 and 2 rapid catch-up assessments • NFER tests Y1-6 autumn term, Y1-5 spring term and Y1, 3, 4 & 5 summer term • Y6 and Y2 mock SATs tests • EYFS baseline, autumn, spring and end of year profile • Tapestry evidence in the EYFS • PKS descriptors and Cherry Garden (SEND) 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • In the moment, live individual or whole class assessment, feedback and marking of handwriting, spellings and grammar in writing tasks and in preparation for independent work (Y1- 6) • End of lesson marking and feedback (next steps) • Self-assessment in green pen • Peer review • Phase 2-5 spelling practise and dictated sentences <p>Summative Assessment National</p> <ul style="list-style-type: none"> • Y2 and Y6 SATs – teacher assessment <p>School Level</p> <ul style="list-style-type: none"> • 5/6 per term independent writes Y1-6 (every writing unit/topic) • Weekly spelling tests • Termly SPaG tests (Yr 1- 6) • Termly phase spelling test (Yr 1- 6) • EYFS baseline, autumn, spring and end of year profile • Tapestry evidence in the EYFS • PKS descriptors and Cherry Garden (SEND)
<p><u>HISTORY AND GEOGRAPHY</u></p> <p>Formative Assessment</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>ART AND DESIGN</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Observations of skills in lessons • Quizzes and recall activities at the start of lessons <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • Sketch books – art skills and artist knowledge • Final pieces of art work 	<p><u>SCIENCE</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Recap and recall activities at the start of lessons • Recall of information / low stake quizzes throughout units • Questioning to assess learning and address misconceptions

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<ul style="list-style-type: none"> • Book looks • Lesson observations / Learning walks • Pupil Voice – in person and via whole class questionnaire <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • Y1-6 double page spread • End of unit quiz of key 'sticky knowledge'. These results are recorded to inform summative end of year judgements. • Non-core trackers – autumn, spring, summer • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS 	<ul style="list-style-type: none"> • Introduction of key concepts assessment questions per key stage • Non-core trackers – autumn, spring, summer • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS 	<ul style="list-style-type: none"> • Marking of written work recorded in books • Observations / notes of practical activities • Interactions with children during practical activities <p>Summative Assessment National</p> <ul style="list-style-type: none"> • Y2 and Y6 teacher assessment <p>School Level</p> <ul style="list-style-type: none"> • End of unit assessments (e.g. double page spread / test) • Year 1 - Year 6 - tracking of unit objectives on DCPro • Year 1 - Year 6 - teacher assessment tracked on DCPro • Early Years autumn, spring and end of year profile • Tapestry evidence in the EYFS
<p style="text-align: center;"><u>COMPUTING</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Observations in lessons • Recall lessons at start of units and during units • Purple Mash saved work <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • Non-core trackers – autumn, spring, summer • Assessment tasks at end of unit • Tapestry evidence in the EYFS 	<p style="text-align: center;"><u>DESIGN AND TECHNOLOGY</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Recall activities • Observation of each process – research, planning, designing and making, evaluating <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • End product child evaluation against design criteria • Peer assessment • Children's own assessment / evaluation of final product • Non-core trackers – autumn, spring, summer • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS 	<p style="text-align: center;"><u>RELIGIOUS EDUCATION</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Recall activities at the start of units • Recall activities throughout the unit at the start of lessons • Evidence in books • Children's responses throughout the unit <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • End of unit summative lesson – key questions outlined in the York RE syllabus • Non-core trackers – autumn, spring, summer • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS
<p style="text-align: center;"><u>MUSIC</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Observations in lessons • Asking questions, quick recall and verbal recap in lessons <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • End of unit games and activities (teacher assessed, potentially with video and photo evidence) • Assessments and observations made by music specialists working alongside teacher and children 	<p style="text-align: center;"><u>PHYSICAL EDUCATION</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Observations in lessons • Asking questions, quick recall and verbal recap in lessons • Peer and self-assessment based on the Real PE cogs <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • Non-core trackers – autumn, spring, summer • End of unit games and activities (teacher assessed, potentially with video and photo evidence) 	<p style="text-align: center;"><u>PSHE</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Responses of children during lesson activities (e.g. discussions, debates and conscious alley) • Recap and recalls at the start of lesson • Hinge questions at the end of lessons to assess what learning has 'stuck' and to assess misconceptions/ viewpoints • Marking written work recorded in books <p>Summative Assessment - School Level</p>



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<ul style="list-style-type: none"> • Non-core trackers – autumn, spring, summer • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS 	<ul style="list-style-type: none"> • Assessments and observations made by PE specialists working alongside teacher and children • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS • Real PE Wheels – baseline, spring, summer • Koboca Survey which all children (Year1-6) complete and these are then assessed to develop target groups 	<ul style="list-style-type: none"> • End of unit summary activity/challenge/quiz • Non-core trackers – autumn, spring, summer • EYFS autumn, spring and end of year profile • Tapestry evidence in the EYFS
<p style="text-align: center;"><u>MODERN FOREIGN LANGUAGES</u></p> <p>Formative Assessment</p> <ul style="list-style-type: none"> • Recall activities and questioning at the beginning of a session • Observations and conversations with children during lessons • Written work that has been completed independently in their books • Teacher on going assessment for learning <p>Summative Assessment - School Level</p> <ul style="list-style-type: none"> • Non-core trackers – autumn, spring, summer 		