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Approved by	~~FULL GOVERNING BODY/L & M COMMITTEE~~/HEADTEACHER

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

2. Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the final report of the Commission on Assessment without Levels
- Statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1

3. Principles of assessment

Assessment is a compulsory and crucial part of teaching and learning. Without accurate and purposeful assessment, we would be unable to celebrate children's successes or identify their gaps in skills and understanding. Our aim is for pitch-perfect teaching for all pupils through the use of laser sharp, forensic assessment. We strive to ensure that:

- Assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education.
- High-quality, in-depth teaching, is supported and informed by high-quality, daily formative assessment.
- The school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
- There is always a clear purpose for assessing and assessment is fit for its intended purpose while being simple to use and understand.
- Assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
- Assessment supports informative and productive conversations with pupils and parents.
- Children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
- We achieve our assessment without adding unnecessarily to teacher workload and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Assessment is inclusive of all abilities.
- Assessment is used well to help pupils embed and use knowledge fluently or to check understanding and to inform teaching.

4. Assessment approaches and data collection

At South End Junior School, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

4.1 In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate scaffold or stretch, evaluate teaching and plan next steps
- **Pupils** to measure their knowledge and understanding against learning intentions, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

The majority of the assessment we carry out at South End Junior is 'formative assessment' and how this is carried out for each subject can be found in *Appendix 1*.

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a project or unit of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

In-school summative assessment takes place much less frequently to measure how effective the learning has been. Such assessments are recorded using our online tracking system of choice: Insight Tracking. How summative assessments are completed for each subject at South End Junior can be found in *Appendix 1*.

4.3 Nationally standardised summative assessment

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- **Teachers** to understand national expectations and assess their own performance in the broader national context
- **Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Statutory Multiplication Tables Check (MTC) in Year 4
- National Curriculum tests (SATs) and teacher assessments at the end of KS2/ in Year 6

5. Reporting to parents

An annual report is sent to parents/ carers of all pupils every July. These reports are written by class teachers with contributions from additional teachers where appropriate. Templates are set for reports and are held within Insight Tracking to be completed online. This reduces teacher workload as all data included in the report is automatically populated by the system.

Our annual reports to parents include:

- Comments on general progress
- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Latest summative data for core and foundation subjects
- The pupil's attendance record

- A self-reflection by the pupil
- For Year 4:
    - The pupil's result from the MTC taken in June
- For Year 6:
    - Outcomes of statutory National Curriculum teacher assessments
    - Comparative information about the attainment of pupils of the same age in the school and pupils of the same age nationally
    - The results of the National Curriculum tests taken, including the pupil's scaled score, and whether or not they met the 'expected standard'

A covering letter is sent alongside the report informing parents and carers how to arrange to discuss any matters of the report with the child's class teacher.

6. Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

7. Training

After joining South End Junior School, all teachers will be provided with a copy of this policy, and it will form part of the induction program. Regular staff CPD will be scheduled with a focus on teachers having a good understanding of assessment and assessment practice. Individualised support will be put in place where it is deemed necessary by senior leaders, or upon the request of teachers.

The data and assessment lead will ensure that best practice is shared and endeavour to keep up to date with latest research. In making use of an external assessment system, South End Junior will continually review and evaluate it to ensure that it effectively supports the delivery of the school's assessment policy and is in line with the aims and principles outlined.

8. Roles and responsibilities

8.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

8.2 Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

8.3 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

9. Monitoring

This policy will be reviewed every two years by the data and assessment lead.

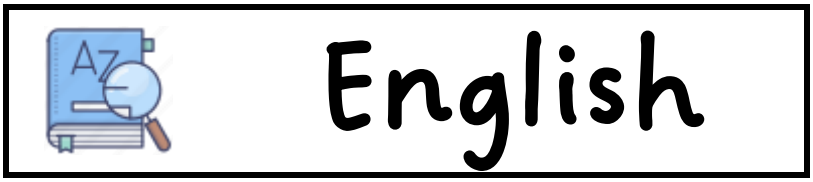
All teaching staff are expected to read and follow this policy. Senior leaders are responsible for ensuring that the policy is followed.

The data and assessment lead will monitor the effectiveness of assessment practices across the school, through:

- Pupil Progress Reviews
- Learning walks
- 'Drop and Stop' observations
- Book looks
- Professional dialogue
- In-house moderation
- Cluster moderation
- Local authority moderation

APPENDICES

Appendix 1



READING

Reading is assessed in a variety of ways, which incorporate both assessment *of learning* and *for learning*, due to the broadness of the subject:

Termly tests

- All pupils complete a reading test paper each year in the autumn, spring and summer terms and this score is recorded on our tracking system, Insight.
- If deemed appropriate by the Director of Inclusion, pupils may sit a paper below their year group or, on rare occasions, may not sit a paper in recognition of their personal needs.
- Raw scores are recorded on Insight Tracking, and the outcome of this score is used to determine pupils' 'main assessment' gradings at the end of each term which are also recorded on Insight.
- All termly reading tests have a QLA completed to inform teaching and learning and must be used to determine the direction of teaching.
- A termly medium-term overview for reading skills lessons is then mapped out using the QLA and knowledge of the children.

Salford reading tests

- All pupils complete the phonic and comprehension tests three times per year to establish a reading age.
- The information gathered is used to guide the planning of interventions.
- The reading age established from this test is also used for the reading system in our school library 'The Avenue'. Each reading age relates to a coloured reading band; children choose books from their assigned colour until they reach 'Freedom reader'.

Lesson performance and outcomes in reading skills, English and project lessons

- Day to day achievement in reading across the curriculum should be tracked and used to determine next steps in planning and teaching.
- Pupils' ability to access the full curriculum can be significantly hindered if they are underachieving in reading, therefore these pupils need closer monitoring in lessons much wider than just reading.

When listening to pupils read independently and individually

- A crucial method of establishing a pupil's reading ability is to listen to them read aloud and discuss what they have read.

Participation and contributions during class read times

- Many reading skills can be assessed through the talk and discussion of these daily sessions

Reading speed checks

- Reading speed checks need to be completed three times per year to both provide information for access arrangements and establish those not reading at the age-expected minimum speed.
- Any pupil who cannot read a piece of age-appropriate text at a speed of at least 90 word per minute requires extra time to complete lesson tasks as part of normal classroom practice, and needs intervention to address the barriers to their reading speed improving.

WRITING

As there is no test for judging writing attainment, we use a range of tools to inform our summative teacher assessment of writing that is recorded on Insight at 3 points across the year. These elements also act as formative assessment for determining the next steps in teaching and learning:

- **Live feedback**
  - This is the most effective and efficient method of assessment for learning to inform immediate next steps in learning. By immediate, we mean: in that lesson, at that very moment!
  - This must happen in every lesson as it is this feedback that can lead to highly-accelerated progress if performed well by all adult and pupils in the room.

- **FaB focus**
  - These are owned by the pupils.
  - The aim of them is to tackle the 'bad habits' that appear in children's writing - things that don't need teaching but persistently need addressing to correct a habit.
  - They should be achievable in a very short space of time (realistically within 3 weeks if writing and practising every day).
  - FaB focus' will be set for the whole class to address common errors/ bad habits in writing. A maximum of three should be set, displayed prominently and continuously referred to. By setting three, there should always be at least one area that every child can focus on.
  - These FaB focus' will all contribute in some small way to skills on the writing target memories and help assess writing while accelerating progress.

- **Independent write**
  - Independently completed at the end of each unit and informs next steps in teaching and learning.
  - Mini versions of writing target memories sheets are used to assess independent writes and are glued in at the end of the piece.
  - Skills demonstrated on independent writes should be dated on the target memories sheets in pupils' English books until 3 pieces of evidence are obtained.

- **Project writing**
  - During each of the projects, a piece of independent writing is planned to provide an opportunity for pupils to apply skills taught in a previously unit in English to allow for consolidation in a purposeful context.
  - Mini versions of writing target memories sheets are used to assess these pieces of writing and these are glued in at the end of the piece.
  - Skills demonstrated in these independent pieces of writing in project/ science lessons should be dated on the target memories sheets in pupils' English books using a pen colour that matches the colour of the book cover in which the writing can be found. E.g. if the project book has a blue cover, the dates should be written in blue ink.

- **Grammar tests**
  - We recognise the relationship between sound grammar skills and technical accuracy in writing, so the grammar tests that are completed 3 times each year should be used to inform planning in order to raise standards.
  - Grammar test scores are recorded on our tracking system, Insight.

- **Spelling tests**
  - Termly spelling tests on Spelling Shed should be used, alongside independent writing pieces, to judge a child's spelling ability and support the dating of evidence on the target memories sheet. (See spelling section for more details.)

- **Target memories sheets**
  - These must be regularly updated to inform planning, target setting, FaB Focus' and assessment.
  - Each child's tracking sheet is kept in their English book to encourage use by pupils, support staff and teachers on a very regular basis.

- **QLAs**
  - QLAs are a useful tool to enable a teacher to see exactly where the collective gaps are for their class, which in turn provides precise areas to teach to maximise progress.
  - These are completed at 3 set times across the year as a minimum. These deadlines are on the assessment calendar.
  - Teachers may choose to update the QLA for their class more regularly to help with planning pitch-perfect writing units.

- **Moderation**
  - With teacher assessment comes the need for moderation to ensure accurate and consistent judgements.
  - Moderation should happen within year group teams for each independent write.
  - Cross-age moderation is organised by the writing lead at regular intervals across the year (including with Y2 of SEIS).
  - Cluster moderation also takes place to provide an opportunity to compare judgements and assessment methods with teachers in the same year group but in other schools. This is excellent CPD and a great networking opportunity too.

SPELLING

Spelling patterns and words to be taught are determined through rigorous assessment for learning and analysis of assessment of learning.

Spelling pattern diagnostic tests

- Tests to determine which spelling patterns are already known and need to be taught are in place, along with the related QLA. These are delivered at the following stages:

	Start of year	Autumn term	Spring term	Mid-term 5	End of year
Year 3	KS1 diagnostic	Y3 diagnostic	Y3 diagnostic	Y3 diagnostic	Y3 diagnostic
Year 4	Use previous year diagnostics from the end term 6	Y4 diagnostic	Y4 diagnostic	Y4 diagnostic	Y4 diagnostic
Year 5		Y5 diagnostic	Y5 diagnostic	Y5 diagnostic	Y5 diagnostic
Year 6		Y6 diagnostic	Y6 diagnostic	Y6 diagnostic	

- The outcomes of these tests and QLAs produced must inform the spelling planning until the next diagnostic is delivered.
- These tests are carried out on Spelling Shed.
- Spellings are set on Spelling Shed weekly, and results are recorded when games are played.



Maths

MATHS

Maths is assessed in several ways, which incorporate both assessment *of learning* and *for learning*:

Termly tests

- All pupils complete set of maths test papers each year in the autumn, spring and summer terms and this score is recorded on our tracking system, Insight.
- If deemed appropriate by the Director of Inclusion, pupils may sit a paper below their year group or, on rare occasions, may not sit a paper in recognition of their personal needs.
- Raw scores are recorded on Insight Tracking, and the outcome of this score is used to determine pupils' 'main assessment' gradings at the end of each term which are also recorded on Insight.
- All termly maths tests have QLAs completed to inform teaching and learning and must be used to determine the direction of teaching.
- A termly medium-term overview for maths lessons is then mapped out using the QLA and knowledge of the children.

TTRS Studio tests 5 times per year

- As part of the Times Table Rock Stars programme, all pupils must complete 10 studio games at 5 set times across the year.
- These are completed in weeks determined by the maths lead and are published on the assessment calendar and/or school calendar.
- Once complete, class teachers must set new times tables with urgency on TTRS.
- Time should be given daily for pupils to practise their times tables, and teachers should regularly check TTRS data.

Checkpoints

- Checkpoints bookend every unit of maths in maths books.
- Before commencing the teaching of a unit, pupils complete a Check-in. This contains a small number of questions for pupils to complete to inform the teacher of the required starting points for the group, what needs teaching and what they already know.
- At the end of the unit, pupils complete a Check-out of the same questions to determine progress and if further consolidation is required before moving on.
- The questions in the Checkpoints must be progressive steps that build up the age-related expectation, should include arithmetic, reasoning and problem-solving questions are appropriate.

Live feedback

- This is the most effective and efficient method of assessment for learning to inform immediate next steps in learning. By immediate, we mean: in that lesson, at that very moment!
- This must happen in every lesson as it is this feedback that can lead to highly-accelerated progress if performed well by all adult and pupils in the room.



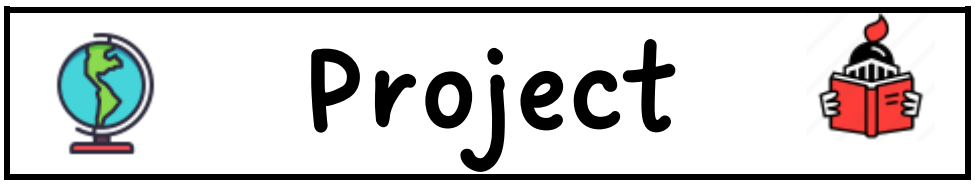
Science

Assessment for Learning

- Assessment ***for*** learning is used during and between all science lessons to inform next steps.
- This is aided by the use of the 'brain dump' page which provides a space to reflect on learning and recall information at the end of science lessons. Pupils can 'brain dump' information which could contribute to answering the BIG Question at the end of the unit.
- Live feedback is used throughout lessons to facilitate 'quick fixes'; scaffold and deepen knowledge and understanding; and address misconceptions.

Assessment of Learning

- Assessment ***of*** learning is summarised and recorded at three points in the year:
  - end of autumn term
  - end of spring term
  - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our own Target Memories, teachers use four elements to inform their decision:
  - The end of unit independent 'quizzes'
  - The end of unit 'BIG Question'
  - Observations of pupil performance during investigations and practical work
  - Innovation Friday outcomes and the demonstration of knowledge, skill understanding retention
- There are 3 gradings to choose from when assessing science:
  - WTS = Working towards the expected standard for the year group
  - EXS = Working at the expected standard for the year group
  - GDS = Working at greater depth for the year group



Assessment for Learning

- Assessment ***for*** learning is used during and between all project lessons to inform next steps.
- This is aided by the use of the 'brain dump' page which provides a space to reflect on learning and recall information at the end of project lessons. Pupils can 'brain dump' information which could contribute to answering the BIG Question at the end of the unit.
- Live feedback is used throughout lessons to facilitate 'quick fixes'; scaffold and deepen knowledge and understanding; and address misconceptions.

Assessment of Learning

- Assessment ***of*** learning is summarised and recorded at three points in the year:
    - end of autumn term
    - end of spring term
    - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our Target Memories, teachers use four elements to inform their decision:
    - The outcome of the end of unit 'BIG Question'
    - Observations of pupil performance during lessons – demonstration of the Target Memories
    - Innovation Friday outcomes and the demonstration of knowledge, skill understanding retention
- There are 3 gradings to choose from when assessing geography and history:
    - WTS = Working towards the expected standard for the year group
    - EXS = Working at the expected standard for the year group
    - GDS = Working at greater depth for the year group

Religious Education

Assessment for Learning

- Assessment ***for*** learning is used during and between RE lessons to inform next steps.
- This is aided by the use of regular reflection time and recording of key thoughts, ideas and messages on sticky notes. These can be added to the class's RE showcase portfolios and can contribute to answering the BIG Question at the end of the unit.
- Live feedback is used throughout lessons to scaffold and deepen knowledge, understanding and appreciation, and address misunderstandings.

Assessment of Learning

- Assessment ***of*** learning is summarised and recorded at three points in the year:
  - end of autumn term
  - end of spring term
  - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- Attainment data must also be submitted to the Local Authority at the end of the academic year.
- When making a professional teacher judgement of pupil attainment against the SACRE local syllabus attainment targets, teachers use many elements to inform their decision:
  - Pupil participation and appreciation in both assemblies and additional discussions around religion, culture, belief and diversity
  - Pupil participation in our marking of religious festivals and events
  - Pupil participation and their demonstrated knowledge and understanding in RE lessons
  - Pupil answers to the end of unit 'BIG Questions'
- There are 3 gradings to choose from when assessing RE:
  - WTS = Working towards the expected standard for the year group
  - EXS = Working at the expected standard for the year group
  - GDS = Working at greater depth for the year group

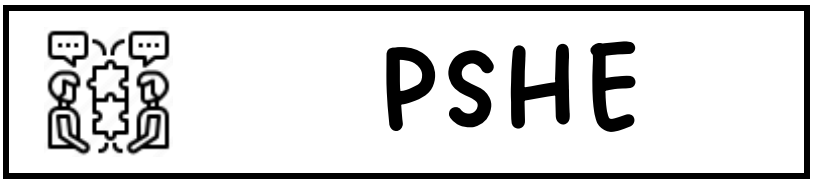


Assessment for Learning

- Assessment ***for*** learning is used during and between all PE lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class – teach what they don't know and regularly practice what they already do!

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
  - end of autumn term
  - end of spring term
  - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our Target Memories, teachers use these elements to inform their decision:
  - Pupil performance against the intended knowledge, skills and understanding for every unit on the PE Long Term Overview
  - Knowledge of pupils' participation in extra-curricular sports
  - Overall lesson participation (e.g., bear in mind pupils who have not participated fully and regularly because of injury)
- There are 3 gradings to choose from when assessing PE:
  - WTS = Working towards the expected standard for the year group
  - EXS = Working at the expected standard for the year group
  - GDS = Working at greater depth for the year group

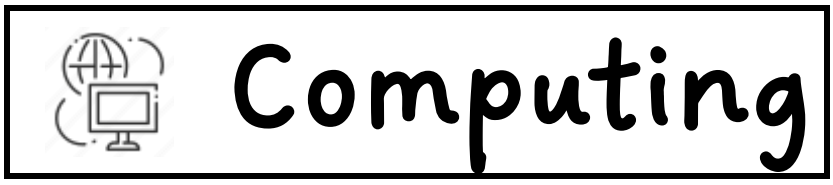


Assessment for Learning

- Assessment ***for*** learning is used during and between all PSHE lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class.
- Take into account needs that occur outside of the lessons such as equality incidents and social issues at break times.

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
    - end of autumn term
    - end of spring term
    - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment, teachers use these elements to inform their decision:
    - Pupil responses to the termly BIG Question and how well they apply the learning and knowledge of the Target Memories from the unit
    - Pupil performance against the intended knowledge, skills and understanding for each unit on the Jigsaw Relationships and Health Education (RHE) Long Term Overview
    - Knowledge of pupils' attitudes and behaviours in all lessons and beyond the classroom
- There are 3 gradings to choose from when assessing PSHE:
    - WTS = Working towards the expected standard for the year group
    - EXS = Working at the expected standard for the year group
    - GDS = Working at greater depth for the year group



Assessment for Learning

- Assessment ***for*** learning is used during and between all computing lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class.

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
    - end of autumn term
    - end of spring term
    - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our Target Memories, teachers use these elements to inform their decision:
    - Pupil participation and appreciation in both assemblies and additional discussions around Online Safety, including Safer Internet Day
    - Knowledge of pupils' attitudes and behaviours in all lessons and beyond the classroom in relation to Online Safety
    - Pupil participation and their demonstrated knowledge and understanding in Computing lessons
    - Knowledge of pupil's understanding of each unit demonstrating in their digital portfolios
    - Use of the key vocabulary outlined in the Long-Term Overview (used in writing or orally)
    - Pupil performance against the intended knowledge, skills and understanding for every unit on the Computing Long Term Overview
- There are 3 gradings to choose from when assessing Computing:
    - WTS = Working towards the expected standard for the year group
    - EXS = Working at the expected standard for the year group
    - GDS = Working at greater depth for the year group

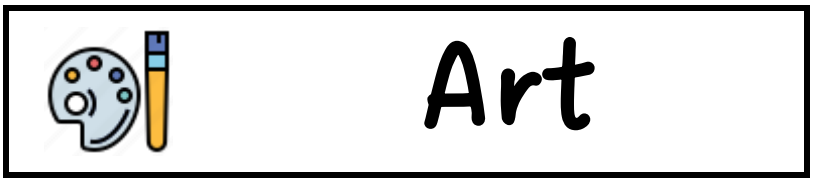


Assessment for Learning

- Assessment ***for*** learning is used during and between all French lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class.

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
    - end of autumn term
    - end of spring term
    - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum MfL expectations and our Target Memories, teachers use these elements to inform their decision:
    - Pupil performance against the intended knowledge, skills and understanding for each unit on the French Long Term Overview/ Language Angels knowledge organiser (predominantly through speaking and listening)
    - Pupil ability to complete the end of unit Language Angels assessments which may include reading and writing also
    - Knowledge of pupils' wider language experiences including languages spoken at home and participation in extra-curricular language clubs
- There are 3 gradings to choose from when assessing French:
    - WTS = Working towards the expected standard for the year group
    - EXS = Working at the expected standard for the year group
    - GDS = Working at greater depth for the year group



Assessment for Learning

- Assessment ***for*** learning is used during and between all Art lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class.

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
  - end of autumn term
  - end of spring term
  - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our Target Memories, teachers use these elements to inform their decision:
  - The intended knowledge, skills and understanding stated for each unit on the Art Long Term Overview
  - Artistic skills outside of the art lesson e.g. illustrations in Project lessons
  - Knowledge of pupils' participation in extra-curricular arts
- There are 3 gradings to choose from when assessing Art:
  - WTS = Working towards the expected standard for the year group
  - EXS = Working at the expected standard for the year group
  - GDS = Working at greater depth for the year group



Assessment for Learning

- Assessment ***for*** learning is used during and between all Design and Technology lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class.

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
  - end of autumn term
  - end of spring term
  - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our Target Memories, teachers use these elements to inform their decision:
  - The intended knowledge, skills and understanding stated for each unit on the DT Long Term Overview
  - Use of the key vocabulary outlined in the Long-Term Overview (used in writing or orally)
  - Designing and making a product, that it fits the brief, using technical knowledge in each unit, and evaluating its effectiveness critically
  - Knowledge of pupils' participation in extra-curricular activities linked to the DT curriculum
- There are 3 gradings to choose from when assessing D&T:
  - WTS = Working towards the expected standard for the year group
  - EXS = Working at the expected standard for the year group
  - GDS = Working at greater depth for the year group



Music

Assessment for Learning

- Assessment ***for*** learning is used during and between all Music lessons to inform next steps.
- Medium term lesson plans should be adapted to cater for the needs of the current cohort and/ or individual class.

Summative Assessment of Learning

- Summative assessment of learning is recorded at three points in the year:
  - end of autumn term
  - end of spring term
  - end of summer term
- These 3 summative assessment points are recorded on our tracking system: Insight.
- When making a professional teacher judgement of pupil attainment against the National Curriculum expectations and our Target Memories, teachers use these elements to inform their decision:
  - The intended knowledge, skills and understanding stated for each unit on the Music Long Term Overview
  - Knowledge of pupils' participation in extra-curricular music lessons including choir
- There are 3 gradings to choose from when assessing Music:
  - WTS = Working towards the expected standard for the year group
  - EXS = Working at the expected standard for the year group
  - GDS = Working at greater depth for the year group