



Assessment

“ Assessment is indeed, the bridge between teaching and learning. ”

Dylan Wiliam



Teaching and Learning and Assessment

Our approach to assessment is structured and purposeful, embedded within a strong and clearly articulated vision for teaching and learning across the school. It is informed by evidence-based best practices, including guidance from the Education Endowment Foundation and other leading experts. The following statement captures our core belief about the role of assessment:

Assessment, whether summative or formative, used as a tool to inform ongoing learning, is rigorous and supportive. The process of assessment should not be seen by the child or her teacher, as the end point, but as the beginning of future achievement.

Kime, S., et al. (2017). *What Makes Great Assessment?* Durham, Evidence Based Education.



Guiding Principles

Assessment is designed to support children's progress in acquiring knowledge, concepts, and skills.

Our approach ensures assessment is used effectively and efficiently, with a clear purpose.

It provides teachers with meaningful insights into each child's learning journey and their ability to apply knowledge across a variety of contexts.

Assessment also enables reliable judgements about pupils' learning, especially when sharing information with parents and carers.



Assessment at the core

The word assessment comes from the Latin to '**sit alongside**'.

Assessment - that is the process of gaining insight into what our pupils know, understand and can do as a result of what we have taught them. In doing this, we will have greater insight into what appears to have been learnt, what needs to be consolidated or revisited and where the gaps are.

The critical thing is that it provides information about where the gaps are and also what can be celebrated, in terms of the distance travelled-so that we and our pupils are able to say we didn't know that before and now we do.

Mary Myatt - The Curriculum



Our Assessment Strategy

Formal assessments

Summative standardised tests to identify performance in line with National performance and provide gap analysis

Daily AfL

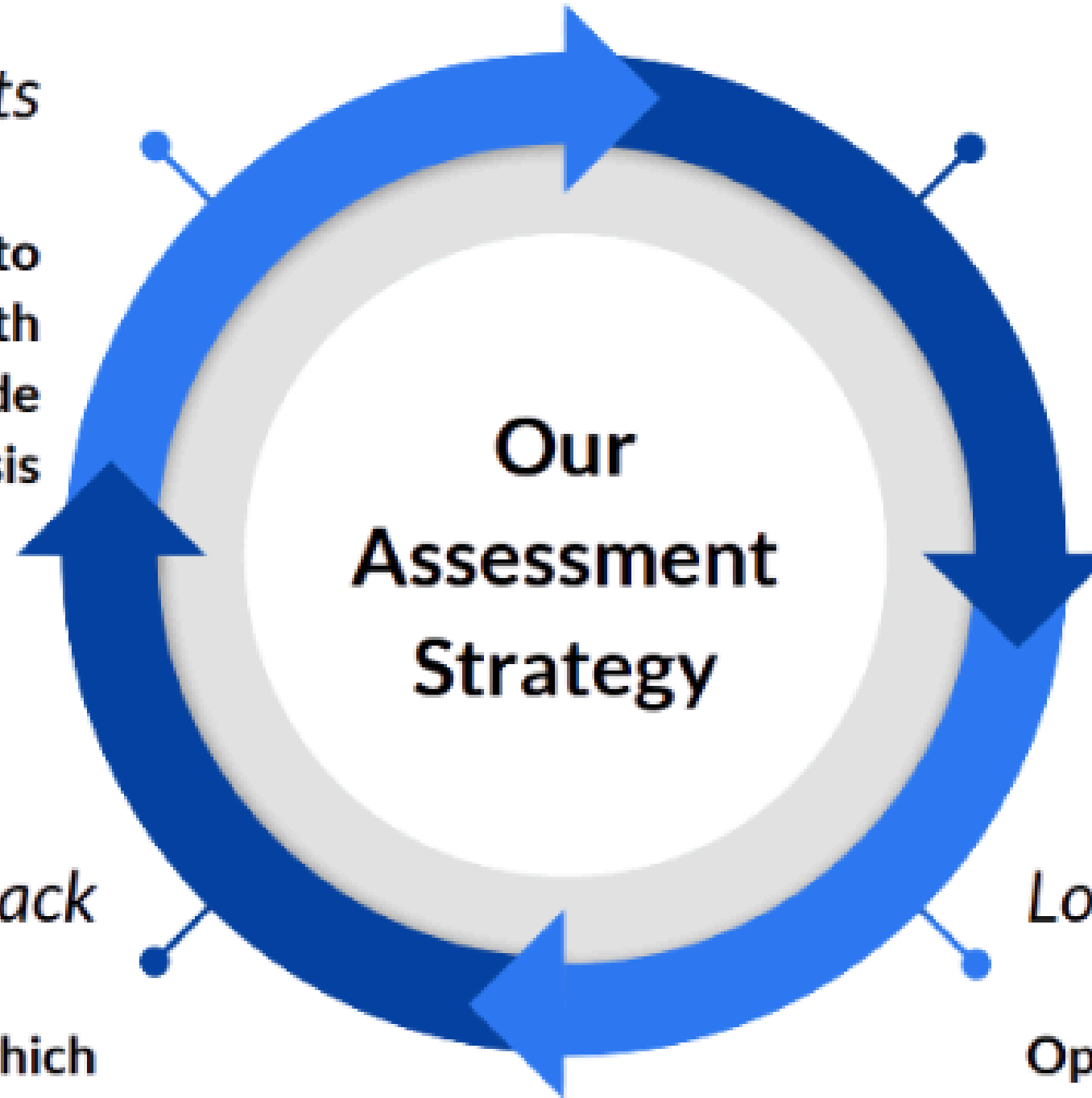
Precise, targeted and rigorous strategies to inform and guide teaching and learning

High quality feedback

A rich feedback culture which promotes rapid progress

Low stakes assessments

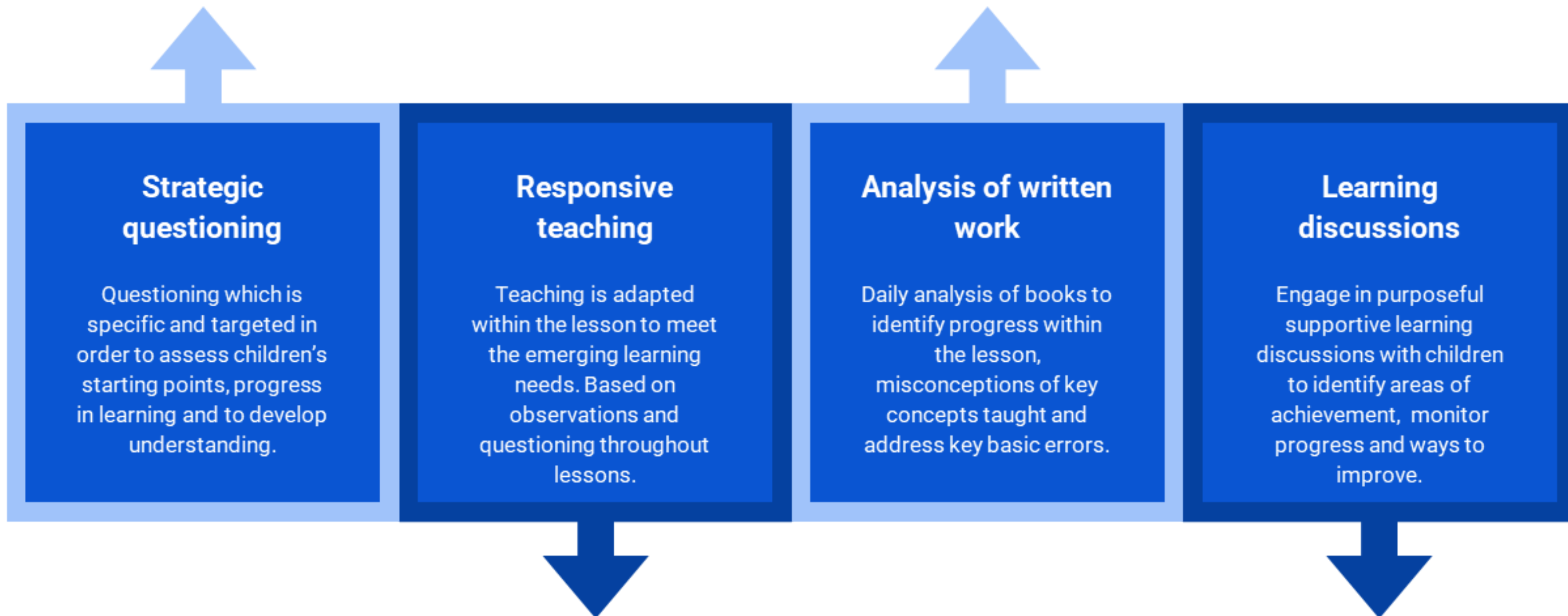
Opportunities for checking on learning and develop retrieval confidence





Daily AfL (formative assessment)

Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there





AbL – Responsive teaching methods



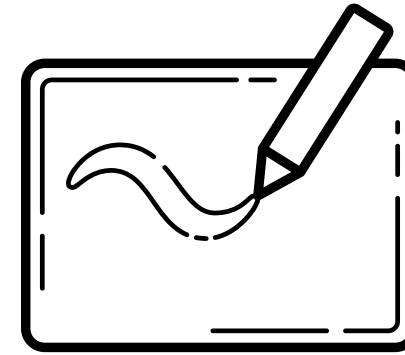
Cold calling

Provides immediate feedback for teachers to gauge understanding of the children



Think, pair share

Opportunities for structured discussions to allow students to rehearse and share their thoughts



Show – me whiteboards

Provides a sample of responses from the whole class to provide immediate feedback



Probing questions

Check and develop children's understanding by asking questions that support children to make links between new and prior learning



Feedback

“ The shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning. ”

William D, (2011) *Embedded formative assessment*

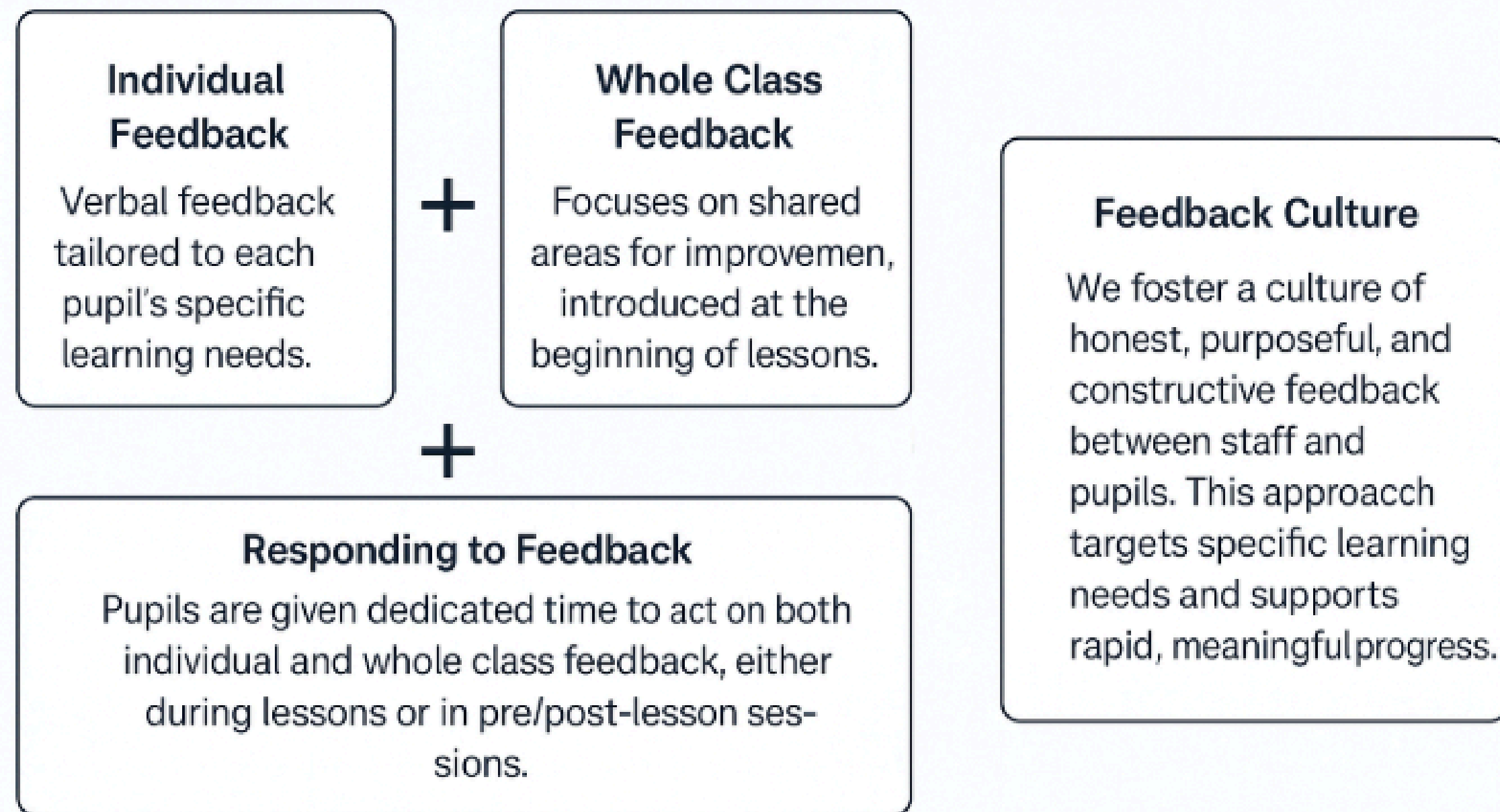
Key Principles of Feedback

- The primary purpose of feedback is to enhance and support children's learning.
- Its effectiveness is evident through the progress children make over time, clearly reflected in their work.
- Feedback should encourage pupils to take ownership of their learning and improvements.
- It should be delivered either during the lesson or at the next appropriate opportunity.
- Feedback is embedded within our broader assessment strategy, ensuring appropriate challenge and promoting sustained progress.
- In lessons, feedback is provided promptly, clearly, and with precision.



High Quality Feedback

Feedback plays a vital role in driving pupil progress. To support meaningful improvement, children need clear, targeted feedback that focuses on specific skills or concepts, helping them move forward in their learning over time.





Low Stakes Assessments

Planned, low-stakes yet high-impact opportunities offer repeated exposure to learning, helping to reduce forgetting. Structured cumulative-quizzes and daily retrieval practice opportunities support children in accessing their long-term memory and serve as a valuable tool for teachers to assess progress in line with our bespoke MDPA curriculum.

Daily retrieval quadrants slides in lessons to recall knowledge and practise skills from prior learning (Last Lesson, Last Week, Last Unit, Last Year)

Identify areas of strength and gaps in learning.

Cumulative quizzes at the end of units to assess progress based on curriculum content.

Adapt future instruction of the concept or skill using spaced learning. Include pre- and post-teaching strategies to promptly address learners' needs.

Recap of Prior Learning:

<p>Last Lesson</p> <p>Connect</p> <p>These are jobs people had in 1666. Match the job title with the description.</p> <table border="0"><tr><td>rat catcher</td><td>mixed and sold medicine made from plants and herbs</td></tr><tr><td>baker</td><td>removed human waste from cesspits and privies (toilets)</td></tr><tr><td>chimney sweep</td><td>cleaned chimneys and fireplaces</td></tr><tr><td>chandler</td><td>sold mainly candles but sometimes also soap and oil</td></tr><tr><td>gong farmer</td><td>makes thread using a spinning wheel</td></tr><tr><td>apothecary</td><td>caught rats in the city as there were so many</td></tr><tr><td>spinner</td><td>made bread which was a main part of people's diet</td></tr></table>	rat catcher	mixed and sold medicine made from plants and herbs	baker	removed human waste from cesspits and privies (toilets)	chimney sweep	cleaned chimneys and fireplaces	chandler	sold mainly candles but sometimes also soap and oil	gong farmer	makes thread using a spinning wheel	apothecary	caught rats in the city as there were so many	spinner	made bread which was a main part of people's diet	<p>Last Week</p> <p>Where is London?</p> <p>When was the Great Fire of London?</p>
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<p>Last Unit</p> <p>Who is this lady?</p> <p>Why is she important in Peterborough?</p>	<p>Last Year</p> <p>Connect</p> <p>Can you think of two things that have happened in your life so far?</p> <p>We call this the 'past'.</p> <table border="0"><tr><td> losing a tooth</td><td> starting primary school</td><td> learning to ride a bike</td><td> your 5th birthday</td></tr></table>	losing a tooth	starting primary school	learning to ride a bike	your 5 th birthday										
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Cumulative Quizzes

In phonics, reading, science, history and geography cumulative quizzes are carried out at the end of units to assess progress based on specific MDPA curriculum content. These are analysed to identify children's strengths and next steps in learning, as well as whole cohort assessment.

Year 2 Physical and human geography Score _____


1. A **human** feature in geography is...

(A) **built or put there** by a person. (B) natural and shaped by nature.


2. A factory is a...

(A) human feature. (B) physical feature.



3. A house is a...

(A) human feature. (B) physical feature.



<p>OWN-it Analyse </p> <p>Tick the root word that means <i>leader or ruler</i>.</p> <p><input type="checkbox"/> hept <input type="checkbox"/> arch</p> <p>Explain the meaning of the underlined <i>suffix</i> in the word <i>missionary</i>.</p> <p>Which part of the word <i>sporadic</i> means relating to?</p>	<p>KNOW-it Definition </p> <p>Explain the meaning of the word <i>migration</i>.</p> <p>True or false?</p> <p>The word <i>viewpoint</i> means someone's opinion.</p> <p>Tick one. The word <i>reliant</i> means:</p> <p><input type="checkbox"/> making new lines <input type="checkbox"/> depending on something to continue</p>
<p>LINK-it Connect </p> <p>Circle the word closest in meaning to <i>vanquish</i>.</p> <p style="text-align: center;">conquer battle</p> <p>Write a word meaning the opposite of <i>abandoned</i>.</p> <p>Write two words associated with <i>dominant</i>.</p> <p>1. _____ 2. _____</p>	<p>USE-it Use in context </p> <p>Correct or incorrect use?</p> <p>The villagers made a <i>pagan</i> from clay and straw.</p> <p style="text-align: center;"><input type="checkbox"/> Correct <input type="checkbox"/> Incorrect</p> <p>Insert the word that would complete this sentence correctly.</p> <p>The village was _____ so the Vikings took control without a battle.</p> <p>Use the word <i>laden</i> correctly in a sentence.</p>

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Y4 Britain's settlement by Anglo-Saxons and Scots 2023 Score _____

1. When did the Romans leave Britain?

(A) AD 400
(B) AD 405
(C) AD 410
(D) AD 420

2. Which northern tribes raided Britain after the Romans left?
(CHOOSE 2)

(A) Jutes.
(B) Picts.
(C) Angles.
(D) Scots.



3. Name the Germanic peoples that came to help the Britons.

(A) Picts.
(B) Jutes.
(C) Angles.
(D) Saxons.
(E) Scots.

4. What did the Jutes, Angles and Saxons get for helping Britons?

(A) Land.
(B) Land and money.
(C) Nothing.
(D) I'm not sure.



Analysis of Learning

"Feedback should be more work for the recipient than the donor."

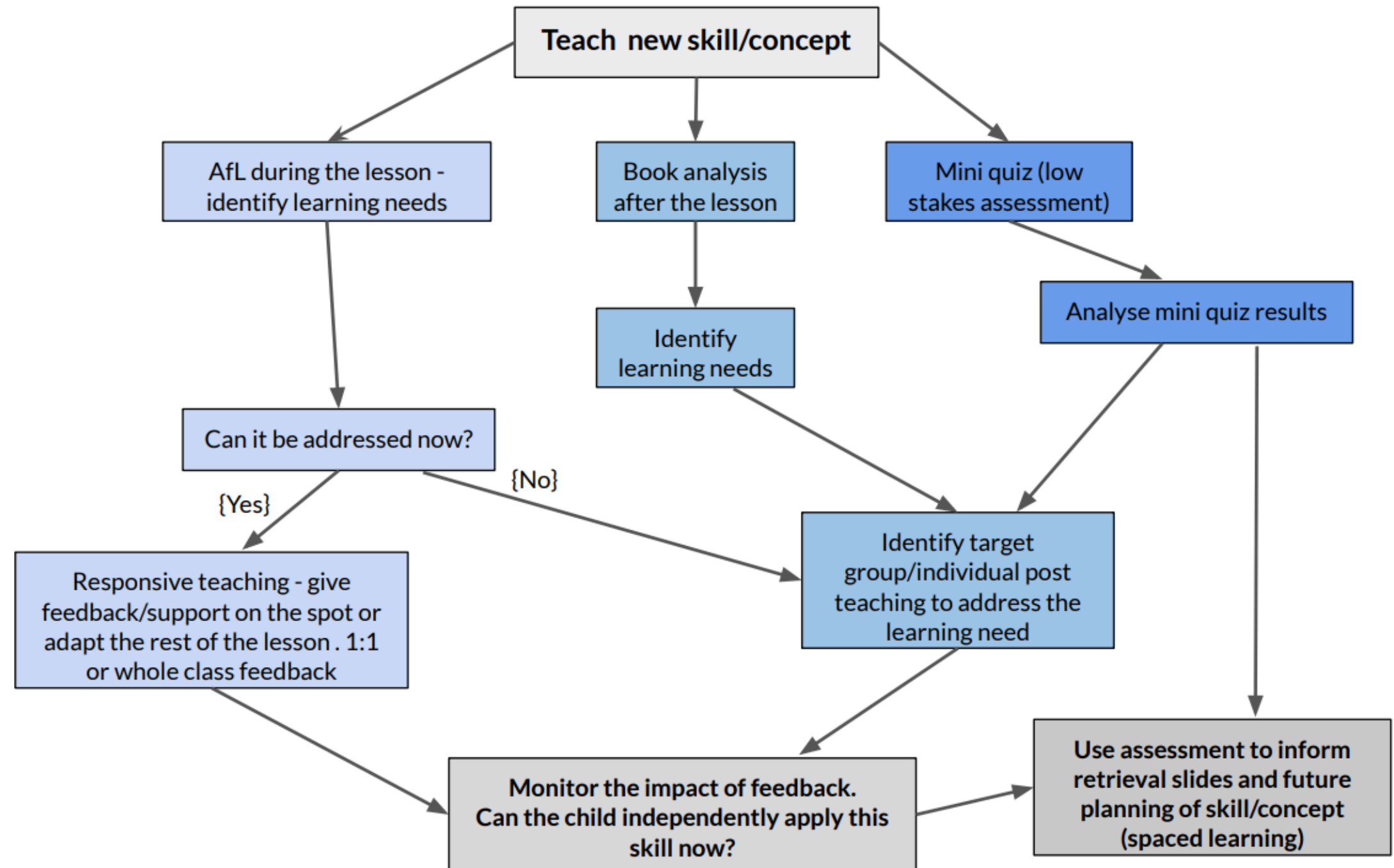
William D, (2011)

Embedded formative assessment

Teacher's apply a light marking approach to books.

Daily analysis of pupils work is a crucial element which forms the foundations of our assessment strategy to ensure progress over time. The purpose of daily analysis is to identify progress within the lesson, highlight misconceptions of key concepts taught and address key basic errors.

This Assessment information is fed directly into future planning and intervention to meet the learning needs of the children.





Reception Baseline Assessments (RBA)

The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well Manor Drive Primary Academy supports pupils to progress between Reception and Year Six.

What is the RBA?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children of your child's age will be familiar with.

The RBA is not about judging or labelling a child or putting them under any pressure. Children cannot 'pass' or 'fail' the assessment. Its main purpose is to create a starting point to measure the progress schools make with their pupils.



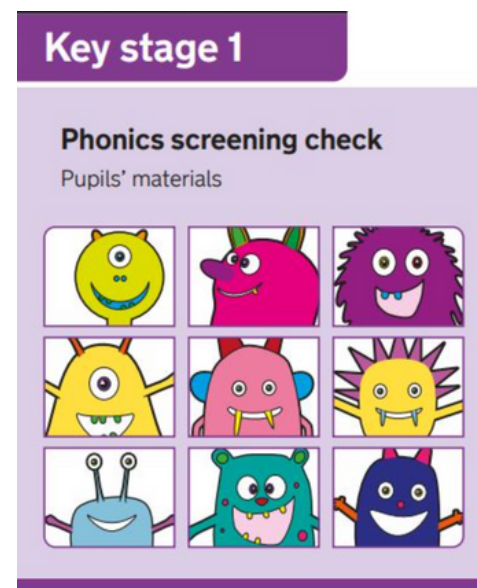
Formal Assessment (summative assessment)

Phonics, Reading and Maths

Termly standardised tests provide a summary of what a child has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.

It will summarise attainment at a particular point in time and provides individual and cohort data that will be used for tracking progress and for informing stakeholders (parents, governors, SLT).

SEND: Children who are identified as SEND will be given a standardised test which is reflective of the curriculum that they are learning. This can only be done in agreement with the Inclusion Team and as part of their individualised learning plans.





Phonics Assessment

From Reception to Year Two, teachers conduct continuous assessments of pupils' phonics progress. These regular and thorough assessments help quickly identify any child falling behind the expected pace of our phonics programme, allowing for immediate, targeted support.

Phonics Data Tracking for Reading graphemes, segmenting and blending.	Every class which teaches phonics to have a tracking sheet for each phase of phonics. This is a way of recording teacher's own assessment. Teachers will be able to adapt/revisit/review part of teaching to directly correlate with gaps in class. Will allow year groups to compare data & adapt planning accordingly.	Secure	
		Inconsistent	
		Not secure	

Phase 2 Phonics Tracking: Toytown																														
Name:	s	a	t	p	i	n	m	d	g	o	c	ck	e	u	r	h	b	f	ff	l	ll	ss	j	v	x	y	z	zz		
Child 1																														
Child 2																														
Child 3																														
Child 4																														
Child 5																														
Child 6																														
Child 7																														
Child 8																														
Child 9																														
Child 10																														
Child 11																														

Sounds Write Progress Checks

Progress checks build into Sounds Write lessons to retrieve taught code and inform gaps in knowledge

Sounds Write Diagnostic Tests

Used to inform gaps in learning, specifically for children new to the school

Phonemic Awareness Skills Tests

Used to inform gaps in learning, specifically for children new to the school

Alphabet code knowledge test

Used to inform gaps in learning, specifically for children new to the school

High Frequency Word (HFW) check

Use to inform gaps in knowledge and inform support where needed



Tracking Progress



We have built a bespoke assessment tracking system on Bromcom which will enable us to input attainment data and track progress over time.

Standardised tests will inform three data entry points over the year.

Reading - Autumn End of Term	Maths - Autumn End of Term	Writing - Autumn End of Term
WB	WB	WB
ARE	ARE	ARE
WB	ARE	WT
ARE	ARE	ARE
ARE	ARE	ARE
ARE	ARE	ARE
ARE	ARE	ARE
WB	WT	WT

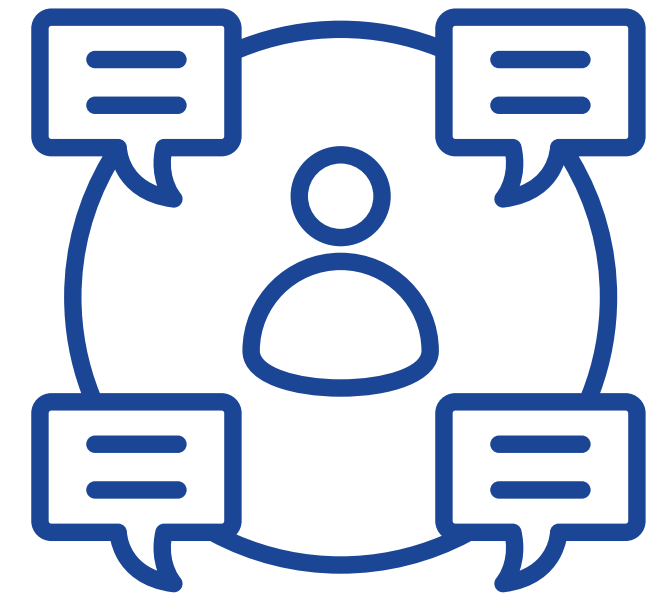
R- Subitising up to 5	R Double up to (double 5)	R- Count verbally beyond 20	Year 1 - Number facts to inside 10	Year 1 - Doubles up to 10	Year 2 - Counting inside 100	Year 2 - Number facts inside 20
Not on Track	Not on Track	Not on Track	Not on Track	Not on Track	Not on Track	Not on Track
On Track	On Track	On Track	On Track	On Track	On Track	On Track
On Track	On Track	On Track	On Track	On Track	Not on Track	Not on Track
On Track	On Track	On Track	On Track	On Track		
On Track	On Track	On Track	On Track	On Track	On Track	On Track
On Track	On Track	On Track	On Track	On Track		
On Track	On Track	On Track	On Track	On Track	On Track	On Track
On Track	Not on Track	On Track	Not on Track	On Track		

This enables us to analyse the data, compare data and identify next steps for intervention and teaching and learning. Reports available will allow:

- Attainment overview for core subjects, including contextual data (sub groups such as SEND, PP, gender, FSM, attendance etc)
- Diminishing difference - % for gap analysis (eg FSM vs non FSM)
- Primary overview -KS1 data compared to current attainment
- Prior attainment - identify those staying the same, regressed, improved
- Subject triangulation - venn diagram to identify combined



Moderation



Moderation is essential to the integrity of teacher assessment judgements.

We utilise moderation, which is a professional, informed and collaborative dialogue between two or more teachers, and between teachers and other professionals to ensure consistency, accuracy and reliability of our assessments. The aim is to make fair and comparable judgements about what pupils understand, know or can do, and how consistently they can demonstrate these capabilities.

Moderation at MDPA is an ongoing process throughout the year. Our moderation focuses heavily on the dialogue that accompanies the moderation process as this is of vital importance in developing a deeper understanding of the underlying standards. Moderation is carried out within year groups, across year groups and key stages, across the MAT and with external bodies.

When good knowledge and understanding of great assessment are used in such a forum, there is great potential to improve the reliability of assessments used in schools.



Pupil Progress Meetings

Pupil progress meetings take place once a term with the class teachers and the assessment lead, to:

- Monitor and track progress
- Create and reflect upon personalised targets and interventions
- Early identify needs or issues within class
- Set and review targets for the class
- Make data driven decisions and focus on accountability
- Celebrate successes

