

Assessment at Gatehouse Primary Academy 2021/22

At Gatehouse Primary Academy, at the heart of teaching and learning is assessment. It is vital to assess the progress and attainment that students are making in all subjects, discussion of that progress and attainment with pupils and the reporting of this to parents.

What is Gatehouses Primary Academy's Rationale?

The systematic collection, interpretation and use of information to give a deeper appreciation of what pupils know and understand, their skills and personal capabilities, and what their learning experiences enable them to do.

'We believe that all forms of assessment should be used to improve teaching and learning'

At Gatehouse Primary Academy, we believe that effective assessment provides information to improve teaching and learning. By providing our children with regular feedback on their learning they understand what to do in order to improve. This allows us to base our planning on a detailed knowledge of each pupil.

We have based our assessment system on the following principles:

1. Children can demonstrate what they know, understand and can do in their learning.
2. Children understand what they need to do next to improve their learning.
3. Allow teachers to plan learning that accurately reflects the needs of each child.
4. All forms of assessment should be used to improve teaching and learning.
5. Underpinned by a knowledge of the curriculum.
6. Informs planning and delivery of the curriculum

How do Gatehouse Primary Academy Assess?

There are three main forms of assessment: **in-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly; **in-school summative assessment**, which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and **nationally standardised summative assessment**.

In - School Formative Assessment

Formative assessment is crucial as it informs the next steps in teaching and learning. It is also an opportunity to find out which children are reaching the expected progress and have secured the learning within a unit or sequence. This information should be used to ensure that any children who are falling behind are helped to catch up. We believe that teachers know their children better than anyone and are the most accurate judges of their children's progress. We use a range of information to inform teachers' formative assessments. Teachers evaluate using a range of strategies to identify strengths and gaps in pupils' knowledge and understanding of programmes of study on a day-to-day basis and to tailor teaching accordingly.

'Good formative assessment ranges from the probing question put to a pupil as they think something through; quick recap questions at the opening of a lesson; scrutiny of the natural work of pupils; right through to formal tests.' *Commission Report - pg5*

- **Specific** and precise questions allow teachers to easily identify next steps.
- **Frequent** retrieval improves learning and checks if pupils have really understood something.
- **Repetitive** Practice and repetition make perfect.

Within planning at Gatehouse we use a **spaced practice** approach. To learn, we need to recap the topic time and time again. We *need* this to effectively learn *anything*. Learners forget up to 50% of information within an hour. So it is unsurprising that as learning designers, we want to devise strategies to mitigate this loss of knowledge.

These strategies usually fall to spaced review. Repeating our learners exposure to information over differing time periods, so it becomes fixed in their long-term memory. At the start of all lessons we recap the building blocks required for the coming lesson and assess prior learning, adapting teaching, where required, to ensure learning is moving at the correct pace.

- Questioning - Through careful planning teachers use of a range of rich questions and answers: these are pre planned and can include hinge questions which can take learning in different directions based on responses, diagnostic questions to expose misconceptions and higher order questions to embed and apply skills taught.
- Marking of pupils' work, particularly marking with the child (instant feedback), and giving feedback linked to the learning objective.
- Observational assessments.
- Pupil self-assessment against success criteria.

In - School Summative Assessment

Evaluates and informs improvements on how well pupils have learned and understood learning over a period of time. A range of 'In-Class Summative Assessments' will be used to support teacher assessments including, for example:

- Short pre topic/end of topic or unit tests or low stakes quizzes to ensure progress and identify when children are ready to move on.
- Reviews for pupils with SEND.
- Pupil Progress Meetings with Senior Leaders
- Termly 'best fit' assessment relating to the National Curriculum age related expectations – this is reported by class teachers on SIMs as Working Below, Working towards, Working at or Greater Depth.
- End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations and expectations based on individual subject assessment criteria.

Each subject is assessed in different ways and some subjects are assessed differently depending on units of learning. They are all assessed against criteria taken from the national curriculum which are tracked throughout their school journey.

Some subjects are assessed on the skills and knowledge gained through the unit through session by session questioning and/or end of unit quizzes. This approach is often used in used in MFL, PSHE and Geography.

However, others are assessed as a comparative from the start of the unit where the children build on prior knowledge and understanding from previous units or through a task which reflects the knowledge and skills gained. This approach is often used in Science and History

Often skills based subjects are assessed at the end of the unit based on a final outcome where children assess and reflect against all of the skills and knowledge gained throughout the unit. This approach is often used in D&T, Art and PE.

Some subjects combine both methods depending on the unit type. For example, in Computing Units they focus more on conceptual development through using an end of unit quiz. Units that focus more on skills development end with a project and include a rubric assessment. Similarly, in music, units which feature composition end with a project and include a rubric assessment whilst artist studies will use an end of unit assessment.

National Summative Assessment

Nationally standardised assessments will be used to provide information on how children are performing in

comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally.

Teachers have a clear understanding of national expectations. Nationally standardised summative assessment enables the Head of School and the First Federation Trust to benchmark the schools performance against other schools locally and nationally, and make judgements about the school's effectiveness.

'Nationally standardised summative assessments' will be used:

- o Statutory baseline assessment in Reception (from academic year 2021-22)
- o A Phonics screening test in Year 1.
- o Multiplication Tables Check in Year 4 (from academic year 2021-22)
- o National Curriculum teacher assessments at the end of Key Stage 1.
- o National Curriculum tests and teacher assessments at the end of Key Stage 2 (applicable from academic year 2021-22).

An Inclusive Approach to Assessment

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention.

Whilst in class, in school formative and summative assessments are adapted for the needs of all pupils if they are working at a different phase or age of learning.

Initial Language Assessment

All children who attend Gatehouse (usually in EYFS but can be in other years if the needs are required) will be initially assessed with a speech and language assessment. This is then repeated for all children in year 3 or two years after the initial assessment.

An assessment is undertaken in order to ascertain verbal and non-verbal abilities to understand a child's needs and ensure progression.

Assessment in Early Years Foundation Stage

Staff will carry out a baseline check on all children Reception in all seven areas of development. Children will receive an assessment in Phonics and Mathematics on entry to Gatehouse in order for them to be planned for accordingly.

Child initiated observations as well as 'Look Listen and Note' observations help create a picture of what a child can initially do. Children are observed working independently and together both indoors and outdoors. This informs the staff of the development stage of each child and will set a baseline for where children progress to throughout their lifelong learning journey. Judgements are made in line with the criteria outlined in Development Matters.

How does Gatehouse share Assessment with Parents/Carers?

Family Consultations (Parents Evening)

We aim to involve parents and carers in their children's learning and they are invited to attend parents evenings twice a year to discuss learning, progress, attainment and next steps.

Annual Reports to Parents/ Carers

Parents/ cares are provided with an achievement report detailing attainment and progress in all areas of the curriculum, at the end of the academic year.

Link: [Standards and Testing Agency](#)

Information for parents about the curriculum tests at the end of key stage 1 and 2.