

## **Impact:**

*"Feedback is the rocket fuel that propels the acquisition of knowledge and without it no amount of practice is going to get you there." Matthew Said (Bounce - the myth of talent and the power of practice.)*

Throughout our curriculum, pupils are required to **use** their acquired knowledge and skills to demonstrate their understanding. This can be through direct questioning, demonstration, or in response to challenging questions and subject-specific tasks which require pupils to justify their responses. This is assessed through both formative and summative assessment practices.

### **Formative Assessment and Verbal Feedback:**

This is the foundation of our assessment and feedback strategy and is the engine for driving learning forward. Ideally, formative assessment and verbal feedback on how to improve is given at the point of learning or as soon after as possible during the lesson. This can be to individuals, groups or the class as appropriate. All lessons are assessed afterwards through a review of the work done and any knowledge, concepts, skills or understanding that need to be readdressed, consolidated or developed are noted in teacher's personal assessment and feedback diaries and planning adapted appropriately.

Feedback, formulated from these teacher diary notes and also informed by LSA observation diaries, is given at the start of the next lesson (*Formative Five*) and addresses important points that have been noted from the end of lesson review – including misconceptions; specific learning and consolidation points; and sharing of excellence and notable achievements identified in pupils' work. The lesson may then develop and address these further depending on the teacher's informed judgement. (see feedback & marking policy for more detail).

### **Summative Assessment:**

Pupils in Years 1-6 complete NFER standardised tests in **reading, SPaG and mathematics** at the end of each term. Writing is teacher assessed and moderated across the year group as well as with local network schools and, in years 2 & 6, wider city school moderation. Pupils are assessed in these core subjects as Below Age Expected Standard, Working Towards Age Expected Standard, At Age Expected Standard or at Greater Depth.

This gives us clear, tracking data as to how effective teaching and learning has been, in terms of individual pupils attaining expected or accelerated progress. Formative, question level analysis of the tests enables us to identify specific areas that require particular attention and respond by adapting planning for future learning.

**R.E.** is assessed and recorded in accordance with Diocesan guidelines and recorded in keeping with our tracking system, using identified assessment ladder symbols, matched to the Questful RE syllabus.

We test the retention of knowledge at the end of each unit in each **foundation subject** and use this alongside National Curriculum objectives to teacher assess children's attainment and progress. Pupils are assessed as Working Towards Age Expected Standard, At Age Expected

Standard or at Greater Depth. This is used to monitor and track achievement and progress throughout their time at our school and to inform subject leaders' strategic priorities.

We have introduced 'Mastermind Quizzes' designed by subject leaders to assess the longer-term retention of specific knowledge, considered particularly relevant or essential for secure progression and building upon previous learning within future planning. These 'Mastermind Quizzes' are to be assigned against a whole-school (Y1-6), consistent timetable as homework tasks; in doing so, it is intended that these will provide class teachers and subject leaders with valuable formative data whilst, at the same time, familiarising parents/carers with the content of learning in each curriculum subject.