

Our approach to assessment at Wallsend Jubilee Primary School

Subject/area of school	EYFS
Approaches to assessment	<ul style="list-style-type: none"> <li>• Information gathered from parents and previous settings, home visits and Nursery visits</li> <li>• Baseline assessment for Reception children completed once children are settled.</li> <li>• Continual formative assessments, noticing what children do, know and remember against our curriculum through watching, talking and joining children in play.</li> <li>• Red / green dots made on assessment sheet to indicate which children are “on track” and which are “supported” with week’s learning focus</li> <li>• Notes made on children “supported” to indicate what in particular they needed support with</li> <li>• Weekly conversations to discuss learning focus in more detail with particular emphasis on the lowest 20% and other vulnerable children. Scaffolds discussed</li> <li>• Half termly meetings to discuss progress and action plans put into place</li> <li>• Tracking sheet updated with on track / supported in Autumn 1(on entry), End of Autumn 2, End of Spring 2 and End of Summer 2</li> <li>• EYFSP completed for Reception children</li> <li>• Meetings with other childcare providers to share information</li> <li>• Displays and floor books demonstrate learning and what children know and can do.</li> </ul>
Monitoring of assessment	<ul style="list-style-type: none"> <li>• Weekly meetings used to put scaffolds into place</li> <li>• Half termly meetings used to put action plan into place</li> <li>• Termly data drops analysed to identify gaps to inform planning / interventions</li> <li>• Termly monitoring by subject lead</li> </ul>
Moderation of assessment	<ul style="list-style-type: none"> <li>• Daily conversations, weekly and half termly team meetings</li> <li>• Termly key stage moderation meetings</li> <li>• Moderation with KS1 at end of Reception</li> <li>• Governors meetings</li> <li>• Moderation with other schools</li> <li>• Use of LA exemplification against EYFSP</li> </ul>
Impact of assessment	<ul style="list-style-type: none"> <li>• Staff know individual children - how they learn, what interests them, their strengths and what they need to</li> </ul>

	<p>work on. Staff able to move children's learning forward</p> <ul style="list-style-type: none"> <li>• Children making good progress from their starting points</li> <li>• All children and individual needs catered for</li> <li>• Gaps identified and scaffolds put into place</li> </ul>
How is the information used?	<ul style="list-style-type: none"> <li>• To support planning</li> <li>• To identify gaps</li> <li>• To identify children who are stuck or falling behind in terms of progress</li> <li>• To know each child and how each child learns</li> </ul>

Subject	Maths
Approaches to assessment	<ul style="list-style-type: none"> <li>• Pre assessment at the start of each unit of work to ascertain knowledge and to support planning.</li> <li>• Post assessment at the end of the unit to support assessing progress throughout the unit of work.</li> <li>• Termly assessments to help support judgements of assessing pupils levels and progress over the term.</li> <li>• Target Tracker objectives updated as an ongoing process to show coverage.</li> <li>• Gap analysis completed from termly assessments to inform planning, Hi5's and Maths Meetings for next term.</li> <li>• Marking of books as ongoing assessment of knowledge and understanding - corrections completed where necessary.</li> <li>• Children use green or orange square next to date to self assess their own understanding on a daily basis.</li> <li>• TTRS used to track times tables for all children from Year 2 to Year 6 - programs can be tailored and targets can be set for children who are not achieving in line with year group expectations.</li> </ul>
Monitoring of assessment	<ul style="list-style-type: none"> <li>• Termly gap analysis of data from end of term assessments and groups of children identified for additional support or monitoring in class - completed by deputy head and subject co-ordinator.</li> <li>• Subject lead meets with Governor termly to monitor progress</li> </ul>
Moderation of assessment	<ul style="list-style-type: none"> <li>• Book looks, pupil discussion and learning walks to see evidence of progress (pre/post).</li> <li>• Analysis and sharing of data and identified children using target tracker grids and assessment sheets - co-ordinator has overall breakdown of the whole school and identified children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Deep dive</li> </ul>
Impact of assessment	<ul style="list-style-type: none"> <li>• Measures progress of pupils each term</li> <li>• Identifies areas of taught curriculum where knowledge and understanding is not yet embedded.</li> <li>• Shows progress from start to end of individual units of work</li> <li>• Support teachers to plan objectives that are not understood and to revise objectives where 80%+ show a good understanding.</li> <li>• Children not making required progress are identified and where possible, individual or group intervention is implemented.</li> <li>• Teachers are able to identify target groups within classes - with those who need more support or those who can be pushed to achieve more.</li> </ul>
How is the information used?	<ul style="list-style-type: none"> <li>• To support planning</li> <li>• To identify gaps</li> <li>• To identify children who are stuck or falling behind in terms of progress</li> <li>• To implement effective, timely intervention</li> <li>• To identify children who have a good understanding and can focus on greater depth within objectives and across units of work.</li> </ul>

Subject	RWInc
Approaches to assessment	<ul style="list-style-type: none"> <li>• Half termly assessments carried out to regroup individuals</li> <li>• Target Tracker</li> <li>• Observations - immediate feedback given in lessons</li> <li>• Adapt planning of teaching sounds/reading focus to suit group</li> </ul>
Monitoring of assessment	Assessments take place every second last week of half term
Moderation of assessment	<p>Assessment team created</p> <p>RWInc lead reviews assessments and supports the regrouping</p> <p>Subject lead meets with Governor termly to monitor progress</p>
Impact of assessment	<p>Measure progress of individuals</p> <p>Teacher targets current level/needs</p> <p>Gaps are closed</p>
How is the information used?	<ul style="list-style-type: none"> <li>• Current needs catered for- children placed in an appropriate group</li> </ul>

	<ul style="list-style-type: none"> <li>• SEND placed in smaller groups</li> <li>• Individuals highlighted in data analysis feedback for intervention</li> <li>• Key findings are shared with RWInc staff</li> <li>• Practise sessions reflect findings if appropriate</li> </ul>
--	--

Subject	English
Approaches to assessment Formative - observations Seesaw Written work	PM benchmark used to assess reading accuracy and strategies used by the reader before being placed on colour reading band. Assessment can be done at any other time if staff unsure if child on correct band or new admits. PIRA reading tests give reading age, age standardised scores and standardised score inline with NC. Writing NTAF's used to determine WTS EX GD Target Tracker used with objectives for Reading and writing updated termly Spelling - HAST spelling test used at the beginning of the year gives clear indication of spelling patterns needed to be taught. New Spelling shed programme gives diagnostic test to start and then a clear progression to follow
Monitoring of assessment	Whole school assessment week, each term Monitored by subject leads and SLT Subject lead meets with Governor termly to monitor progress
Moderation of assessment	Between classes/ year groups YR 2 and 6 moderation sessions with LEA Moderation across schools both within and outside of the LEA
Impact of assessment	Planning and teaching reflects a curriculum children need. Gaps are closed. SEND and disadvantaged children catered for with appropriate resources
How is the information used?	Teacher planning/teaching tailored to meet children's needs Recap previous learning and revisit concepts. Quality First Teaching intervention Small group intervention, timely and measured

Subject	Science
Approaches to assessment	Pre-unit thought showers, revisited after each unit of study (biology/chemistry/physics strands) these also serve to inform opportunities to address misconceptions.

	<p>ASE documents (Working scientifically) and Knowledge Organisers (Biology/Chemistry/Physics) used to support teachers' judgements.</p> <p>Working scientifically strands assessed via discussions with pupils during carefully planned hands-on activities within each unit of study (In EYFS progression documents provide small step targets for assessment during Early Years provision)</p> <p>Target Tracker used to record outcomes in KS1/KS2, data available to next year group teachers. Floor Books from Y1/2 passed along to the next teachers.</p>
Monitoring of assessment	<p>Target Tracker visited termly by subject leader as part of monitoring process, alongside book scrutinies.</p> <p>Pupil voice/staff voice</p> <p>Subject leader meets 2x each academic year with EYFS lead to ensure progression in provision across the whole school.</p> <p>Subject lead meets with Governor termly to monitor progress</p>
Moderation of assessment	<p>Subject lead regularly attends moderation sessions through local school cluster (PSTT) and Local Authority. Y6/Y2 receive additional training to support end of key stage judgements (30th March 2023 via Educate NT)</p>
Impact of assessment	<p>Gaps addressed by end of key phase, time allocated to this on long term plans. SEND children catered for with appropriate resources.</p>
How is the information used?	<p>To address misconceptions and gaps in learning, to highlight areas for improvement.</p>

Subject	Foundation subjects (example from history)
<pre> graph TD     Skills[Skills progression] --&gt; Knowledge[Knowledge organisers]     Knowledge --&gt; Assessment[Assessment]     Assessment --&gt; Interventions[Interventions]     Interventions --&gt; Hi5[Hi 5 Starters]     Hi5 --&gt; Skills     History[History at WJPS]   </pre> <p>The diagram illustrates a cyclical process for the History at WJPS curriculum. It features six main components arranged in a circle, connected by yellow arrows indicating a clockwise flow. The components are: Skills progression (top left), Knowledge organisers (top center), Assessment (top right), Interventions (bottom right), Hi 5 Starters (bottom left), and History at WJPS (center). The Assessment box includes a list: Formative (AWL) and Summative (Google doc). The History at WJPS box is highlighted in yellow.</p>	
Approaches to assessment	<p>Formative:</p> <p>Recorded using Seesaw:</p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Peer observation</li> <li>Teacher conversation</li> <li>Peer conversation</li> <li>Role play</li> </ul> <p>Written evidence:</p> <ul style="list-style-type: none"> <li>Vocabulary, sentence and end of unit short paragraph in books</li> <li>Annotated class display</li> <li>Self assessment using quizzes</li> <li>Book looks</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>End of unit quizzes</li> <li>End of unit google form checks</li> </ul>
Monitoring of assessment	Termly by subject lead

Moderation of assessment	Across year group
Impact of assessment	<p>Robust understanding of individual strengths</p> <p>Gaps in learning identified</p> <p>Gaps addressed</p> <p>Those not meeting key objectives identified and actions in place to support (KO2)</p> <p>Gaps do not widen</p> <p>Gaps are minimised</p> <p>SEND and disadvantaged pupils receive appropriate support to achieve key skills, knowledge and vocabulary (KO expectations)</p>
How is the information used?	<p>To address misconceptions and gaps in learning through;</p> <p>Page 2 Knowledge organiser</p> <p>Widget vocabulary mats and classroom display</p> <p>Vocabulary pre teaching using iPad</p> <p>1:1 and small group in class adult support</p> <p>Recap and frequent revisiting of prior learning using seesaw and floor books</p> <p>Multi-sensory approach to learning</p> <p>Peer discussion and group-based learning</p> <p>Over learning of key understanding - hi 5</p> <p>Directed to lunchtime clubs, after school clubs and both visits and visitors</p>