



Bird in Bush

Assessment Policy

Rationale

- At Bird in Bush, we believe that progress for children means knowing more and remembering more.
- We use a process of triangulation based on observations, formative and summative assessments to form a teacher judgement during three assessment windows throughout the year.
- We follow Rosenshine's Principles and teachers regularly use the following 2 principles of instruction in their classroom to assess learning in the moment and teach responsively:
 - Ask questions
 - Check student understanding

Summative assessments used in core subjects

- At Bird in Bush, we follow a consistent approach with Years 2-5 completing NFER assessments in Reading and Maths.
- Year 2 complete the NFER assessments, rather than the optional SATs, to ensure this consistency across the school and to enable us to track assessment data across the year, rather than just in summer.
- Year 6 do not complete NFER papers, but instead complete past SATs papers to prepare them for their May assessment window.
- We do not believe that Year 1 are ready for formal testing and instead use teacher judgement based on work that they complete independently.
- For writing, we use writing moderation to ensure further consistency of judgement across Years 1 - 6.

Summative assessments used in curriculum subjects

- For our curriculum subjects we have light-touch summative assessments that give teachers feedback on what children do and don't know and remember so this can inform future planning – see below for more detail
- We are mindful of teacher workload regarding assessment so in curriculum subjects, the summative assessments are always marked by the children so they can see their progress and gaps and teachers do not need to input any unnecessary data – teachers scan assessments to inform forward planning

	<u>Assessment</u>	<u>Notes</u>
History	A short (approx. 5) set of questions to check what children know and remember about the key knowledge from the unit (3 x per year)	Teacher-made in consultation with History lead Closed book individual assessment, followed by whole-class feedback and red-pen editing to address gaps/misconceptions
Geography	A short (approx. 5) set of questions to check what children know and remember about the key knowledge from the unit (3 x per year)	Teacher-made in consultation with Geography lead Closed book individual assessment, followed by whole-class feedback and red-pen editing to address gaps/misconceptions
RE	A short (approx. 5) set of questions to check what children know and remember about the key knowledge from the unit (6 x per year)	Teacher-made in consultation with RE lead Closed book individual assessment, followed by whole-class feedback and red-pen editing to address gaps/misconceptions
Science	Each Developing Experts unit finishes with a key knowledge test (6 x per year)	Closed book individual assessment, followed by whole-class feedback and red-pen editing to address gaps/misconceptions
PE	TAs use Get Set 4 PE assessment objectives to assess children's level of knowledge and skill for each unit (ongoing)	PE teacher & lead collate information and uses for forward planning

These subjects, teachers assess in the moment using questioning and checking for student understanding. We do not yet have summative assessments for these subjects – we are loathe to require teachers to highlight “levels” or input unnecessary data which will add to their workload and not move forward pupil progress.

- Music
- PSHE
- Art
- D&T
- Computing
- Spanish