



This document has two parts, the first is the general principles of assessment in our school, and the second is the specific methodology for formative and summative assessment in this curriculum subject.

1. General Principles of Assessments

Why is Assessment Important?

Along with pedagogy and curriculum, assessment is a critical aspect in the learning continuum.

Assessment is very important for monitoring the progress pupils make in the curriculum, including the knowledge and skills that the children have acquired. Assessments help teachers and assistant teachers to plan next steps, to help set targets and goals, report to and involve parents in their children's learning and most importantly of all to encourage, inspire and motivate children to address misconceptions, to recall and to improve.

There are two main types of assessment: formative assessment and summative assessment. These are sometimes referred to as **assessment for learning** and **assessment of learning**, respectively. At some level, both happen in almost all classrooms.

Formative Assessments

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Effective formative assessment encourages learning by stressing the importance of recall, critical thinking, reasoning, and reflection thus creating a quality learning environment. Many techniques may be used to formally assess student learning. These include questioning (either directed or no-hands up), concept mapping, writing two or three sentences, the teacher observing (e.g. listening to reading) and recommending specific improvements, low stakes quizzes and so on.

Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Assessment for learning is an ongoing iterative process that arises out of the thoughtful and sensitive interaction between teacher and learners.

“Human Learning presupposes a specific social nature and process by which children grow into the intellectual life of those around them.” Lev S. Vygotsky

Summative Assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and objectives and the relevant national standards. The period of time between summative assessments may vary, depending on what the subject is and what the teacher or assistant teacher wants to find out. A summative assessment may take place at the end of a unit of work, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

Typically summative assessments take place no more than three times a year. The results of summative assessments are reported to parents regularly so that they are fully involved in the child's learning journey and are able to monitor the progress their child is making at useful intervals over the course of the academic year. To distribute workload and make the summative assessment meaningful, the school provides short termly assessments rather than one long one at the end of the year.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs that the child takes themselves and shared with families via SeeSaw, through presentation and performance including Expert Showcase, other visual media, or through an audio or video recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual, cohort and whole school “snap shot” data that will be useful for tracking progress, for informing stakeholders (e.g. parents, governors, etc.) and for defining whole school improvement plans.

To optimise the benefit of summative assessment the outcome data is analysed by teachers inform whole class next steps and teaching and learning (therefore also having formative benefits). The school uses the NFER PIRA and PUMA tests in this way, results are diagnosed to inform formative next steps.

Recording and Reporting Summative Assessments

All summative assessments in Core Subjects such as PIRA (Progress in Reading and Language Assessment) and PUMA (Progress in Understanding Mathematics Assessment) and Foundation Subjects take place on Insight.

The Termly Reports to parents/carers use the same language as the Assessment Grids to inform parents whether their child is Working Towards Age Related Expectation/Standard (ARE), At Expected Age Related Expectation/Standard or Above Expected Age Related Expectation Standard.

2. Specific Methodologies for This Curriculum Subject – Early Reading (Little Wandle Letters and Sounds).

Curriculum Subject – Early Reading (Little Wandle Letters and Sounds).
Curriculum Subject Leader – Nicola Turpin
Formative Assessment Methods <p>The Little Wandle Letters and Sounds Revised programme has assessment for learning at its core. We know that taking immediate action when we see a child struggle or misunderstand is what makes the difference. As Dylan William says: ‘the shorter the time interval between eliciting the evidence and using it to improve instruction, the bigger the likely impact on learning.’ (Embedding Formative Assessment, 2015).</p> <p>We believe that great phonics teaching follows the cycle: teach, assess, do. We know that speed matters when young children are learning to read. We must assess and ‘do’ the right thing quickly. This is why we know that early identification of children at risk of falling behind, linked to the provision of effective keep-up support, is a vital component in ensuring that every child learns to read, regardless of background.</p> <p>Throughout the lesson teachers will:</p> <p>Reading words and graphemes: Look out for ‘echo children’ who are either waiting for their peers to read and then copying them or taking more time to process. Ensure you work with these children after the lesson to determine what additional support they need: daily one-to-one keep-up, or informal additional practice.</p> <p>Fluent reading of words: Watch the children carefully to ensure they are blending in their heads. (Children will often mouth the sounds to themselves at this stage.)</p> <p>Tricky words: Take note of the children who are not able to say the words with automaticity and provide additional support outside of the lesson.</p> <p>Spelling words: Look out for children who struggle to write words. Support them to segment the word before they write it. Ensure letter formation and handwriting are not a barrier to writing. Teach handwriting separately, using the formation phrases from the programme (see the ‘Phase 2 Grapheme information sheet’). For children not yet writing, use magnetic letters or grapheme cards to spell words.</p> <p>Writing sentences: Check for children who struggle to recall and write a sentence. Ensure they have lots and lots of practice saying the sentence before they have a go at writing it. The cognitive load of remembering the sentence, recalling letter formation, spelling each word and using correct punctuation is high.</p> <p>Instant identification of digraphs and trigraphs: Sometimes children cannot see the digraphs/trigraphs in words. This often happens when they are reading longer words. Review the graphemes that the children are not ‘seeing’ in the word. Go back and use the sound button side of the word cards, then switch to the word only side of the word cards. Ensure children get lots of practice identifying the digraphs before they read. Phase 5 graphemes with more than one sound, e.g. ‘ow’ (grow and cow): Misidentification of these GPCs is common when children first tackle them. Ask the children to read the word with both possible pronunciations and discuss if they recognise a real word. Use the sorting games to read and discuss the GPCs. Is there any pattern in the position of the GPC and</p>

its sound? Ensure the children know what these words mean so that their vocabulary is not limiting their ability to read accurately.

Summative Assessment Methods

Summative assessment is used every six weeks to assess the children's progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need. This involves a short assessment document, whereby children identify graphemes, read words and tricky words which have been taught over the last half term.

The Early Reading lead and SLT ensure that data is inputted on to an assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

References: <https://blog.cambridgeinternational.org/describing-coherence-of-curriculum-pedagogy-and-assessment/>