



Henbury View First School

Assessment Protocols



Formative



WRITTEN – may occur during lesson, but primarily afterwards. Uses ticks in **pink** to indicate that work has been checked by the teacher. **Green** pen used to identify corrections or next steps for learning



WHOLE CLASS- deliberate re-practising delivered based upon analysis of outcomes. Lesson sequence flexible to ensure depth of understanding/grasping of concepts



VERBAL- at the point of teaching; during the lesson; support/ scaffolds to address misconceptions and or improve work



RETRIEVAL PRACTICE- deliberate recall or remembering of previously taught learning: last year, last month, last lesson (spaced retrieval).
Beginning of every lesson

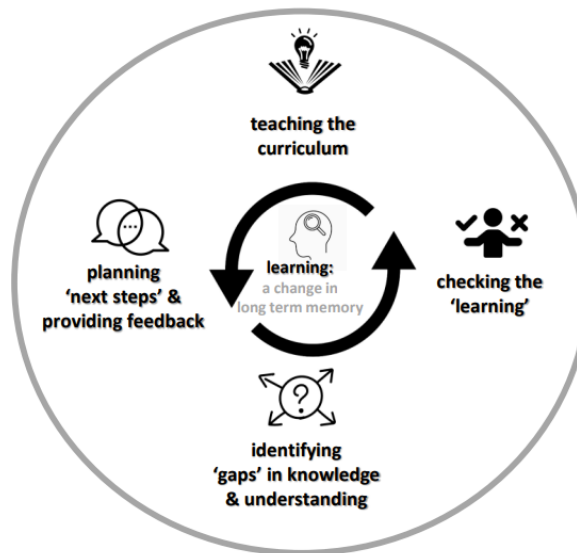


UNIT ASSESSMENTS- low stakes multiple choice or assessment tasks to assess depth of understanding



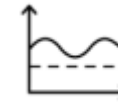
Aims

- Consistent and systematic approach across the school
- Manageable and effective for teachers and teaching assistants
- Clear and informative for parents
- Enables progress and learning for pupils



*'Every Child Matters,
Every Moment Counts'*

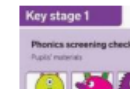
Summative



BASELINE ASSESSMENT carried out in September / October with children in EYFS; determines starting points for Reception year. On going assessment and observation in learning journeys



FOUNDATION STAGE PROFILE summarises the learning at the end of EYFS and determines if child has met the Good Level of Development or GLD OUTCOMES: GLD / not GLD



KS1 PHONICS CHECK gauges understanding of phonics taught from EYFS to end of Year 1. Also can be retaken at the end of Year 2



YEAR 1-4 PIRA and PUMA uses previous national end of key stage assessments to gauge summative pupil performance (Maths & Reading) at the end of Autumn and Summer terms



YEAR 4 TIMESTABLE CHECK assesses understanding of timetables by the end of Year 4