

Assessment in English at Penwortham Priory

Assessment is used across both Key Stages to systematically check pupils' understanding in order to inform future learning. Pupils are assessed both on their substantive and vocabulary knowledge (through multiple-choice diagnostic tests) and their ability to apply this knowledge in key tasks and extended writing when demonstrating both substantive and disciplinary knowledge.

Formative assessments are built into selected units of work and have been designed to assess if pupils are learning the curriculum. It allows us to routinely ask ourselves the following question: Do they know what we want them to know at this precise moment in time? Furthermore, our assessments are designed in such a way that they require students to remember knowledge over time, providing pupils with opportunities to select, apply and use their knowledge in meaningful ways whilst gradually encountering more challenging subject matter.

We assess learning for three key reasons:

1. To check our curriculum design is appropriate and to be reactive to any shortcomings
2. To check our teaching and learning is effective
3. To check that all our pupils are making progress Key pieces of extended writing are all assessed in this way to enable teachers to ascertain whether a pupil is working at the 'expected standard' (for curriculum-related expectations).

Each scheme of learning has a clearly set out list of substantive and disciplinary knowledge strands which become the very same criteria which teachers use to make a holistic judgement about a pupil's progress. For these identified tasks, pupils receive written feedback about what they have done well and what they must do to improve. Pupils are expected to improve work as a result of teacher feedback using green pen. Whilst scores achieved in diagnostic tests are used to track the substantive knowledge of a pupil, scores are not used when assessing the disciplinary knowledge showcased in a written assessment. These assessments are assessed using rubrics which allow pupils to see the core components of success in the given task; where they sit for each of these components; and consequently, what their next logical step for improvement will be.

Teachers are expected to provide feedback as part of everyday lessons through live marking in either written or verbal form (most will be verbal) and through questioning. Teachers are expected to provide clear feedback on how pupils can improve in their summative assessments and provide an opportunity for pupils to act on this feedback.

Inevitably, assessment plays a fundamental role in all lessons and as such pupils will frequently use mini-whiteboards; complete quizzes (including weekly SPAG quizzes) and respond to questioning to showcase their understanding.

Information about further strategies and approaches to assessment can be found in our 'Curriculum Statement 2024/25' document.