

YCAT
Yorkshire Collaborative
Academy Trust

Askwith Primary School Whole School Assessment Policy

Our curriculum is rooted in the acquisition of the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. As such, it is a broad and deep curriculum which gives equal value to each foundation subject. Pupils are supported throughout their learning to remember connected and essential knowledge, incrementally building their long-term memory through deliberate practice.

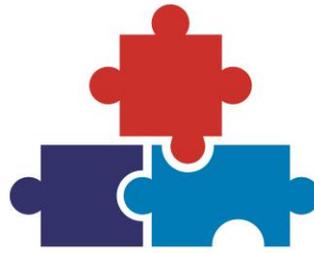
Assessment is an integral part of planning and teaching and learning. Our culture is based on assessment for learning. We ensure that pupils are provided with quality feedback which enables them to progress. Questioning plays an important role in identifying pupils' understanding and next steps. We use low risk assessments such as quizzes and puzzles to assess the development of pupils' knowledge.

Maths

Prior to a unit of knowledge, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge. Teachers plan and teach lessons based on the outcomes of this 'knowledge check (1)', which often includes the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes.

Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

Some essential knowledge in maths is recalled where appropriate in science and non-core subjects (see long term plans). This essential knowledge is identified in planning and becomes part of the knowledge check.



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EYFS and KS1 Phonics:

Phonics is assessed at the three data collection points (September, February and June). Pupils' knowledge of phonics is taught and assessed using Phonics Bug. Assessment of phonics is administered in Year 3 to ensure that transition between KS1 and KS2 is seamless and also to provide further support, where appropriate, to ensure that all children become fluent readers.

Teachers plan and teach phonics lessons in September based on the outcomes of the baseline assessment, which often includes the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' or 'revisits' at the start of every phonics lesson.

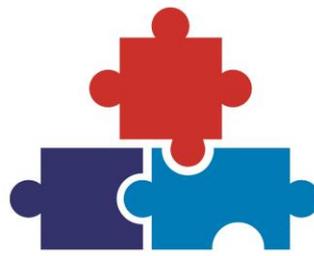
Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

Reading

Alongside phonics knowledge checks in EYFS and KS1, reading ability is formatively assessed using running records. Running records assess and monitor the fluency of reading (including basic comprehension) and provide teachers with evidence to support when a pupil moves onto a new book band or section of the junior library.

Throughout the school, the knowledge required to comprehend text is taught explicitly during guided reading or group reading within the autumn term. Pupils are taught how to question the text, clarify information, visualise parts of the text, make inferences and predictions and summarise what they have read. (See Reading Policy)

Prior to teaching the knowledge required to apply one of the comprehension skills, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge required to apply that comprehension skill. Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.



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Spellings

Spellings are taught and assessed on a weekly basis from Y1 - 6 in addition to the three data collection points (see Whole School Spelling Policy). Spelling mistakes are addressed on a daily basis through written marking and feedback.

Grammar and Punctuation

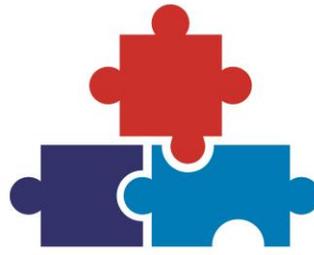
Prior to a unit of knowledge (grammar and punctuation focus), pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge. Teachers plan and teach lessons based on the outcomes of 'knowledge check (1)', which often includes the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes.

This new essential knowledge is then applied in pupils' daily writing and their knowledge of this is checked frequently.

Writing

Prior to a unit of knowledge (genre focus), pupils write a 'cold', independent piece of writing, for example, narrative. This is 'knowledge check (1)'. 'Cold, independent' writing is defined as a piece of work with minimal teacher input and without peer support. Children are allowed time to plan and record ideas. They are allowed to independently use sound mats, word mats and dictionaries. They may also use a generic writing checklist not specific to that genre of writing. Teachers must not prompt or guide the writing.

Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which include low stakes quizzes. Two weeks after the unit of knowledge has been taught, pupils write a 'cold', independent piece of writing. This is 'knowledge check (2)'. In non-fiction writing, this can be recalled and applied in science and non-core subjects (see long term plans). Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'. Knowledge checks (2), (3) and (4) are teacher assessed and annotated to reveal forgotten knowledge and/or gaps in knowledge.



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Science and non-core subjects

Prior to a unit of knowledge, pupils complete a knowledge check that allows opportunity for pupils to demonstrate their connected knowledge and new essential knowledge. This includes all subjects including PE, PSHE and MFL. Teachers plan and teach lessons based on the outcomes of 'knowledge check (1)', which often include the revisiting and securing of connected knowledge before tackling the new essential knowledge. Assessment for learning strategies are implemented throughout the teaching of the unit of knowledge. This includes the use of 'mini knowledge checks' which includes low stakes quizzes.

Two weeks after the unit of knowledge has been taught, pupils complete the knowledge check for a second time. Forgotten knowledge or gaps in knowledge are identified and dealt with accordingly (see below). Third and fourth knowledge checks are administered again six weeks after 'knowledge check (2)' and twelve weeks after 'knowledge check (3)'.

Some essential knowledge in science and non-core subjects is recalled where appropriate in other subjects (see long term plans). This essential knowledge is identified in planning and becomes part of the knowledge check.

Data collection points

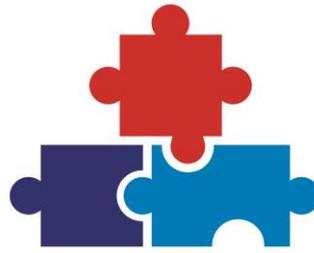
We use summative assessments in a balanced way with three data collection points over the year. We assess in September (baseline), February (spring) and June (summer).

Maths:

- Reasoning and arithmetic knowledge are assessed using NFER Maths assessments in years 1, 3, 4 and 5. Year 2 and 6 use SATS past papers.

Phonics

- EYFS, Year 1, 2 (and Year 3 when appropriate) are assessed, using Phonics Bug, on:
 - Blending
 - Reading tricky words
 - Segmenting
 - Spelling tricky words (recorded in written form or with magnetic letters)



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Reading

- Reading is assessed using NFER and Test Base Reading assessments in years 1, 3, 4 and 5. Year 2 and 6 use SATs past papers.
- Running records are used at the three data collection points to assess and monitor fluency of reading in individual children and to support book bands (where necessary).

Grammar and Punctuation

- Grammar and punctuation are assessed at the three data collection points using NFER Grammar and Punctuation assessments in years 1, 3, 4 and 5. Year 2 and 6 use SATs past papers.

Spellings

- Graded Word Spelling Test is used to assess all children at the three data collection points. Half-termly, progress is monitored using Rising Stars Spelling Progress Tests.
- At the baseline assessment, some year groups may also be assessed using other word lists where appropriate for that cohort, such as common exception word lists.

Forgotten knowledge or gaps in knowledge

When forgotten knowledge is identified, the whole class or groups are targeted to recall and secure essential connected knowledge. If a gap in knowledge is identified, the whole class or groups are targeted and that knowledge is re-taught until secure. Forgotten knowledge or gaps in knowledge targeted work is recorded in 'Everything' books or 'Can I Do It Yet?' books.