WIDER CURRICULUM ASSESSMENT AT THE COPPICE

OUR APPROACH

Teachers provide children with frequent opportunities to revisit knowledge and concepts. Assessment is then used to assess what knowledge children have remembered. One way to assess whether the curriculum has been learned is through regular low-stake quizzing. End of unit summary tasks are also used to assess what knowledge children have remembered and their depth of understanding. This task may take different forms e.g. a double-page spread, venn diagrams, graphic organisers or a short essay. Children are assessed against "curriculum related expectations" - our curriculum specifies what has been taught and children are assessed as to whether they have met a minimum threshold in their understanding.

ART

COMING SOON

COMPUTING

Computing assessment is largely through teacher judgements based on how well children have responded and performed while studying individual units and lessons. The feedback forms in the Computing evidence folders require teachers to make notes for each lesson/unit as well as highlight individual pupils in terms of needing support or showing greater depth of understanding against the skills being learnt. Examples of work are stored and used to assess against key statements (taken from the progression framework) if required.

DT

In Design and Technology, we assess through observations of the design, make and evaluate process. These observations are based on questioning, reasoning, group collaboration and independent work. At the end of each project, the children complete a written self-evaluation which assesses the success of their project and highlights the areas that they need to continue to develop.

GEOGRAPHY

In Geography, we assess through verbal questioning. This fluency recap occurs at the beginning of every geography lesson to retrieve learning from previous lessons or years. This can take the form of quick quizzes, labelling maps or diagrams and other games based on prior learning. At the end of each unit, children also complete an annotating/written assessment task which may incorporate either locational knowledge, place knowledge, human and physical geography and/or geographical skills and fieldwork.

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HISTORY

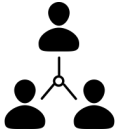
In History, we assess through low-stakes retrieval tasks at the beginning of every lesson. These tasks take the form of quizzes, free-writing and other games based on prior learning. At the end of each unit, children also complete a written assessment task which uses a key history concept (cause and consequence, chronology, continuity and change, evidence, interpretation, significance, similarity and difference) to garner their learning from the topic.

MUSIC

COMING SOON

PE

In PE, formative assessment is utilised throughout our lessons. It is important as it provides children with constructive feedback at the moment that they need it whilst also diagnosing future learning needs and therefore enabling the teacher to plan the next steps in the children's learning. These formative assessments that take place in lessons, alongside knowledge of children's sporting achievements outside of school are then used to make a summative assessment at the end of each PE unit.



PSHE

In PSHE, formative and summative assessment is utilised to get the most accurate picture of children's personal, social and emotional development and ensure our practice best reflects individual needs. Formative assessment happens throughout lessons and beyond, during discussions, playground behaviour and interactions with peers. Summative assessment is evidenced in year group journals, which showcase a range of work. Children demonstrate their understanding of the knowledge gained during a unit through written pieces, role-play and discussion. This assessment is then used by teachers to inform the Thrive Screening process.

RE

In RE, we assess through the rich verbal discussions that take place during lessons, questioning, vocabulary retrieval checks and independent work the children undertake as part of each enquiry. At the end of the unit, children complete an assessment task which supports the teacher in making a judgement on how well children have retained knowledge.

SCIENCE

In Science, we assess through retrieval tasks at the start of each lesson. This can be questioning, vocabulary checks or a quiz of previously taught knowledge. At the end of each unit, children complete a task that gives their teacher an insight into their knowledge retention. Teacher judgement from the assessments throughout the unit, supported by the end of unit assessment task, allow teachers to record their judgements against key National Curriculum objectives on the school's Insight Tracker.