



Approach to assessment

The accurate assessment of children’s knowledge is critical to ensure all children have the required factual background knowledge needed to access the next component identified in our progression documentation. We use assessment tools to accurately identify gaps in pupil knowledge to ensure that precise support is provided to enable all children to gain mastery over each mathematical concept.

The fundamental principles behind our approach to assessment are found in our mission statement. We ensure that:

- All children learn in an inclusive environment which engages all and enables all to achieve great outcomes.
- All children achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching.

To put these aims into practice:

- Every teacher has the mindset of ‘What do I need to do next to enable a child in my class to achieve’.
- The national curriculum objectives are used as the expectation for all children
- All pupils make progress from their starting points – 12 months in 12 months and more for those who need to accelerate their progress to meet age related expectations.
- Teachers are experts at assessment- continual assessment of learning takes place to ensure the correct scaffolding is built into lessons to enable all children to achieve the desired learning outcome.

Assessment strategies

We have broken down assessment into 3 areas: assessment for learning, assessment as learning and assessment of learning. Assessment for learning sets out how teachers assess the children’s understanding as they introduce the children to new concepts. Assessment as learning sets out how teachers can use assessment strategies to consolidate and deepen knowledge in the children’s long-term memory. Assessment of learning sets out how teachers assess the children’s knowledge and understanding of previously taught concepts and knowledge. This table sets out the how teachers at Emmanuel will assess the children’s learning in each area.

Assessment for learning
<ul style="list-style-type: none"> • All children are clear on their knowledge goals for every lesson. A knowledge-based learning objective is shared for every lesson and where appropriate this learning objective forms the title for the children’s learning • Learning objectives are pitched at the year group programme of study • Through precise modelling and narrating the thought process, children are clear about what ‘success’ looks like • Children are clear about what they need to do to achieve the learning objective (what the steps to success are) • Teachers deliver new materials in coherently sequenced, small steps and provide all children with the opportunity to articulate what they have learnt to enable assessment of knowledge and understanding to take place



- Adults in class strive to provide live feedback. Through teaching in small steps with opportunities for children to articulate their learning teachers continually assess progress in lessons
- Teachers use a range of individual, small group and whole class feedback following each small step
- Teachers focus on misconceptions rather than mistakes in their feedback
- Children regularly self and peer assess their learning against the learning objective and steps to success

Assessment as learning

- Each lesson begins with a review and revisit of prior learning to make connections between what has previously been learnt and new knowledge
- Regular opportunities for retrieval practice are put in place to enable children to remember something aiding that specific memory to get stronger.
- Use of low stakes quizzes, 'can you still' activities etc are used to assess the children's knowledge and understanding but also help the children to deepen their learning
- Regular use of generative learning activities to consolidate and help children deepen their knowledge through the use of selecting, organising and interpreting information

Assessment of learning

- We carry out a pre-assessment of children's background knowledge to accurately plan a series of lessons taking into account the children's starting points
- During weeks 3 or 4 of each unit, low stakes quizzes take place to assess the children's knowledge of key facts taught during the unit
- Teachers carry out end of unit assessments to identify any gaps in the children's understanding. These assessments are carried out in writing and through the answering of the over-arching enquiry question in the wider curriculum.
- Low stakes quizzes take place at the end of each unit for each area of the wider curriculum for teachers to assess what knowledge has been integrated into the long term memory.
- Teachers' carry out summative assessments at the end of each term to identify any gaps in the children's long-term memory. These assessments provide support in the precise identification of gaps in learning for which additional support is provided.
Please see the assessment calendar for further details about the summative assessments.