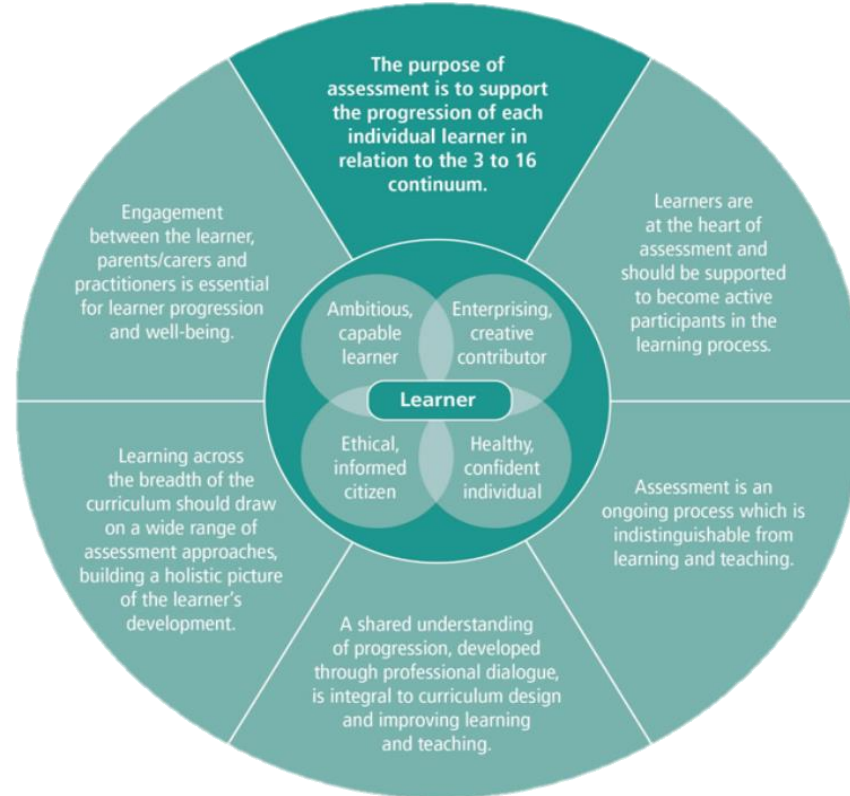


Assessment in the New Curriculum

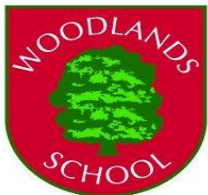
Woodlands Community Primary School

Learning to Thrive

The principles of Assessment at Woodlands CPS



Learning to Thrive



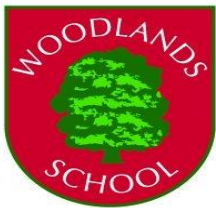
The principles of Assessment at Woodlands CPS



The purpose of marking and assessment is to support every learner to make progress and to become increasingly responsible for their own learning journey. Children should be given timely feedback about their work focussing on success and next steps to enable children to become reflective learners and help them reduce the gap between current and desired performance. We ensure that each individual is supported and challenged accordingly and that assessment contributes to developing a holistic picture of the learner. It is not used to make a "one-off judgement" but to inform the next steps in teaching and learning.

Assessment at Woodlands has three main roles; supporting individuals on a day to day basis to help them move on with their learning, capturing and reflecting on progress over time and understanding class practise in order to reflect on pedagogy.

Assessment will identify learner's strengths, achievements and areas for improvement. We discuss learning regularly with our learners so that they can take increasing responsibility for their own learning and to ensure that learning is moved forward and additional challenge or support is given if necessary.



The principles of Assessment at Woodlands CPS

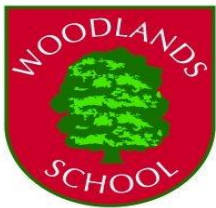


Formative Assessment

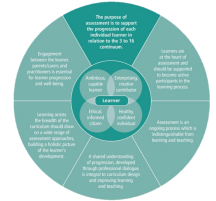
We believe that there needs to be a range of formative assessment processes used to establish a holistic picture of a child and their learning. It is essential that all the processes we use are timely and inform the next steps for teaching and learning.

Opportunities for formative assessment are planned for as part of the curriculum wherever possible. Our inquiry model gives pupils the opportunity to 'tune in,' this allows for formative assessment of what the children already know, what they want to find out and the purposeful use of pupil voice helps shape the learning. The rich tasks we plan as part of our inquiry curriculum give children an opportunity to demonstrate their understanding of taught skills across a range of areas for learning; thus demonstrating their deeper understanding. In addition, the 'taking action' part of our inquiry involves pupils in an authentic performance of understanding that is purposeful, has a connectedness to the world beyond the classroom and is rich in the application of skills. They provide teachers and leaders with an outcome of demonstrable and educational value that relate directly to the Four Purposes.

Learning to Thrive



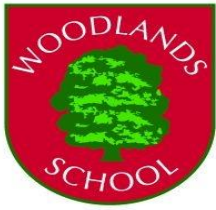
The principles of Assessment at Woodlands CPS



Formative Assessment

During a lesson we aim to create a continuous, collaborative, classroom culture by developing immersive, fluid, open conversations which encourage critical friendships in a safe, supportive environment. We use a range of formative assessment strategies to gather information about the children and dynamically adapt the lesson accordingly. This may take the form of drama activities such as 'Village Gossip' or find it, prove it questioning or children's feedback in the form of show me, popcorn or TTYP.

We use a range of formative strategies to give children regular feedback on their learning. This may be verbal as part of the lesson or written using success criteria or through teacher's marking of work. In addition, we hold regular pupil conferences to give quality feedback to individuals and children are increasingly encouraged to review their work themselves and with their peers to establish where they are on their learning journey and what their next steps might be.

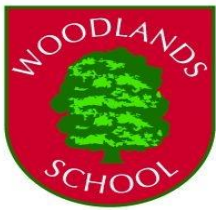


The principles of Assessment at Woodlands CPS



Engagement in Assessment

We believe that, in order for assessment to be successful in supporting a learner to move forward, there needs to be regular engagement between the child, the teacher and parents. We aim to give a child timely feedback both verbal and written. Regular opportunities are planned for quality feedback to pupils and this is then shared with parents in a meaningful way so that they can provide any necessary support.



The principles of Assessment at Woodlands CPS



Next Steps

We are currently in the process of adding further detail to our curriculum which identifies the progression pathway that we want our children to take. This will enable us to ensure that children are making very good progress at Woodlands. For example, we have recently collaborated to complete a pathway for the teaching of writing at progression step 1 and intend to develop our own baseline to assess children's learning on entry to school.