



## Assessment in the Core Subjects - Schedule

Careful and effective assessment is key to ensuring pupils are provided with opportunities that continually embed and stretch pupils' individual learning. Teachers employ many formative assessment strategies (not all detailed within this document) that inform in-the-moment decision making, as well as future planning, teaching and resourcing; summative assessment is predominantly used to assess retention and application of learning and adjust support strategies accordingly.

<u>When?</u>	<u>What?</u>	<u>How?</u>	<u>Why?</u>
<u>Ongoing</u>	<b>Religious Education</b>	<b>Informal assessment</b> opportunities through evaluations, teaching, learning, observations, workbooks, discussions, photographic evidence, groupings, table talk, independent work etc. <b>Formal assessment</b> once each term, as specified by the Christian Education Team. Our RE Leader undertakes internal and external moderation between classes and cluster groups.	RE is the "core of the core curriculum" in a Catholic school ( <u>St John Paul II</u> ). The outcome of excellent RE is religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life. Assessment is of the concepts, skills and attitudes to be developed through the exploration of the themes and the learning outcomes for each topic. Assessment establishes levels of knowledge, understanding and skill; it does not assess Faith or the practice of Faith.
<u>Ongoing</u>	<b>Maths</b> <b>Grammar, Punctuation &amp; Spelling</b> <b>Phonics &amp; Early Reading</b>  <b>Foundation Subjects: see <a href="#">'Assessment in the Foundation Subjects'</a></b>	Daily retrieval time through Maths Blasts and English Skills sessions; The Write Stuff repeated spaced retrieval and application of knowledge. Daily repetitive practice, regular low-stakes quizzing in class lessons, including an end of topic quiz, as well as assessment of application (skill-development) opportunities.	Research shows that repeated practice strengthens elasticity in the brain, making it easier to retrieve, adopt, adapt and apply knowledge over time. This process, known as spaced repetition, is scientifically proven to enhance long-term retention and deepen understanding.
<u>Autumn 1</u>	<b>Maths</b> (Arithmetic; PSR) <b>Reading</b> <b>Grammar and Punctuation</b> <b>Spelling</b> <b>Science</b>	Previous Year group's summer term assessment. (Formal test for all core subjects; Y2 SATs for Y3) PKC Topic Assessment	Used alongside initial TA to provide teachers with knowledge of baseline performance in test situation. Used alongside teacher assessment for early identification of need; to provide additional support (possibly through intervention) for struggling pupils. Used to help target teaching, based on prior learning and pupils' memory and application.
<u>Autumn 2</u>	<b>Maths</b> (Arithmetic; PSR) <b>Reading</b> <b>Grammar and Punctuation</b> <b>Spelling</b> <b>Science</b>	NFER NFER NFER NFER PKC Topic Assessment	Used alongside TA to identify pupils' retention and application of learning. Teachers use data to measure progress against taught objectives and act to close emerging gaps across the cohort through targeted intervention.
<u>Spring 2</u>	<b>Maths</b> (Arithmetic; PSR)  <b>Reading</b> <b>Grammar and Punctuation</b> <b>Spelling</b> <b>Science</b>	NFER  NFER NFER NFER	Used alongside TA to identify pupil's retention and application of learning. Teachers use data to measure progress against taught objectives and act to close emerging gaps across the cohort through targeted intervention. Where gaps continue to widen, immediate and

		PKC Topic Assessment	carefully structured interventions are necessary.
<b>Summer 2</b>	<p><b>Maths</b> (Arithmetic; PSR)  <b>Reading</b>  <b>Grammar and Punctuation</b>  <b>Spelling</b>  <b>Science</b></p> <p><b>'The Great Gregory Quiz'</b></p>	<p>NFER</p> <p>NFER  NFER</p> <p>PKC Topic Assessment and Headstart End of Year Assessments</p> <p>House Captains lead an inter-class KS2 House Quiz, based on KS2 curriculum content.</p>	<p>Used alongside TA to measure progress across the year, inform end-of-year data and report to parents and staff.</p> <p><i>Y2 take the non-statutory End of KS1 SATs in June.</i></p> <p><i>Y6 will not use the Summer Term NFER, instead taking the End of KS2 SATs.</i></p> <p>Harness pupils' enjoyment for quizzing in a collaborative approach, inspiring curiosity and a love of learning. Enabling pupils to see how their substantive knowledge is being built over time, weaving themes and content together.</p>
<b>Ongoing</b>	<p><b>Writing</b></p> <p><b>Maths</b>  <b>Science, History and Geography</b></p> <p><b>PE, Art, Design Technology, Computing and Music.</b></p>	<p>Continuously assessing pupils' sustained application of taught objectives through both Writing Composition books, as well as cross-curricular writing using our Steps in Learning and Moderation Checklists. Collaborative Moderation of writing.</p> <p>Daily Maths Blasts etc. Regular, low-stakes quizzing in class lessons, including an end of topic quiz, as well as assessment of application (skill-development) opportunities.</p> <p>Assessed from pupils' outcomes within, across and/or at the end of a unit of learning i.e a written composition, artistic composition or performance. May also be from a unit-specific assessment task.</p>	<p>Ensuring pupils apply prior learning, develop skills and take opportunities to make relevant and effective writing choices; to 'become a writer'.</p> <p>To ensure consistency of judgements and maintain high standards within our own setting and in collaboration with a cluster of local schools, supported by English Consultants and LA Moderators.</p> <p>Targeting a variety of objectives daily. Augmenting retrieval practice within the curriculum, to enhance long-term memory (learning) and build schemata.</p> <p>Tracking progress to target support and challenge within lessons; to encourage further/additional study opportunities to further harness interest and development.</p>