Assessment Sacred Heart Pedagogical Model

Culture: *Every Second Counts…*

Assessment for learning (AfL)	• Cold calling • Lollipop sticks • Choose a child who doesn't know • Voting – 'If you think the answer is …, …' • Return to pupils who've made errors to gauge new understanding • Respond to errors to drive teaching • Evaluate understanding through questioning – 'How do you know?' • Seeking out misconceptions for class discussion • Helicopter vision of class identifying support needs • Plenary and mini plenaries to manage misconceptions identified
Cold, Warm and Hot tasks (Science, Geography, History)	• Questions on Knowledge Organiser- music, Art/DT (add flashback Qs). Twinkl multiple choice Qs in Science- revisited 3 x (cold/warm/hot) • Questions first asked prior to any learning – free answer – Cold • Throughout teaching of topic, regularly returning to learning to develop understanding and assist in making links • Questions asked as a Warm task at end of topic – multiple choice • Questions asked as a Hot task 2-3 weeks after starting next topic – multiple choice. Assessing longer term recall. • Teacher referencing previous learning to aid further understanding
Pre- and Post-assessment (Maths, RE, RSHE)	• Big Question in RE used at start of topic (pre-) to gauge background understanding, repeated at end of topic for (post-) in-depth understanding linked to learning • Pre-assessment advises teacher of base understanding, prior to teaching and may identify misconceptions to be corrected • Post-assessment demonstrates the effectiveness of the pupil's learning and demonstrates progress
Books marking	• Assessing against Learning Objective • Reflective assessment whether LO achieved by majority

	• Identify misconceptions to be reviewed next lesson • Identify topics for future teaching • Identify common themes
Teacher assessment	• STACMAT • Independent work in books • Class answers • End of topic assessments • End of Year expectations comparison • Identify children needing intervention • Identify common themes to be taught
Formal assessment	• NFER • Guidance for TT tracker grading: '70-84' Below Average (Red); '85-94' Low average (Pink); '95-115' Average and High Average (Yellow); '116-140' Above Average (Green). • End of topic assessments • STACMAT Term 1 – 30% statements with evidence (Yellow) Term 2 – 60% statements with evidence (Yellow) Term 3 – All bold statements achieved (Yellow) All statements evidenced (Green) • SATs papers • Standardised scores • Identify common themes of errors to be re-taught • Identify question types and topics to be used in class to build skills • Assess individual progress and achievement • Identify children in need of intervention, design around needs **RE Termly Written Assessment** • Emerging/Expected/Exceeding-moderated. • Next step stickers- AfL • Self Assessment- Purple pen tick, termly target set by each child and I can Statements for each topic.
Moderation of assessment	• Focus on borderline assessments as identified by teacher • Assess quantity and quality of evidence • Assess against End of Year expectations and compare with Year group above and below