






# CORE CURRICULUM ASSESSMENT AT THE COPPICE

 <b>MATHEMATICS</b>	 <b>ENGLISH</b>	 <b>SCIENCE</b>
<p>Teachers assess the children’s understanding of maths in different ways. There are formal assessments that are carried out at key points in the year but we build in many other assessment opportunities.</p> <p>These include:</p> <ul style="list-style-type: none"><li>*Asking questions and assessing answers</li><li>*Providing discussion opportunities (Maths talk)</li><li>*Daily fluency checks</li><li>*Assessment of understanding in daily maths lessons</li><li>*Dong Nao Ting (Use your brain) end of lesson assessment questions</li><li>*End of unit quizzes/ checks</li><li>*Termly assessments (NFER tests)</li></ul> <p>In additional to this we carry out the statutory SATs in Year 2 and Year 6 and Multiplication Tables Check (MTC) in Year 4.</p>	<p>A range of formative assessment strategies are used to elicit children’s understanding in English and to allow teachers to plan responsively to meet their needs.</p> <p>These strategies include:</p> <ul style="list-style-type: none"><li>- Using low-stakes multiple-choice quizzes</li><li>- Asking a range of question styles (especially ‘cold calling’ and ‘show me whiteboards’)</li><li>- Responses to questions (e.g. fluency starters) and carefully designed independent tasks</li><li>- Observation of class and partner discussions</li><li>- Reading children’s independent writing</li></ul> <p>Teachers can use any piece of children’s writing to assess their understanding against the writing framework for their year group (derived from the National Curriculum). That said, ‘cold’ and ‘hot’ tasks bookend our writing units. These are used to elicit children’s existing knowledge of a text type and to assess what has been learned through independent extended writing.</p> <p>Reading is assessed formatively using strategies such as those outlined above; in addition, we complete summative assessments of reading using NFER materials on a termly basis, as well as reading fluency tests using DIBELS materials every term.</p> <p>Phonics is assessed formatively through strategies such as those outlined above, as well as diagnostically using the tests built in to our programme (Sounds-Write). Phonics is assessed summatively through the Phonics Screening Check at the end of Year One, with resits for any children who didn’t pass the first check.</p> <p>Children in Years 2 and 6 complete SATs in reading and grammar, as well as having their writing teacher assessed against the statutory assessment framework.</p>	<p>In Science we assess through retrieval tasks at the start of each lesson. This can be:</p> <ul style="list-style-type: none"><li>❖ Questioning</li><li>❖ Quizzes</li><li>❖ Teacher observation of enquiry and investigation lessons</li><li>❖ Vocabulary checks</li><li>❖ Assessment of retained knowledge that has been taught previously in that unit but also other units (in that and previous years groups).</li></ul> <p>At the end of each unit each child completes a task that gives their teacher an insight into their retention of the key objectives that have been taught for that unit of work. Teacher judgements from the assessments throughout the unit, supported by the end of unit assessment task feed to the judgements against key National Curriculum objectives for each child. Children are given a well below / below /on track or at greater depth judgement for each objective. This is recorded and tracked on Insight Tracker.</p>