

Assessment at Clifton

Effective teaching involves responding to need. At Clifton, our teachers; plan learning carefully, constantly check for understanding throughout lessons by assessing in the moment both to activate prior learning and to assess if recently taught material has been understood and respond by adapting teaching to ensure there are no misconceptions. We use a range of strategies to support assessment across our curriculum.

Questioning

Pupil's understanding of what they have just learned or knowledge they previously acquired is checked consistently within lessons. During questioning activities, teachers respond to the needs of the children and support children individually.

Formative Assessment and Assessment Conversations

Our subject leaders meet termly with class teachers to discuss how the children have progressed in both their substantive and disciplinary knowledge. Using the information gathered in these conversations and data collected from formative assessments via OTrack, LbQ, Kahoot, children's books and pupil voice, subject leaders work alongside class teachers to adapt their future planning. Subject Leaders keep hold of this important information and ensure they use it make adaptations to their curriculum subjects for future years, if needed.

Retrieval

Retrieval Practice is an evidence-informed strategy which supports and enhances learning and progress. Our curriculum has been carefully designed so pupils are able to link their prior learning to their current learning, build schemas and strengthen their long term memory. Our teachers use a range of retrieval strategies at the start of lessons which allows pupils to bring key knowledge into their working memory.

Summative Assessment

Summative assessment takes place termly in Reading, Grammar, Spelling and Punctuation (GPS) and Maths. More regular summative assessment takes place in phonics and multiplication tables. The data from these assessments informs planning and targeted interventions.

Quizzing

We use high challenge, low threat assessments across the curriculum. The children thoroughly enjoy using programmes such as LbQ and Kahoot that assess without pressure. Teachers are given instant data on how the children are performing so they are able to respond immediately to pupils learning.

We use these strategies for pre-assessments, post-assessments, lesson activities and spaced retrieval.

Feedback

Feedback is well-evidenced and has a high impact on learning outcomes. Our teachers provide feedback during, immediately after and some time after learning takes place. Feedback is also provided by peers and digital technology. Our teachers give feedback when work is correct, rather than just using it to identify errors.