**Name of school:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment Review document**

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| **Date:**  |  | **Reviewer(s):** |  |

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| **Assessment strategies** | **Assessment systems / procedures** |
| **Assessment *of* Learning** | **Assessment *for* Learning** | **Assessment *as* Learning** |

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| **Curriculum** | Comments | RAG Rating |
| Does the curriculum specify the **important knowledge** and learning in all subjects / topics? |  |  |
| Is the learning and knowledge in the curriculum logically **sequenced**? |  |  |
| How well do teachers know and understand what has been taught before and after their unit of work? |  |  |
| How does the **assessment** in each subject and topic **link** to the important knowledge and learning? |  |  |
| How effectively do subject leaders **monitor** and use statutory and non-statutory data?  |  |  |
| How regularly do SLT and SL **monitor the coverage** and teaching of the curriculum and content?  |  |  |
| Do SLT and SL monitor curriculum coverage & learning even if the subject is not being taught that term? *(Spaced learning, retrieval of past learning)* |  |  |
| How do the HT, SLT and Curriculum Leader check the SLs are monitoring their subject and the impact this is having? |  |  |
| Comments / Actions arising:  |

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| **Culture for Learning** | Comments | RAG Rating |
| Is there a consistent **positive** learning ethos where pupils feel secure to take risks and make mistakes in their learning? |  |  |
| Are **expectations** and challenge high enough *(Behaviour, presentation, vocabulary, quantity, and quality of work)?* |  |  |
| Are pupils **active** partners in their learning? *(Discussion, talk partners, group work, collaborative working etc.)*Are they effectively **engaged** in lessons, reviewing, and correcting their learning so that teachers can see and assess learning?  |  |  |
| Are teachers closely **monitoring** the learning and **adapting** their teaching in / between lessons? *(Adaptive teaching in a responsive way)* |  |  |
| Comments / Actions arising:  |

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| **Strategies for Formative Assessment** | Comments | RAG Rating |
| Are low-stakes quizzes, games etc. used as **learning opportunities** to reinforce vocabulary and key knowledge? *(Retrieval practice)* |  |  |
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| How effectively do teachers assess pupil's **prior learning** before planning and teaching lessons? |  |  |
| How effectively are low-stakes quizzes, games etc. used to **assess prior learning** and **identify gaps** and misconceptions? *(Has learning from previous lessons, terms, years, stuck?)* |  |  |
| How well are **questioning** **techniques** used to assess learning in lessons leading to **adaptations** within the lesson? *(e.g. multiple-choice questions, hinge questions)* |  |  |
| Are **modelling and scaffolding** strategies used as assessment opportunities in the lesson leading to **adaptations** of the teaching?  |  |  |
| Comments / Actions arising:  |

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| **Feedback** | Comments | RAG Rating |
| Is the feedback and marking **policy** up-to-date and appropriate? *(Consider different year groups)* |  |  |
| Is the feedback policy being **implemented** consistently and having an **impact**? *(Evidence)* |  |  |
| Is feedback used effectively to **motivate** and support pupils to improve? *(Verbal and written feedback)* |  |  |
| Is there clear and consistent evidence of pupils **responding** to feedback? |  |  |
| Do pupils understand what they need to **improve** and how to do it? |  |  |
| Are pupils developing the capacity for **self-assessment** and **peer-assessment**? Is this having an **impact** on their learning and progress? Is this evident in lessons and books? |  |  |
| Comments / Actions arising:  |

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| **Use of Internal Assessments for Summative Purposes** | Comments | RAG Rating |
| Has the school agreed a **consistent** **set of procedures** for assessing in between the statutory assessment points? *(Timeline, materials etc.)* |  |  |
| Is this information gathered by teachers and the SLT and **incorporated** into the school **tracking system**? |  |  |
| Is this assessment information **analysed** and used to identify specific **gaps** in learning and factors that need to be addressed to improve learning outcomes for individuals and groups?  |  |  |
| Is this information used by the class teacher to identify and plan **interventions** and next steps in learning for all attainment groups? *(SEND, more able, disadvantaged, boys etc.)* |  |  |
| Does assessment draw on a **range of evidence** of what pupils know, understand, and can do in different subjects?  |  |  |
| Are **pupil progress meetings** used to analyse and discuss assessments, and plan future learning?Who is involved in these discussions? *(Headteacher, SLT, SL, SENDCo)* |  |  |
| Are there effective mechanisms in place to ensure **transition** between year groups and / or key stages? *(Within school, transition between schools)* |  |  |
| Is information about pupil’s learning shared and discussed with **parents / carers** as appropriate? |  |  |
| Comments / Actions arising:  |

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| **Use of Statutory Assessment** | Comments | RAG Rating |
| Are end of key stage assessments, MTC and phonics assessments used **strategically** to inform the SIP? |  |  |
| Are teachers **aware** of the headline information from statutory assessments and the **implications** for their own teaching? |  |  |
| Are the outcomes of **key stage assessments** used to inform T&L? *(e.g. end of EYFS assessments to Y1, Y2 to Y3/Y6 etc.)* |  |  |
| Are **Core** **Subject Leaders** confident in using **IDSR,** **ASP** and **LSIP** to effectively analyse strengths and areas for development? |  |  |
| Is the Headteacher, SLT and relevant staff (teachers and TAs) **trained** to **administer** statutory assessments. |  |  |
| Comments / Actions arising:  |

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| **Moderation** | Comments | RAG Rating |
| Is **moderation** used to secure teacher assessments in **EYFS**? *(In-school, between schools, moderation courses)* |  |  |
| Is moderation used to secure teacher assessments in Reading, Writing and Maths at **the end of key stages**?Who is involved in this moderation? *(SLT, SL, in-school, between schools, moderation courses)* |  |  |
| Are all staff familiar with **standardisation** materials for Y2 and Y6? |  |  |
| Are arrangements being made to secure KS1 assessment after end of statutory Y2 procedures (2022-23)? |  |  |
| Is moderation used to secure teacher assessments in Reading, Writing and Maths across **non-statutory year groups** (in-year, end-of-year)?Who is involved in this moderation? *(SLT, SL, in-school, between schools, moderation courses)* |  |  |
| Is moderation used to secure teacher assessments in **other subjects** at other assessment points within year groups, across year groups and key stages and in school-to-school clusters? |  |  |
| How are moderation findings used to **inform** school planning, curriculum implementation and teaching?  |  |  |
| Comments / Actions arising:  |

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| **Tracking pupils’ attainment** | Comments | RAG Rating |
| Is there a **consistent tracking** system in place throughout the school? |  |  |
| Does the tracking provide the school with a clear periodic view of **attainment** throughout the school? |  |  |
| Is the tracking system understood and used by **all staff**? Has **training** / support been given? |  |  |
| Is tracking used to **identify**:* attainment in maths, reading, writing and GPS?
* pupils at risk of not making age-related outcomes?
* areas of strength / weakness in the school?
* attainment of groups in maths, reading, writing and GPS by pupil characteristics? *(e.g. those entitled to FSM, EAL learners, girls, SEND)*
 |  |  |
| Is the information identified by the tracking system used to **inform** classroom and whole-school **priorities**?  |  |  |
| Are the strategies, which have been implemented to address whole-school priorities, **evaluated for impact**?  |  |  |
| **Progress** is tracked appropriately to ensure pupils remain on-track. |  |  |
| Comments / Actions arising:  |

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| **Governance** | Comments | RAG Rating |
| Do governors receive regular **information** about **attainment** and **progress** in all year groups and across the curriculum? *(e.g. SEC Committee)* |  |  |
| Are governors aware of the key messages in **IDSR,** **ASP** and **LSIP** and are governors confident in analysing whole school data? |  |  |
| Is a governor linked to **Pupil Premium** pupils or to any significant **group** in school? |  |  |
| Are governors regularly **involved in assessment activities** e.g., book looks, walkthroughs etc.? |  |  |
| Is a governor invited to **observe** the administration of **KS2 assessment** tests? |  |  |
| Does the governor training programme ensure that governors are adequately **prepared to discuss** the progress of groups or individuals in the school? |  |  |
| Comments / Actions arising:  |

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| **General comments** |
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| **Priorities / Next Steps** |
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