



Assessment at Aston

At Aston, we assess by using formative and summative assessment. Subject leaders and teacher then act on this information.

Formative assessment checks that children have learned the composite (knowledge) necessary to perform the task – this can be achieved through

- asking directed questions
- low stakes quizzes
- observation of work/learning
- professional dialogue with support staff/cover staff
- talking partners / cooperative learning strategies
- no hands up questioning

Formative assessment is based on the objective for the session (components needed to achieve the composite outcome – the end point)

At Aston, teachers predominantly use verbal feedback which is based on timely assessments to address misconceptions and adapt teaching when necessary to meet the needs of all learners within the lesson.

As a result of formative assessment, teachers

Reteach, revise and recap skills, vocab and knowledge from previous sessions focusing on specific children who have not grasped concepts/skills.

Children who fall behind are identified within a lesson and are supported in that lesson, in subsequent lessons or through interventions to 'catch up'.

Summative assessment checks what children have learned over a whole unit and whether they are able to apply their learning.

This is informed by teacher's formative assessment throughout the units and can be supported by summative assessment activities such as double page spreads, a final performance, model making etc where children have had to apply their knowledge.

Summative assessment is based on the composite outcome – the end point for the unit of work – these are drawn from the end points of our curriculum.

We collect summative data 3 times a year – once per term.

In Maths, Reading and Spelling, Punctuation and Grammar, children from Year 2 to Year 6 undertake termly standardised assessments which also contribute to the teacher assessment.

Interventions are based on both summative data at the end of a unit and formative assessment in lessons.

As a result of summative assessment, subject leaders

Track the number of children who have met ARE and those who have not met ARE and discuss the provision required/in place to support those who have not met the standard.