**Assessment in Writing at Dobcroft Nursery Infant School**

At this school, the purpose of assessment is to check what children have understood, know and remember. This helps us to identify what we need to teach them next. We use both **formative** and **summative** strategies for different reasons.

|  |  |
| --- | --- |
| **Formative assessment** | * Occurs during the learning. * Allows teachers and children to change strategies mid-learning. * Identifies areas for improvement. * Gives opportunities for children to implement feedback and get additional support. |
| **Summative assessment** | * Occurs at the end of the learning process. * Provides a final evaluation of knowledge and skills. * High stakes testing that often involves ranking children. * Provides children with a grade. |

**Our assessment strategies**

The table below describes the range of assessment strategies used at DNIS. These strategies are used for a number of reasons including: improve recall and fluency of crucial knowledge, skills and concepts, to check understanding, to inform teaching/planning and to assess children’s starting points and progress.

|  |  |  |
| --- | --- | --- |
| **Method of assessment** | **Formative/**  **summative** | **Notes**  **Use the questioning guide in the table below to support question generation** |
| Questioning  Low stakes | formative | Tips for effective questioning:   * Start Broad, Then Narrow: Begin with open-ended questions and follow up with specifics. * Pause for Thought: Allow children time to process and respond. * Tailor Questions to Levels: Adapt prompts to suit different learning abilities. |
| Observation  Low stakes | formative | Observing children’s interactions, thought processes and skills when completing tasks, answering questions or in conversation informs feedback and future teaching. |
| Flash back  Low stakes | formative | Each section should have a clearly defined purpose e.g. retrieval from previous lesson, last week and last block etc.  Or  Retrieval of component knowledge required e.g. for expanded noun phrases, knowing examples of nouns and adjectives and matching an adjective to a noun |
| BBQ  (bring it back questions)  Low stakes | formative | These are questions based on crucial knowledge (pre written) across all subjects for the teaching done so far. These can be used at any point in the day when you have a spare few minutes. You can use them as you wish, e.g. as a whole class or as a “best of 3” type scenario. |
| Dictated sentences | formative | Dictated sentences are a way of assessing pupils’ application of transcription skills. These are using both in RWI sessions and in writing lessons. |
| SPaG moments (Y2) | formative | Use a range of the assessment strategies above, and allow staff to focus in on misconceptions from lessons which require repetition and revisiting in order for children to become confident. |
| Standardised Testing  High stakes | summative | End of Year 2 SATS style assessment  EYFS Profile and benchmark  Independent writes |

**How we ensure progress as a result of assessment**

When gaps in knowledge or misconceptions are identified, we use the following strategies to ensure these are addressed.

|  |  |
| --- | --- |
| **Strategy** | **Notes** |
| Home learning books | Each book is individualised where specific learning is presented for pre-learning and addressing misconceptions. |
| In the moment | Address misconceptions verbally to individuals or small groups |
| Same day interventions | Conducted with children who have been identified as not gaining secure understanding within the lesson. Recorded in books or verbal. |
| Morning work | Used as pre-learning, or to address misconceptions or to further embed knowledge to improve fluency. |
| Adapting future lessons | * Altering the sequence of lessons as required i.e. adding in an additional lesson based on observation/assessment of starting points of children’s knowledge and skills. * adding misconception in to flashback/BBQ etc. so it is revisited as part of the lesson/day * Implementing a learning stop. * Providing additional 1:1 or small group support to identified children in subsequent lessons. |
| Planned interventions. | Where children are consistently requiring addition support to access the learning, these interventions are planned as part of a sequence of pre- or over-learning to support fluency. This includes “early birds” where children come to school 20minutes early to attend the intervention. |
| Adaptations | Learning is adapted (based on previous lessons and/or knowledge of the child) to ensure all children are successful |
| Dictated sentences | Pupils mark their dictated sentences with the teacher’s correct model, and use green pen to “tick or fix” any errors so they learn from their mistakes. |
| SPaG Moments (Y2) | Staff focus in on misconceptions from lessons and provide opportunity for repetition and revisiting in order for children to become confident. |
| Communication with parents | Ongoing with parents of children that don’t have an individualised home learning book but occasionally need additional support and personalised learning is sent home. |
| Individualised toolkits | Mainly literacy and maths – these are their own bag of resources that are specifically designed to support a given individual e.g., cards showing letter/number formations they are struggling with, pencil grips, left handed scissors, manipulatives to support calculation etc. |
| Challenge Chest | Children who grasp concepts quickly and are ready for further challenge access carefully planned activities which help them to further their understanding and apply this to solve SPaG questions in a variety of different contexts. |