



Believe. Achieve. Succeed Together.

Iver Village Junior School
Assessing impact - Maths

Article 28, 29

Education must develop every child's personality, talents and abilities to the full

Assessment

<u>Type of assessment</u>	<u>How it informs planning, teaching and learning</u>
In lesson assessment	Teachers constantly assess pupils and their ability to access learning. This informs teachers how they may need to adapt their lessons in the moment to ensure pupil understanding. Teachers will use many methods to assess pupils 'in the moment' including engagement and success in guided practice tasks, response to questions and ability to access independent learning tasks. The aim is to ensure pupils needs are addressed in the moment wherever possible.
Daily Assessment	Assessment of pupils' ability to access planned lessons and learning tasks will inform lessons for the following day. This will include adaptation of skills and revisiting of small steps where required. It may also include short intervention for key pupils prior to the next lesson if appropriate.
Weekly assessment	Weekly assessments are made of arithmetic skills using a Question Level Analysis (QLA) spreadsheet. Teachers use this to identify the key area for arithmetic focus for the following week, ensuring daily review of this skill.
End of block assessments	Teachers use the White Rose end of block assessments to assess pupils understanding of the block they have covered. This assessment is analysed to identify any gaps or misconceptions and used to inform future planning.
Termly assessment	End of term assessment papers which are used at the end of each term assess both pupils' attainment and progress over the course of a term. This allows teachers to understand how effective their teaching has been and make appropriate adaptations to their next term planning to meet the needs of pupils. It supports us in knowing the impact of our curriculum and allows us to adapt it further to meet the emerging needs of our pupils.