

<b>Document Title</b>	<b>Guidance on Primary Assessment</b>
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## 1. AIMS

This guidance aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents/carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## 2. LEGISLATION AND GUIDANCE

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This guidance refers to:

The recommendations in the [final report of the Commission on Assessment without Levels](#)  
Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

This guidance complies with our Funding Agreement and Articles of Association.

## 3. ROLES AND RESPONSIBILITIES

### GOVERNORS/TRUSTEES

Governors/Trustees are responsible for:

- Being familiar with statutory assessment systems as well as how the Trust's system of non-statutory assessment captures the attainment and progress of all students.
- Holding leaders to account for improving performance by rigorously analysing assessment data.
- Ensuring leaders are adequately adapting provision and directing resources to meet the needs identified through assessment.

### PRINCIPAL

The Principal is responsible for:

- Ensuring that the Assessment Guidance is adhered to.
- Rigorously monitoring standards and outcomes in core and foundation subjects.
- Analysing student progress and attainment, including individual students and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to Governors on all key aspects of student progress and attainment, including current standards and trends over previous years.

## SUBJECT LEADERS

Subject Leaders are responsible for:

- Implementing Trust approaches to assessment in their subject.
- Monitoring standards in their subject.
- Informing the Principal of any significant variations in performance and identifying key actions to mitigate against variation.

## TEACHERS

Teachers are responsible for:

- Following the assessment procedures outlined in this guidance.
- Ensuring taught learning experiences are adapted and adjusted in response to on-going assessment information.
- Filling identified gaps in learning and ensuring areas of weakness are addressed.

## 4. PRINCIPLES OF ASSESSMENT

In the Maltby Learning Trust, assessment is an integral part of teaching and learning - it is inextricably linked to our curriculum.

Three overarching forms of assessment are utilised: day-to-day internal formative assessment, internal summative assessment and nationally standardised summative assessment.

Each of these forms of assessment has a role in enabling the needs of all students to be met and ensuring that:

- Gaps in student learning are effectively identified and focused teaching and intervention is targeted to rapidly address them.
- Progress over time is accurately measured and emerging patterns and trends identified, enabling approaches to be adapted and any risk of under attainment for individuals, groups and cohorts mitigated against.
- Leaders, teachers and the Trust itself are held to account for the performance of students, and the Academy as a whole over time.

## 5. IN-SCHOOL FORMATIVE ASSESSMENT

Effective in school formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Students** to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.

- **Parents/carers** to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to improve.

Within Maltby Learning Trust Academies, formative assessment is used on an on-going, live basis to inform teaching and learning, identify patterns and priorities in student learning and enable teachers to focus their efforts in the areas of most need in order to secure and deepen student understanding. Within MLT Primary Academies, formative assessment is typically low stakes but high impact.

In-school formative assessment takes a variety of forms, for example:

- Question and answers during class
- Marking and giving feedback to students' learning
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for student attainment and development.

Formative assessment should be used to enable teachers to judge the extent to which students have retained key knowledge, are able to apply subject specific skills (disciplinary knowledge) and understand the core areas of focus which have been taught.

Formative assessment should be used by teachers to analyse students' understanding and tailor the subsequent planned learning experiences to ensure that they have the greatest possible impact. It can be used to adjust approaches during, or between lessons or to judge how to approach new content. It should be used to identify gaps in learning and feed directly in to planning to ensure these are rapidly identified and addressed.

Students should be expected to actively engage with formative assessment; it is used with greatest impact when empowering students to understand their own learning and progress. This could be achieved through individual student reflection or teacher-led discussions of student responses. Where records are kept of formative assessments, teachers should ensure that students have an understanding of the key areas on which they should focus in order to make progress.

For further details of the specific formative assessment approaches used in MLT Academies please see Appendix 1.

## 6. CORE SUBJECT FORMATIVE ASSESSMENT

Formative assessment in core subjects is based on the National Curriculum expectations for each year group. These expectations are summarised in knowledge progression documents for reading, writing, maths and science. These take the form of best fit statements which are utilised to enable teachers to judge whether a child has retained a concept at the appropriate year group level of understanding. Assessments are recorded and collated in teacher workbooks or in the Trust's agreed online recording/reporting system.

Assessments for each student are recorded to reflect the depth of understanding demonstrated of each statement. Supplementary documentation is available to guide this, but fundamentally it is for teachers to decide, using their up-to-date formative assessment, knowledge of the student, and curricular knowledge, what the student's depth of understanding of a particular concept is.

Formative assessments should be recorded on a **regular** and **routine basis**.

In order to ensure that assessments are accurate, and that assessment remains manageable for the teacher, the recording of formative assessments must be used as a routine part of marking. It is expected therefore, that agreed recording systems are used on a routine and ongoing basis to record each student's level of understanding.

## 7. FOUNDATION SUBJECT FORMATIVE ASSESSMENT

Foundation subjects should also be assessed formatively, however these assessments should be proportionate and manageable. Regular 'sharp start' low-stakes quizzes and subsequent analysis of student responses should be used to form an evaluation of attainment in non-core areas. This should consider whether a student is working below, at age related expectation, or at greater depth within the expected standard.

## 8. RECORDING AND REPORTING FORMATIVE ASSESSMENT

It is vital that the teacher has a system within their class which facilitates the collection of on-going assessments both to enable the accurate adjustment of day-to-day teaching and the collection of assessment data. The methodology of collection should be efficient, time constrained and effective and will be recorded against standardised statements.

These systems could take several forms, for example:

**Interactive assessment collection systems** – Teachers use various approaches to gather information to assess student progress and development. These boards can be contributed to by all adults to record the areas which students have succeeded in, found challenging or shown increasing depth within. Entries on the board should be dated and used to inform next steps and any collated data.

**Annotations of planning/assessment records** – These may be kept in teachers' own files and provide an ongoing record of student understanding and progress. The information must include that provided by teaching assistants and the students themselves – systems must be put in place to enable the collection of this data.

**Use of student books to record formative data** – Statement banks in individual student books should be used to record formative data to enable the collection of data. This should be used to draw wider conclusions about attainment and also specific next steps by informing notebook planning and the adjustment of day-to-day teaching.

**Online recording tools** – Online recording tools can be an effective tool in enabling formative assessment data to be collected and analysed. These are online versions of the paper-based statement banks placed in student books. It should be noted that these systems can prove time-consuming and inefficient if they are not the primary recording method of the information; time spent transferring information from paper records to online is often better spent elsewhere. Because of this, online formative assessment tools will only be used where the infrastructure supports their efficient use – for example where tablet computers can effectively be used to support their use as a classroom tool. In these cases, the system used will be that agreed for use in all MLT Primary academies to aid cross academy comparison.

## 9. FREQUENCY OF FORMATIVE ASSESSMENT

Formative assessments should be added to the teacher's records continually throughout each assessment cycle. It is expected that each student will have regular updates to their records; this will be monitored and addressed at Pupil Progress meetings. It is expected that students will be assessed repeatedly at any given depth of understanding before moving to the next – this shows that a range of assessments are considered on a regular, ongoing basis. Assessing in bulk at the end of a cycle is not good practice and will be discouraged – formative assessment should be rapid, repeated, frequent and current.

## 10. USE OF FORMATIVE ASSESSMENT

Whenever formative assessment is used and whatever collection methodology is applied, it should be utilised to adjust the learning provided for students in order to identify and address misconceptions and close gaps in learning. There are several ways in formative assessment data could be analysed to inform teaching:

**During lessons** – Analysis of formative assessment should be used to judge progress during lessons – this could be during a group activity where a Teacher or Associate Professional is looking for specific responses or during whole class teaching in order to adjust approaches to impact on student understanding and address misconceptions or gaps in knowledge.

**During marking/reviewing student responses** – Formative assessments should be routinely made while marking and reviewing student responses. This could be through a review of notes from a lesson, student's self/peer review or through the evidence seen when marking student books. The systems which are in place in the classroom to gather and record student's thinking and adult's notes are key in this aspect. These assessments should be used to adjust lessons to ensure the identified gaps in learning are addressed.

**From end of unit mini-assessments** – Mini gap-closing tasks can be used to test student understanding at the end of a unit of work. The information from these assessments can be valuable in enabling a picture of overall student depth of understanding to be developed and plan future learning and intervention.

**From Summative Assessments** – Summative assessment analysis can be used to form a view of student understanding. This information must be added to the range of formative data used to ensure teaching is precisely targeted and identified gaps are closed.

## 11. IN-SCHOOL SUMMATIVE ASSESSMENT

Effective internal summative assessment enables:

- **Academy leaders** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.

- **Parents/carers** to stay informed about the achievement, progress and wider outcomes of their child across a period.

These assessments are recorded on a medium term (termly/yearly) basis in order to measure the performance of individuals, classes and cohorts of students and to hold teachers to account for the performance of the students they teach.

For example:

- Internal end of year tests
- Termly formal assessments
- Short end of topic or unit tests
- Reviews for students with SEN and disabilities
- Assessments performed to quality assure teacher judgements.

Within Maltby Learning Trust Primary Academies, summative assessment is used to enable teachers and Academy leaders to make overall judgements about student progress. Summative assessments are always analysed on an individual and cohort level. This ensures that any areas of weakness in understanding are identified and compared to the results of formative assessment. This enables patterns to be identified and resources to be deployed to ensure that students make the best possible progress over time.

Summative Assessments are routinely examined and compared to prior performance to identify patterns in attainment and progress. This data is analysed and discussed by teachers and Academy leaders on a cohort, group and individual level with any discrepancies in progress and attainment identified and targeted.

Summative assessment data is used on an annual basis to review the performance of individuals and cohorts. A deep analysis takes place of the performance of all cohorts both within the year and relative to previous years, including previous national data points. This enables resources to be targeted effectively to maximise attainment and progress. It also enables progress over time to be benchmarked to ensure that students are making at least expected progress over time.

## 12. TYPES OF IN-SCHOOL SUMMATIVE ASSESSMENT

Within the Maltby Learning Trust, a summative assessment for a student is reached using a combination of sources of information. This ensures that any summative mark recorded for a student is accurate and does not reflect an over/under performance in an individual assessment test. It is vital that any recorded summative data is accurate as this information is used to hold teachers to account for the performance of their students and to compare the performance of individuals, groups and cohorts. The sources used are as follows:

### TERMLY SUMMATIVE ASSESSMENT TESTS

Within the Maltby Learning Trust Primaries, standardised assessments are used across the phase – these are pre-agreed and ordered centrally to ensure a consistent approach is taken. Assessments are administered at the end of each term in scheduled assessment windows in order provide a cross reference to teacher's formative assessments. The test data should be used as an aid to conversations about student understanding and should enable moderation to take place.

Assessments should be analysed and used formatively in order to assess student understanding of different concepts and areas of learning.

## TEACHER ASSESSMENT

Key to ensuring that a recorded summative assessment is accurate is the teacher's knowledge accrued through the use of formative assessment over time. There can be significant variations between an individual student's performance in an assessment and their performance in class – not taking this into account can cause inaccurate data to be recorded. However, where there are significant numbers of students with variations between test performance and teacher's own analysis this should be subject to further enquiry.

## STUDENT BOOKS

Student books are a valuable source of information to aid decisions about summative assessments. They can be used where there is a differential between a test result and a teacher assessment to inform discussions and provide direct evidence of a student's classroom performance.

## 13. RECORDING IN SCHOOL SUMMATIVE DATA

In order to ensure that summative assessment data is analysed effectively, an online recording and analysis package is used to facilitate the efficient and effective analysis of summative data. The package used in MLT Academies is purchased centrally and used in all Academies to ensure consistent reporting of data as well as enabling cross Academy comparison.

Summative assessments are recorded termly in the online system and form part of the monitoring individual student progress cycle. Assessments are recorded to indicate whether a student is on track to attain in line with the end of year expectation, below it or above it. Decisions on where a student is assessed will be made using a combination of summative test results, formative data and the teacher's knowledge of the student.

## 14. NATIONAL ASSESSMENT FOR ACCOUNTABILITY

Nationally standardised summative assessment enables:

- **School leaders** to monitor the performance of cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Students and parents/carers** to understand how cohorts and individuals are performing in comparison to students nationally.

Nationally standardised summative assessments include:

- Foundation stage baseline assessment
- Phonics screening check in Year 1/Year 2 retakes
- Year 4 Multiplication Tables check

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (until 2023 only) and Key Stage 2 (Year 6).

Statutory National Assessments are recorded to measure long term patterns in student and academy performance and to hold leaders to account.

## 15. ASSESSMENT DATA ANALYSIS

Analysis of summative data can be analysed in order to draw broad conclusions about student performance and to compare the performance of individuals, cohorts and groups. A comparison of formative assessments and summative tests can also be used to draw broad conclusions about the performance of students, teachers and schools.

It is expected that all Academies will perform an analysis of the performance of each year group on a termly basis. This should be analysed by key cohorts which can be defined by individual Academies depending on context. However, as a minimum these should include:

- Gender
- Pupil Premium/Service Premium
- Disadvantaged/FSM
- SEND
- Looked After Children/Post Looked After Children (where applicable)
- Ethnicity (Where applicable).

Academies may also want to consider the following categories:

- Prior Attainment
- Term of Birth
- Attendance
- Bloodline (students who have been with the Academy at least two years).

Any cohorts which have been highlighted as underperforming, either within individual classes, year groups or across the Academy, should be targeted for specific intervention to address their needs. These should be identified either through Pupil Progress meeting records or specific action plans/ADP actions.

Any significant identified underperforming groups should be reported to Local Governors together with a summary of the actions being taken.

## 16. ONLINE REPORTING AND RECORDING TOOLS

The Trust uses online reporting tools to support teacher's analysis of assessment data. Where these systems are used efficiently, they are effective in rapidly identifying patterns in assessment data. These tools will be used differently for formative and summative assessments where there are tangible benefits for doing. Decisions about which systems are used will be made centrally with the same system being utilised in all Primary Academies, this is vital to ensure comparison of data across the Trust.

## 17. ASSESSMENT ACCOUNTABILITY PROCESS

### PUPIL PROGRESS MEETINGS

Within the Maltby Learning Trust, Pupil Progress meetings take place to review performance, discuss planned intervention and next steps in learning. Meetings should take place at least termly with a specific focus around identifying and addressing student and cohort underperformance.

Information from each Pupil Progress meeting should be analysed to draw conclusions about differentials in performance and to inform priorities and development planning. The impact of how this information is used will form part of the judgement on the effectiveness of leadership and management. Pupil Progress Meetings take place at different times and take different forms:

**Assessment Point Pupil Progress Meetings:** At the end of each term, summative and formative assessment data are reviewed for individual classes through the use of Pupil Progress meetings. These forums are used to review the progress students are making, to challenge performance and review teaching provision and intervention. During these meetings, teacher formative assessment must be used in combination with test data in order to form a comprehensive view of each student's attainment and progress. A final decision on a summative assessment will be made and the termly assessed mark recorded. Students should be looked at as individuals and as part of the contextual groups of which they are a part in order to identify and challenge differentials in performance. Standardised documents are used to prepare for and log Pupil Progress meetings.

**Interim Pupil Progress Meeting:** Interim meetings may take place at the half term point. During these meetings, a professional dialogue takes place between the class teacher and SLT to ascertain the progress being made at this stage in the term. The focus of the meeting can be based around specific groups of students or the whole class depending on Academy specific priorities. Evidence to facilitate the meeting should be collated from existing work by the class teacher and include samples of learning, notebook planning and ongoing formative assessments. This also includes evidence of learning beyond the core subjects. In-depth analysis of performance will then be summarised on an individual basis.

**End of Key Stage 2 Assessment/Monitoring:** Within Year 6, a rigorous review of performance takes place after each cycle of learning. It is vitally important that this balances the need to prepare students for formal assessments with the need to avoid being overly burdensome for either teachers or students.

In the Autumn term, Year 6 assessment typically takes place on a six-week cycle, becoming more intense in the Spring term when it moves to a four-weekly programme. This programme is designed and refined on an annual basis by the Year 6 Driver Group, in discussion with the Executive Director.

Following each cycle, a full analysis of gaps in learning takes place during the Pupil Progress meeting so that a review of teaching provision and planned intervention takes place. The exposure to the different tests enables the students to experience the routines and better prepares them ready to undertake their national statutory tests in Reading, Maths and GPS in May and Teacher Assessment of Writing in June.

## GOVERNOR DATA DASHBOARD

In order to ensure that a standardised picture of attainment is presented to Governors, a standardised Governor Data Dashboard has been developed which provides a summary of each year group's attainment at each data point, contextualised with national average data and school targets. The Dashboard also provides a cohort analysis and a commentary from the Principal. This enables comparisons to be presented of contextual groups and different year groups in order to enable governors to form a view of school performance.

The individual Academy data dashboards are collated to produce a phase dashboard. This is used to highlight trends and patterns in attainment at whole Trust level.

## LOCAL GOVERNANCE REPORTING - RAISING ATTAINMENT COMMITTEE

At Academy level, Local Governance Committees will review the attainment data of individual Academies during the Raising Attainment Committee meeting once each term. At this forum it is expected that Principal will present a comprehensive evaluation of the summative and formative assessment across the school using the Governor Data Dashboard.

## CENTRAL TRUST REPORTING - STANDARDS AND PERFORMANCE GROUP

At Trust level, data on Academy performance will be presented to the Standards and Performance Group, outlining the key risks and strengths of each Academy. The Governor Data Dashboard is the key tool in enabling this process, with summary data across four Academies being presented enabling contrasts in performance to be highlighted. This enables resources to be efficiently and effectively directed and highlight risks to each Academy and the Trust as a whole.

## 18. INCLUSION

The principles of this guidance apply to all students, including those with Special Educational Needs or Disabilities (SEND) and vulnerable students, such as those in receipt of the Pupil Premium Grant.

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and disabilities and any requirements for support and intervention.

MLT Academies use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in as well as the outcomes achieved.

For students working below the national expected level of attainment, our assessment arrangements will consider progress relative to starting points and take this into account alongside the nature of students' learning difficulties.

Further detail on provision for SEND and vulnerable students can be found in the Academy SEND Information Report and Pupil Premium Plan.

## 19. REPORTING TO PARENTS/CARERS

Assessment data is reported to parents/carers on a termly basis. This ensures that parents/carers are fully aware of their child's progress and areas for improvement. Where parents/carers are presented with summative data, this is presented in such a way as to be easily understandable and meaningful to them. In the Autumn and Spring terms, assessment data is discussed with parents/carers at face-to-face Parents' Evenings. Where a parent/carer does not attend these meetings, reasonable efforts will be made to contact them by other means to report their child's attainment.

During the Summer term, assessment data is reported via the individual annual Record of Achievement. This is presented using a standardised format which includes:

- Details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Comments on the student's behaviour and attitude in school.
- Arrangements for discussing the report with the student's teacher
- The student's attendance record, including:
  - The total number of possible attendances for that student, and
  - The total number of unauthorised absences for that student, expressed as a percentage of the possible attendances.
- The results of statutory assessments (where applicable).

## 20. TRAINING

It is the responsibility of individual Academies to ensure that all staff understand how the assessment systems operate. Each school is expected to regularly and routinely hold moderation meetings to ensure assessment is consistent and accurate. This is reinforced and supported by Trust Driver Groups which regularly compare standards across the Primary phase to ensure that consistent judgements are made, and assessments reported in each year group.

Where staff are working in year groups where statutory assessments are administered, the Trust will access external statutory assessment training through the Local Authority or similar provider.

Academy Principals are responsible for ensuring relevant staff attend this training and consistently implement the statutory requirements.

## 21. IMPLEMENTATION MONITORING/REVIEW

This guidance will be continually reviewed by the Executive Director of Primary Education to ensure its currency. At every review, the guidance will be shared with the Local Governance Committee and Academy leaders.

All staff are expected to read and follow this guidance. Individual Academy Principals are responsible for ensuring that the guidance is effectively implemented and followed.

The Academy Senior Leadership Teams will monitor the effectiveness of assessment practices across the school, through:

- Pupil Progress meetings
- Work Scrutiny
- Lesson Drop-ins
- Analysis of Summative Assessments
- Pupil Interview
- Cross-Trust Moderation.

## 22. LINKS WITH POLICIES

This assessment guidance is linked to:

- Curriculum Intent Statement
- Early Years Foundation Stage policy and procedures.

## APPENDIX 1 - CLASSROOM FORMATIVE ASSESSMENT

In order to collect this information, it is vital that the teacher uses a range of on-going assessment strategies in order to ensure that they have a full and detailed understanding of the student's attainment profile. Below is a list of some of the strategies teachers should use to inform them of student attainment and understanding.

### QUESTIONING

Teachers should be routinely using a range of questioning strategies in order to measure the understanding of the students in their class. This should be rooted in the principles of the oracy framework. Teachers should consider the range of open and closed questions they use with groups and individuals in order to measure the level of confidence they show and probe the depth of their understanding. The systems for collecting formative information in the classroom outlined below should be used in order to ensure this information isn't lost.

### MARKING AND FEEDBACK

Methods of marking and feedback are outlined in a separate policy and is Academy specific – however, marking and feedback should be used to enable assessments to be made and inform future planning. Students could be challenged to test their understanding through marking and feedback and where possible this should be immediate and within the session. There is clear evidence that high quality verbal feedback is more impactful than written comments – however, the setting of short challenges during/between sessions provides very valuable information.

### TRIAGE/PRE-TEACH

These methods should be used to enable students to address any misconceptions they have and enable their thinking to be extended – this can enable a clear idea of assessment needs and understanding of individuals to be developed.

## GAP CLOSING ASSESSMENTS

Short, informal, gap-closing assessments can be used at the end of a unit of work in Maths or English to check a student's understanding of a concept. This could comprise a short assessment of no more than three to four questions around a concept which will probe the main areas covered at an increasing level of complexity or be an unaided piece of writing. The outcomes from these activities will be analysed and used to inform formative assessments and recorded within the teacher's own records. Students who show they do not understand the concepts covered will have their misconceptions addressed at subsequent triage sessions or pre-teach prior to revisiting the concept.