

## ST BART'S NC AIMS PROGRESSION DOCUMENTS

In 2020, subject leaders crafted assessment documents outlining the progression of skills. Staff utilised these documents every half term to assess using termly colour codes, ensuring continuity as the assessment document passed on to the next class.

Recently, we transitioned from our MHA internally developed Progression Documents to St. Bart's Documents. These new assessment documents employ a single colour per academic year, providing clear indication of when students achieved specific curriculum objectives.

Teachers leverage these documents to assess foundational subjects, employing both the "Steps" and "How?" criteria.

Next Steps: customising the "How?" section to personalise the document to the newly revised MHA curriculum

## EXIT QUESTIONS

Every lesson has an exit question section linked to the lesson objective so that the teacher can assess whether the children have met the learning objective of the lesson using key vocabulary/ word bank provided.

Children can answer this question in a variety of ways including leaving a voice note so that their teacher can hear their thinking.

## VOICE NOTES HEAR THE THINKING

Throughout the lesson teachers build in opportunities for assessment through key questions linked to the learning objectives. Children are required to leave voice notes for their teacher so that they can hear each child's thinking. - a very important assessment tool that allows the teacher to then address misconceptions and inform future planning. Teachers can also respond with voice notes to the children to give individual feedback to address individual misconceptions

## Meir Heath Academy

### Assessment Snapshot



## END OF UNIT/ TERM ASSESSMENT

Power Maths - End of Unit (Arithmetic and Reasoning)

Rising Stars reading assessments (Y3 to Y5)

Rising Stars online GPS Assessments (Y3 to Y5)

History Quiz

Geography Quiz

Science Quiz

Art, D&T, Jigsaw, Music and PE (self and peer assessment/ reflections and evaluations)

Weekly Spelling Tests

Daily KIRFS assessment

Introducing Topical Resources - identifying year group gaps - progress tests

## READING AND WRITING SKILLS LADDERS INC KPIS

Similar to the above....

Staff use the Skills Ladders to highlight of skills achieved 1 per sheet per year group

Completed individually for writing and per group for reading (with annotations where required)

Termly Colour Coded

To meet the appropriate standard the teacher uses the best fit model however, children must have achieved the KPI (Key Performance Indicator)

## ARBOR

Termly Data Inputs for all Subjects

Reading Maths and Writing children are assessed as working: WB B NYT EXS or GDS

Foundation Subjects inc Science children are assessed as NYT (Not Yet Met the Standard) or EXS (having met the standard)