

Types of Assessment

Overton School

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Formative Assessment or Assessment FOR Learning

Assessment **for** learning is the on-going day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. It is integral to learning, and takes place throughout learning. It provides “feedback”, i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas of weakness, also on strengths and potential. For pupils, it is a form of individualised learning and encouragement, and an important ingredient of motivation.

Effective on-going day to day assessments would include effective questioning; observations of children during teaching and while they are working; holding discussions with children; analysing work and reporting to children; conducting tests and giving quick feedback and engaging children in the assessment process.

"Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there."

These types of assessment are on-going and regular and involve:

- individual assessments
- group assessments
- class assessments
- self-assessments - self assessment by children promotes motivation and makes children feel valued and involved in their own learning.

Methods

- a) observation
- b) discussion
- c) evidence of achievement – recording formative assessment.

Recording formative assessment helps to support judgements made and is important in informing future planning and learning. These judgements must be recorded on your weekly planning documents for English and Maths and on your half termly planning documents for all other subjects.

All working planning, annotated with notes, must be kept in each teacher’s planning file. SLT will monitor this half-termly.

Evidence of formative assessment may come from a variety of other sources:

- individual child's records;
- variety of English records e.g. comprehension exercises, spelling tests, independent writing;
- maths information e.g. reasoning exercises, sums, problem work;
- children's books;
- tick lists;
- I.E.P.S.;
- target setting and attainment;
- teachers' notes of observations.

Summative Assessment or Assessment OF Learning

Assessment **of** learning is a summative assessment to ascertain the level a child has reached which could be termly or annually or at the end of a key stage. It is concerned with the final summing up of learning. The judgements it makes are also for the benefits of people other than the learner. Summative assessments usually come in the form of tests, assessments and exams. It is important to remember that they provide only a snapshot of that child's ability at that particular time.

Summative assessments are used to help teachers decide what a child can do at a particular time, and can be used as comparators. This is done through a range of options that may include :

- Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept;
- Weekly/daily mental and spelling tests;
- Baseline Assessments
- Half termly Assessment

Diagnostic Assessment

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. Further information can be obtained from the school's Head of Additional Educational Needs. Progress in Maths (PIM) tests and examinations also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this.

Other Methods of assessment to assess teaching and learning, either before the beginning of a topic to assess prior knowledge, or at the end to assess children's learning may include:

- **Web Diagram or Concept Map** - This is a tool for diagnostic formative assessment. Children are able to explore a concept or theme through linearly linked words or phrases branching from a central topic. This enables both pupil and teacher to ascertain the understanding of the given topic.
- **Mind Maps** - Similar to the above but links/connections are sought to further identify and enhance understanding between branches; thus reflecting an individual's understanding of how ideas/concepts are joined/structured within their mind.
- **Pupil self-evaluation**

- **Discussion & Questioning** - This is a very important tool for the teacher. Please note the work for able children especially Bloom's Taxonomy regarding the type of question that will elicit a particular level of understanding: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation
- **White (show-me) Boards** - quick and simple method, giving instant feedback from a group or class.
- **Subject Specific Assessment Tasks** - Tasks exist for specific subject, e.g. history assessments where pupils are asked to evaluate evidence and thus demonstrate their historical skills. In addition, some QCA units contain assessment tasks that may inform pupil attainment/progress at any stage of the unit.
- **Peer Assessment e.g. response partners** - This method needs to be developed within a class or group. The responder needs to be sympathetic to the needs of their partner. They must have clear guidance regarding the focus of their assessment (Learning Objective), the success criteria of the task and how to provide constructive feedback.