

## Assessment across the curriculum

Subject	Formative Assessment	Summative Assessment
Geography History RE Global Citizenship	<p>Live marking &amp; feedback</p> <p>End of unit Socrative quizzes</p> <p>Data analysis</p> <p>Spaced retrieval tasks</p> <p>Pre-teaches for some children</p> <p>DISCO questions (two per unit)</p> <p>Oracy activities (debate/discussion; 'I see, I think, I wonder'; targeted questioning; talk partners)</p> <p>Evidence from geographical enquiries / fieldwork</p> <p>Evidence on Showbie (photos, videos, written work, voice notes)</p> <p>Pupil voice (collated by subject leads using Padlet)</p>	<p>End of year assessment grids identifying children who require support (WTS) and children who are working at greater depth (GDS)</p> <p>Transition conversations with new teachers</p>
Science	<p>Live marking &amp; feedback</p> <p>End of unit Socrative quizzes</p> <p>Data analysis</p> <p>Spaced retrieval tasks</p> <p>Scientific enquiry tasks / experiments / tests</p> <p>Pre-teaches for some children</p> <p>Oracy activities (pictures from Explorify; concept cartoons; debate/discussion; targeted questioning; talk partners)</p> <p>Evidence on Showbie (photos, videos, written work, voice notes)</p> <p>Pupil voice (collated by subject leads using Padlet)</p>	<p>End of year assessment grids identifying children who require support (WTS) and children who are working at greater depth (GDS)</p> <p>Transition conversations with new teachers</p>
PSHE	<p>In class observations</p> <p>Live marking &amp; feedback</p> <p>Spaced retrieval tasks</p> <p>Pre-teaches for some children</p> <p>Oracy activities (debate/discussion; targeted questioning; talk partners)</p> <p>Evidence on Showbie (photos, videos, written work, voice notes)</p> <p>Pupil voice (collated by subject leads using Padlet)</p>	<p>End of year assessment grids identifying children who require support (WTS) and children who are working at greater depth (GDS)</p> <p>Transition conversations with new teachers</p>
P.E	<p>In class observations (Application of skills)</p> <p>Practical demonstrations</p> <p>Performances</p> <p>Peer evaluation</p> <p>Self-assessment / video / pictures</p> <p>Pupil voice (collated by subject leads using Padlet)</p>	<p>Real P.E assessment wheels</p> <p>Data analysis &amp; identification of children who require support (WTS) and children who are working at greater depth (GDS)</p> <p>Transition conversations with new teachers</p>
Art Music DT Computing	<p>In class observations (Application of skills)</p> <p>Final projects</p> <p>Evidence of innovative ideas and creativity</p> <p>Evidence on Showbie (photos, videos, written work, voice notes)</p> <p>Pupil voice (collated by subject leads using Padlet)</p>	<p>End of year assessment grids &amp; identification of children who require support (WTS) and children who are working at greater depth (GDS)</p> <p>Transition conversations with new teachers</p>
Spanish	<p>In class observations (speaking, listening, reading &amp; writing)</p> <p>Live marking &amp; feedback</p> <p>Weekly conversational fluency practice</p> <p>Spaced retrieval tasks (prior learning, counting etc)</p> <p>Evidence on Showbie (photos, videos, written work, voice notes)</p> <p>Pupil voice (collated by subject leads using Padlet)</p>	<p>End of unit assessments in speaking, listening, reading &amp; writing</p> <p>Data analysis &amp; identification of children who require support (WTS) and children who are working at greater depth (GDS)</p> <p>Transition conversations with new teachers</p>