St. Michael & St. John's R C Primary School

Assessment of Foundation Subjects

Overall, if a child is accessing the planned lessons of a curriculum area, they are working AT THE EXPECTED STANDARD.

We only formally report assessments for Foundation Subjects at the end of the year.

Subject	How we assess
History	Teachers use KLIPS at the end of the year to make an end of year judgement. Throughout the year, assessment is completed through teacher observations and questioning, the use of KWL grids to inform final end of year judgements. Half termly end of unit assessments are completed by staff based on the sequence of learning.
Geography	Teachers use KLIPS at the end of the year to make an end of year judgement. Throughout the year, assessment is completed through teacher observations and questioning, the use of KWL grids to inform final end of year judgements. Half termly end of unit assessments are completed by staff based on the sequence of learning.
RE	Check in and check out tasks are used at the start and end of each unit. These are based on the expectations for the unit of work. Moderation takes place regularly.
PSHE	At the beginning of each unit there is a questionnaire, typically 3 questions. This asks the children to record their knowledge of the subject before teaching input is given. Following the 5-6 week unit the same questions are ask of the children alongside their answers at the beginning of the unit, this shows the knowledge gained.
French	In French, assessment for learning takes place during lessons (observations, discussions, questioning, written work) staff can use an assessment cloud (from the scheme we follow - Primary Languages Network) to track pupils for the lessons.
Design Technology	Teachers use KLIPS at the end of the year to make an end of year judgement. Sequence of learning assessments are made half termly. In art and DT most differentiation is by outcome and so the finished piece does not always reflect the process which is just as important.
Art	Teachers use KLIPS at the end of the year to make an end of year judgement.

	There is also half termly monitoring using sketchbook evidence displays and talking to children. If I feel there are missing elements, or not enough stretch, I will make suggestions. In art and DT most differentiation is by outcome and so the finished piece does not always reflect the process which is just as important.
Computing	We bought in a progressive scheme that teachers could use. Assessment at the end of the unit.
PE	The PE Passport app on the Ipads and videos. These can be registered and recorded throughout the PE lessons. Photographs can also be taken as evidence of skills gained.
Music	Teachers use KLIPS at the end of the year to make an end of year judgement. They assess and record assessments using Charanga. Throughout the year, the teacher uses the following methods to inform their end of year judgement: • During lessons to help improve performance/outcome/technique. • Performances at different times of the year • Video evidence at the start of the academic year and again at the end to show progression. • Teacher communication as part of transition. • Engagement with wider opportunities both inside and outside of school.
Science	Teachers use KLIPS at the end of the year to make an end of year judgement. Throughout the year, the teacher uses the following methods to inform their end of year judgement: • Questioning in lessons. • Check in and check outs. • End of unit assessments