**Weald CPS: Assessment in Mathematics**

**Overview**

* How can teachers assess Maths well?
* How can **assessment practices raise attainment?**
* More importantly, how can they **plan for assessment** that will help children to move on in their learning?
* ‘Success can be ‘coordinated’ when leaders ensure all the elements of pupils’ mathematics education are supporting each pupil’s progress in the subject.’ Ofsted 2023
* When done well, mathematics assessment can lead to greater effectiveness for teachers and greater mastery for students. When done poorly, assessment can have a detrimental effect on both teaching and learning.

**Start with the end in mind.**

We expect children to leave Weald primary school having mastered the basics before going on to apply those fundamental principles to more complex problems in secondary school. Leaving year 6 with the essentials of ‘Life maths’ in which they can build from. As teachers we need to:

* Know what we want the pupils to know at the end of a unit of work.
* Know how to assess that they know it.

**Top three reasons for Assessment**

* Inform future lessons: identify gaps in learning; starter task focussed on correcting previous mistakes or misconceptions.
* Measure knowledge and understanding - meaningful assessment leading to summative judgements.
* Share with and include pupils: verbal & subject-specific feedback.

**Formative assessment**

Describes any of the various methods teachers use to help determine how well pupils understand the maths being taught. Assessment that [benefits the learner](https://mathsnoproblem.com/blog/classroom-assessment/introduction-assessment-classroom-learning?utm_source=assessment-guide&utm_medium=text-link&utm_campaign=website) and is used as a tool to support learning outcomes. Formative assessment answers the question: where are the pupils in their learning and, knowing this, what should be done next in teaching? At Weald the types of formative assessments used are as follows:

* Flashback 4 – revisit previous learning
* Verbal feedback – addressing misconceptions.
* Marking for feedback
* Key questions withing the lesson.
* Test style activities including those with reasoning answers.
* Pupil observations whilst solving activities.
* Plenary style questions
* Quick check routines like whiteboard held up or thumbs up.
* Book looks and sharing with other professionals.

**Summative assessment**

Can best be characterised as ‘[Assessment of Learning](https://mathsnoproblem.com/blog/classroom-assessment/introduction-assessment-classroom-learning).’ We usually use this as a way of assessing a child’s progress in meeting specific objectives either after a unit of work has been completed, or at the end of a term or year.

At Weald the types of summative assessments used are as follows:

* End of unit tests on whiterose e.g., end of fraction unit test.
* End of term tests 3 times a year from whiterose
* End of year tests including standard assessment tests in year 6 and optional SAT’s tests in other years.
* Moderation with other schools or external moderator
* Analysing and sharing data with governors.
* Pupil voice

Pupil voice is a great way to verify the ongoing formative assessment – can the children talk about what they have been studying. Do they enjoy the subject and how it is taught? What is their favourite part of part of Maths? Are you proud of the work you do in Maths? This could be done with a governor and can then inform how the subject is taught.

With the exception of reception all the above assessments should happen in all classes at Weald at different standards. Year 6 standard assessment tests are mandatory tests for that year, but we do use optional end of year tests to help inform learning in other years.

Assessment in maths is an ongoing process, it informs teachers of what a child knows and then support the planning of teaching thereafter. Summative tests help to inform any gaps in knowledge and help to inform end of year assessments and conversations with professionals and colleagues.

**Timestables**

Timestables are assessed formally at year 4 but monitored through practices and tests from year 1 to year 6. We use Timestable rockstars to help assess and plan work throughout school.

**In the early years**

We are using White Rose Maths as a scheme. There are no formative assessments during Reception in this scheme- there are assessments available, but these would take valuable time away from handling, discussing, manipulating and noticing in the children’s continuous provision and play. These are valuable times to embed and consolidate concepts, ideas and vocabulary necessary to progress through the academic year ready for the ELG’s.

In the summer term early years assess against the ELG’s. Mathematics would mostly be under the ELG for Mathematics, but also there will be considerations in Communication and Language

**SEND**

Recent legislation and guidance make clear that all the teaching staff in a school are responsible for the provision for pupils with SEN and/or disabilities. All staff should be involved in developing school policies and fully aware of the school’s procedures for identifying, **assessing**, and making provision for pupils with SEN and/or disabilities.

* Staff should help pupils with SEN to overcome any barriers to participating and learning, and make any reasonable adjustments needed to include disabled pupils in all aspects of school life.
* Planning for pupils with SEN and/or disabilities should be part of the planning that you do for all pupils, rather than a separate activity.
* It doesn’t need to be complicated or time-consuming. You can simply jot down brief notes in your lesson plans on the learning objectives and approaches you will use to remove barriers for pupils with SEN and/or disabilities.
* At Weald we plan carefully to give pupils with SEN and/or disabilities every opportunity to demonstrate what they know and are able to do, using alternative means of assessment where necessary.
* Often assessment is done against their previous knowledge rather than just using descriptors from lower years.

**Marking Policy**

* There is a standardised approach across all year groups which is as follows:
* Work stamped across applicable subjects with a 3 sided stampers denoting independent, supported or verbal feedback.
* Work stamped across applicable subjects with a smiley face stamper for self-assessment (green, amber, red).
* Staff can provide written feedback if necessary, using a green pen for praise or a pink pen for further comments.
* Children respond to marking or peer edit using purple pens.
* Staff will highlight sections of written material in a highlighter pen to show areas of a child’s work where the learning objective has been achieved.

**Character Education**

Weald CPS’ characterqualities which will engender high quality History enquiry are: **Curiosity; Respect; Enthusiasm; Social Intelligence; Teamwork; Resourcefulness; Empathy and Responsibility.**