

Assessment in my Subject

Subject: Science

Leader: Vicki Capstick

Initial

- Teachers have an overview on what has been taught in previous years and understand what the children need to know now and also what comes next. These are detailed on the progression of knowledge and skills as well as the overviews for each unit.
- Quiz – using Plickers or class quizzes where children work in groups to discuss the questions and possible answers this links to prior learning and also what is going to be taught – this allows staff to identify misconceptions and also gaps in learning.
- Adaptions for SEND – discussions rather than a written record
- Plickers is kept online
- Quizzes kept to be referred to at the end of the unit.

Formative

- A wide range of formative assessment techniques and opportunities are used during Science lessons. These may include:
 - *Odd one out*
 - *Concept cartoons*
 - *Zoom in, zoom out*
 - *What if???*
 - *What just happened?*
- A lot of these activities are based around discussions. The teacher, may decide to record these in Science books, through photographs or a written description.
- Every formative piece of work, does not need to be recorded in individual Science books.
- To allow SEND children to access the formative assessments, they will not always be asked to write a sentence, paragraph ect but rather they will be ask to represent things using diagrams and possibly written or printed labels, or they may be asked to dictate their ideas/answers to a member of staff who will record this for them.

Retrieval

- Beginning of lessons, discuss prior learning from previous lessons and also prior learning from earlier years.

Diagnostic

- Throughout lessons, teachers may spot gaps or misconceptions within their teaching and/or the formative assessment tasks. Teachers will address these gaps and misconceptions and plan other

<ul style="list-style-type: none"> • Retrieval tasks are usually completed at the beginning of lessons as a starter activity and are not planned for every lesson, only when they will enhance or be used to build upon in the current lesson. • Also identify links between subjects, e.g. D&T (Electrical Systems) and Electricity. • Questions • Open ended investigations to allow children to talk about what is happening using their prior knowledge. 	<p>tasks to ensure they fill the gaps and address the misconceptions so the children can then move on with their learning.</p> <ul style="list-style-type: none"> • Subject lead adds possible misconceptions to the unit plan and also identifies key information for teachers,
<p style="text-align: center;">Summative</p> <ul style="list-style-type: none"> • Each unit has a summative assessment point at the end of the unit. This will allow teachers to assess the children’s knowledge and will be able to see if the child is working at basic, advancing or deep. • The summative assessment will be completed using Plickers or a class quiz and it allows staff to compare the child’s initial understanding with their end point. • At the end of the academic year, Science progress and attainment is recorded in each child’s report, using colour coding, and a comment is made by the class teacher on the child’s knowledge in Science along with their skills. 	<p style="text-align: center;">Holistic</p> <ul style="list-style-type: none"> • Assessment in Science, across the school, will take a wide variety of forms, to ensure all children can access and show their potential. It will include: <ul style="list-style-type: none"> • <i>Diagrams</i> • <i>Drama</i> • <i>Photographs</i> • <i>Written</i> • By allowing children to be assessed in a range of different ways over the year, this allows Science to be inclusive so each child can show/demonstrate their knowledge and skills.