



Formative Assessment

We adapt our teaching every single lesson through routine and regular checking for understanding. At Meadow Park this looks like:

Do Now	Questions	Mini white boards	Live marking	Exit ticket
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These five strategies are crucial in supporting teachers to identify any potential gaps in knowledge or understanding. The information gathered informs and directs classroom interventions such as re-teaching or re-modelling. The strategies are low stakes, but highly effective in providing data to promote **responsive teaching** strategies, and to consolidate understanding ahead of more formal assessment points.

Summative Assessment

Reading Tests	All students are tested and interventions are put in place for those who are below chronological age. Fresh Start is used for those who fall well-below their chronological age. Reading age data is shared on Bromcom.
Half termly assessment	Each half term students have at least one opportunity for feedback and response.
Progress Checks (for all year groups)	These calendared in-class assessments are used to inform MAT data points. Each progress check is teacher marked (in purple pen) and followed by a purple feedback sheet and student response (in green pen).
End of Year Examinations	Key Stage 3 examinations take place in the Summer term and take place in classrooms.
Mock Examinations (for Key Stages 4 and 5)	Mock exams test the courses studied and take place in a more formal environment i.e. the sports hall.

Before assessments

All teachers understand the core knowledge and schemes of learning and support students to retrieve this regularly through responsive teaching and formative assessment. Before formal assessments, students are given topic lists and are shown how to prepare for the assessment, including how to revise for each subject.

After assessments

Students reflect on their learning: what are the gaps? What will they do to close them? What do they need to do in their future learning? Feedback sheets giving advice on how to improve or what to do to address gaps are stuck into books and followed by student response (in green pen).

Quality Assurance

Classroom teachers

Every half term teachers take in books and folders to QA the work our students complete.

Curriculum Leaders

There is a calendar of book-looks which are carried out at department briefings on Thursday mornings to ensure consistency and quality across the curriculum area.

SLT

There is a calendar of book-looks which are carried out through learning walks by SLT to ensure consistency and quality across the school.