**Holly Park Foundation Subject Assessment Strategy**

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| **Target** | **Strategies** | **Outcomes** |
| Lesson  (Teacher) | * Use of enquiry questions, in place of learning objectives. * Teacher plans for questioning – what to ask and which pupils to target (based on prior learning outcomes). * Awareness of pupil engagement in lessons. Are they participating? Do they ask questions? * Pupil reflection time at the end of the lesson - can they answer the enquiry question, what do they now know that they didn’t before? * Pupil’s work evaluated in accordance with our marking policy – misconceptions addressed in following lesson/s. * As pupils carry out activities and tasks – moving around the room, working with groups, checking work, answering questions and offering support. Directly intervening and addressing misconceptions.​ | * Teacher is aware of individual pupils’ understanding & progress. * Long term memory is supported through effective teaching. * Pupil’s book demonstrates understanding – they have answered the enquiry question. * Pupil can answer the enquiry question, verbally. * Pupil can remember more. * Teacher can assess the effectiveness of the lesson – if necessary, make future adaptations and/or adjustments. |
| Unit  (Teacher, Subject Leader, Curriculum Lead) | * Evidence collated for teacher evaluation. * Learning Organiser used as basis to carry out an informal assessment (independent or group activity): quiz, mind map drawn, * Learning Organiser used as basis to carry out a formal assessment (independent activity) – piece of writing, series of questions. * Pupil voice session carried out by Subject Leader (SL) or Curriculum Lead (CL). * If relevant, pupil asked to respond to questioning in other subject areas or in future learning that links to this topic. * A ‘final piece’.  Final piece of work (or activity) that requires pupils to apply their knowledge and/or skills acquired over the unit. | * Pupil clearly demonstrates good understanding. * Pupil is aware they are learning and is proud of their progress. * Teacher can identify gaps in learning and address. * Pupil can refer to prior learning in a topic and make any relevant connections. * Pupil can draw on knowledge of the topic in other areas of the curriculum * Teacher can identify potential areas for support moving forward (skills or knowledge). * Teacher can analyse effectiveness of teaching and make future improvements. |
| Subject  (Teacher, Subject Leader, School Improvement Team, Curriculum Lead, Senior Leadership Team ) | * Subject monitoring is effectively and efficiently planned out to ensure coverage. * Senior Leadership Team (SLT) provide time, where possible, for SL’s to monitor and develop their subjects. * SL carries out regular monitoring through book looks and pupil voice. Feedback given to teaching staff. * Pupil voice through the Learning Council. * SL draws up an ‘Action Plan’ with targets for improvement over the year. * SL collates evidence that can be reviewed by the School Improvement Team (SIT) & SLT. Feedback given to teaching staff. * Cl monitoring against the Learning Organisers – are they being followed? Are pupils learning and remembering effectively? Feedback given to relevant staff. * SLT carry out formal observations, learning walks & book looks; followed by feedback and discussions. * SLT set appraisal targets for SL’s. | * SLT are aware of pupils’ knowledge and skills acquisition and can act accordingly. * SL’s are aware of the strengths and areas for development in their subjects and can act accordingly. * SLT are able to target professional development effectively to support teachers and therefore improve outcomes in subjects for pupils. * Teachers feel confident in delivering subjects – teaching is improved. * Better knowledge and skills acquisition for pupils. |
| Curriculum  (Senior Leadership Team, Governors) | * Curriculum monitoring is effectively and efficiently planned out to ensure coverage. * Foundation subjects for development are included in the School Improvement Plan (SIP). Subsequent actions and results are reported to governors. * SIP updates and actions are monitored through SLT, SIT and relevant governor meetings. * SLT coordinate actions taken and assess effectiveness of any new measures or initiatives put in place. * Curriculum mapped to have meaningful links – to be broad, balanced & reflect the diversity in our community. * Additional trips, curriculum days, whole-school initiatives are monitored to ensure coverage of subjects. Ensure they support and enhance classroom learning as well as our provision of cultural capital for pupils. * Monitoring of curriculum offer – adapting to our school community. * Governor Learning Walks. | * The school’s curriculum is sequentially planned, broad & balanced and adapted to our unique school community. Pupils respond to learning and make progress as a result. * Pupils tell us they enjoy learning at Holly Park. They recognise and are proud of their achievements. * Pupils can make links across subjects and learning. * SLT adapt and review the curriculum, where necessary. |