**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.
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| 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.
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| 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.
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| 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.
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