

Dallimore Primary and Nursery School
Assessment Matrix - all wider curriculum subjects, computing and science

| What to consider... | | | How do I know... | |
|--|---|---|--|--|
| Do they recall key knowledge? Do they show fluency with their knowledge (transferring it in and across subjects)? Do they answer questions in class, giving explanations for their answers? Do they ask questions/show curiosity? Do they take pride in their work? Do they demonstrate application of knowledge? Do they make links? Do they use subject specific vocabulary within and across other subjects? | | | Books Questioning Quizzes Drop-ins Retrieval tasks End of unit assessment task Pupil voice | |
| | Advancing/deep | Secure | Commencing/developing | Pre-year group |
| Curriculum Progress Descriptions (Based on the ARE curriculum) | Successfully learning all or nearly all of the curriculum, demonstrating a strong understanding of the knowledge and skills expected. | Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps. | Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps. | Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected. |
| Classwork/independent applied tasks in books/BAD tasks. Feedback responses | Completes all tasks and demonstrates a strong understanding of all content. Student consistently explains the reasons or thought process and can evaluate their work. Student consistently embeds high quality, knowledge and vocabulary into their work. Regularly completes the independent task and successfully completes the 'Make it stick' task. | Completes all tasks and demonstrates a good understanding of the content. Student's consistently explain the reasons behind their answers or choices. Students embed specific knowledge and vocabulary into their work. Completes the 'Make it stick' task mostly successfully. | Completes all tasks, however the students understanding of content is superficial. Student's responses are shallow, but they do make some attempt to explain the reasons behind their choices. Student attempts to embed some knowledge and vocabulary, however this is inconsistent. Completes the 'Make it stick' task but with some errors. | The student often does not complete the tasks given to them, despite the scaffolding and support provided, and therefore significant gaps in their knowledge develop. Student's answers are very shallow in nature. Student does not embed knowledge or vocabulary into their answers to back up their work. Regularly leaves work incomplete and they struggle to complete the 'Make it Stick'. |
| End of unit quizzes and assessments | Children complete end of unit quizzes with complete accuracy. For extended written answers, children demonstrate thorough knowledge and understanding of the intended curriculum. | Children complete end of unit quizzes with mostly correct answers. For extended written answers, children demonstrate secure knowledge and understanding of the intended curriculum. | Children complete end of unit quizzes with some correct answers. For extended written answers, children show some knowledge and understanding of the intended curriculum. | Children complete end of unit quizzes with many errors. For extended written answers, children struggle to demonstrate knowledge and understanding of the intended curriculum. |
| Knowledge Retrieval tasks Flashback Fridays and start of lesson retrieval practice. | Retrieves prior knowledge consistently accurately. | Retrieves prior knowledge mostly accurately. | Retrieves some prior knowledge. Prior knowledge is not consistently evident in new learning. | Retrieves only a little prior knowledge. |

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| | Prior knowledge is used effectively in new learning | Prior knowledge is mostly evident in new learning | | |
|----------------------------|--|---|--|--|
| Communication and language | <p>Pupils can consistently explain the reasons behind their points and can evaluate by considering both sides of an argument.</p> <p>Pupils consistently embed high quality study knowledge into their answers to back up their points.</p> <p>The pupil regularly uses a wide range of subject specific vocabulary in their verbal answers.</p> | <p>Pupils explain the reasons behind each of their points.</p> <p>Pupils embed specific knowledge into their answers.</p> <p>The pupil regularly uses subject specific vocabulary within their answers where appropriate.</p> | <p>Pupil's answers are largely descriptive, but they do make some attempt to explain the reasons behind their points.</p> <p>Pupils attempt to embed some knowledge into their answers however this is inconsistent and non-specific.</p> <p>The student uses some subject specific vocabulary in their answers.</p> | <p>Pupil's answers are largely descriptive in nature.</p> <p>Pupils do not embed knowledge into their answers to back up their points.</p> <p>The pupil does not make effective attempts to use subject specific vocabulary.</p> |