

Assessment in Mathematics

	Short	Medium	Long
Why?	<ul style="list-style-type: none"> used to fine tune planning and teaching to match needs of individuals and groups of children on a daily basis helps to adjust teaching plans if common misconception or difficulties need to be addressed 	<ul style="list-style-type: none"> enables teachers and children to recognise progress made helps you plan work over the next half term provides information to feed into end of year assessments 	<ul style="list-style-type: none"> gives extra information about individual children's attainment and progress for reporting to next teacher and parents allows head teacher to brief governing body, staff and LEA on overall progress and attainment in the school establishes school's progress towards maths targets
Purpose?	<ul style="list-style-type: none"> find out if children have grasped main teaching points find out if there are any misconceptions which can be addressed establish that children are remembering number facts and can use mental calculations strategies helps to decide if children are ready to move on to next stage 	<ul style="list-style-type: none"> reviews and records the progress children make over a period of time in relation to key objectives establishes what children know and can do, whether they can apply skills in a new context and whether any weaknesses remain helps to identify children's progress against specific targets 	<ul style="list-style-type: none"> enables children's work to be assessed against key objective for whole year enables children's attainments to be assessed against national standards at end of key stage
How?	<ul style="list-style-type: none"> informal on a daily basis observations / discussions during task or activity questioning about strategies used pupil response during whole class work engaging the pupils in the assessment process evaluations of written or recorded work occasional short informal test - oral or written analysis of errors keep notes of outliers 	<ul style="list-style-type: none"> identify key objectives that have been focused on in last half term's teaching use assess and review days carry out individual / group activities or written tasks use 'supplements of examples' in framework, the NNS and Bristol assess and review materials and the models and images charts give feedback to pupils on progress made, especially towards curricular targets use outcomes to adjust next medium term plan 	<ul style="list-style-type: none"> use of SAT's in Y2 and Y6 optional tests at Y3, Y4 and Y5 teacher assessment comparing representative samples of work from each year group to ensure consistency and progression use QCA publication 'standards in mathematics'
Records Kept	<ul style="list-style-type: none"> annotation/adjustments of weekly plans or unit plans comments relating to actions as a result of assessments on the bottom of short-term plans feedback in books/on written work 	<ul style="list-style-type: none"> record pupil achievements against key objectives on simple chart for whole class. highlighting objectives on medium term plans (red, yellow, green for a brief overview of whole class achievement) with brief notes of outliers 	<ul style="list-style-type: none"> class records and medium term plans discussed/passed onto next teacher at the end of the year. data analysis and curriculum targets shared with staff and Numeracy Governors.