



## Assessment at Azbuka

At Azbuka we believe assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Given our unique bilingual programme, Azbuka takes every step to ensure we are assessing each child's understanding of a concept or subject and *not* their language proficiency outside of explicit Russian and English literacy tests. We do this by providing children with the option to hear test questions in their dominant language, and/or to respond to assessment tasks in the language they feel most confident communicating in.

In all areas of the curriculum, feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking and Feedback Policy. This aims to encourage and to give guidance for future work.

- Written comments are clear, with errors indicated.
- Some marking will be immediate, depending on the activity.
- Displays of work reinforce mathematical concepts, assist in learning and celebrate achievement.
- Oral feedback is given to enhance understanding.

### **Maths Assessment:**

#### **Formative assessment**

Formative assessment enables the teacher to identify a child's understanding and progress, to inform their immediate teaching and to plan for their coming lessons. This can take the form of:

- discussing mathematics in the context of a practical task
- learning questions
- observation

- individual discussions with children to evaluate progress.

### **Summative assessments**

Summative assessments consist of;

- Teacher Assessment (such as weekly mental maths)
- Key Stage 3 SATs (subject to change)
- *Half-Termly assessments*
- End of term assessments

All maths assessments will be conducted bilingually. Children will have the option of having questions read to them in their dominant language (this varies from child to child). This will involve translating written questions into Russian or English (depending on the half term and the child's language skills), however, the teacher will not read digits or render assistance beyond translation.

### **Target Setting**

Our assessment policy sets out the strategies that we use to ensure continuity and progression in the teaching of Mathematics. Target setting is an important part of this process. Making use of national and Russian maths curriculum assessments, teacher assessments and progress expectations for the individual child, all children will have targets related to the "Russian mathematics curriculum (Peterson) and National Curriculum Objectives set at the teacher's discretion with input from the child. These targets can be achieved in written work; on whiteboards; on working walls or in exercise books.

## **Science**

### **Formative assessment**

Formative assessment enables the teacher to identify a child's understanding and progress, to inform their immediate teaching and to plan for their coming lessons. Each topic will begin with an informal diagnostic assessment to determine the general understanding of a given science topic. The diagnostic assessment will aid teachers in identifying gaps in understanding and key vocabulary. In addition, other formative assessments can take the form of:

- discussing science in the context of a practical task
- learning questions
- observation
- individual discussions with children to evaluate progress

### **Summative assessments**

Summative assessments consist of;

- *Half-Termly assessments*
- Projects or practical tasks assessed in accordance with a rubric
- End of term assessments

All assessments will be conducted bilingually. Children will be able to request questions read to them in their dominant language (this varies from child to child). This will involve translating written questions into Russian or English (depending on the half term and the child's language skills), however, the teacher will not render assistance beyond translation during a test. If the child is undertaking a written or practical task for assessment the child will have the opportunity to respond and be assessed in their dominant language.

## **History and Geography (The World Around Us):**

### **Formative assessment**

Formative assessment enables the teacher to identify a child's understanding and progress, to inform their immediate teaching and to plan for their coming lessons. Formative assessments can take the form of:

- discussing science in the context of a practical task
- learning questions
- observation
- individual discussions with children to evaluate progress

### **Summative assessments**

Summative assessments consist of;

- *Half-Termly assessments*
- Projects or practical tasks assessed in accordance with a rubric
- End of term assessment

All assessments will be conducted bilingually. Children will be able to request questions read to them in their dominant language (this varies from child to child). This will involve translating written questions into Russian or English (depending on the half term and the child's language skills), however, the teacher will not render assistance beyond translation during a test. If the child is undertaking a written or practical task for assessment the child will have the opportunity to respond and be assessed in their dominant language. Rubrics used for assessment will be attached to assessment tasks.

## **Literacy- English/Russian**

### **Formative assessment**

Formative assessment enables the teacher to identify a child's understanding and progress, to inform their immediate teaching and to plan for their coming lessons. This can take the form of:

- Class discussion
- learning questions
- participation in role play
- observation
- individual discussions with children to evaluate progress

### **Summative assessments**

Summative assessments consist of;

- Phonics screening (English, half-termly)
- SATs k.s 3
- Basic writing assessments
- End of term assessment

### **Target Setting**

Our assessment policy sets out the strategies that we use to ensure continuity and progression. Target setting is an important part of this process. Making use of national curriculum assessments, teacher assessments and progress expectations for the individual child, all children will have targets related to the Russian and English National Curriculum Objectives set at the teacher's discretion with input from the child. These targets can be achieved in written work; on whiteboards; on working walls or in writing tasks.