



St Michael's
C.E. Primary School

Assessment in the Wider Curriculum Policy

Last reviewed: September 2026
Next review due: September 2027



"Courage to Flourish in the Love of God"

Our Theologically Rooted Christian Vision



Courage to Flourish in the Love of God

"I have come that [you] may have life, and have it to the full" (John 10:10)



*"Be strong and courageous... the Lord your God will be with you
wherever you go." (Joshua 1:9)*

These biblical texts underpin our vision summary, 'Courage to Flourish in the Love of God'. Jesus' words from the New Testament describe his desire for everyone to be a full and flourishing version of their created selves, experiencing life in all its vibrant fullness, individually and in community. Our ambition is for everyone to encounter this fullness through the life and work of the school, whatever their background, beliefs or circumstances. God's words to Joshua from the Old Testament illustrate how life, and learning, can be challenging, bringing setbacks and discouragement. These words inspire us to keep on going in those circumstances, confident that God watches over us and walks beside us.

The joining of these biblical texts is meaningful for the particular circumstances of our school community. It gives coherence to our aspirational vision that will grow courage and resilience as enablers of 'life in all its fullness' for everyone. To support our vision, we have seven overarching Christian values:

COURAGE



Phillippians 4:13

"I can do all things through him who strengthens me."

HOPE



John 1:5

"The light shines in the darkness, and the darkness has not overcome it."

LOVE



1 Corinthians 13:4-8

"Love is patient and kind... it does not rejoice at wrongdoing but rejoices with the truth."

FORGIVENESS



1 John 1:9

"If we confess our sins, he is faithful and just and will forgive us"

TRUST



Proverbs 3:5-6

"Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight."

COMMUNITY



Hebrews 10:24

"Let us be concerned for one another, to help one another to show love and to do good."

THANKFULNESS



1 Thessalonians 5:18

"Be thankful in all circumstances, for this is God's will for you"

Purpose

Assessment in the wider curriculum helps pupils know more and remember more over time. It enables teachers to identify what pupils know, recognise misconceptions and gaps, and respond through teaching and retrieval. Our approach is deliberately proportionate: assessment is embedded within lessons and focuses on the important knowledge identified in the curriculum. Assessment and retrieval are guided by the key knowledge identified within curriculum planning, with teachers prioritising the knowledge pupils will need to understand and access later learning.

Assessment for Learning within our Lesson Structure

Our whole-school lesson structure ensures that assessment for learning is embedded throughout teaching in the wider curriculum. Lessons begin by **activating and checking prior knowledge**, enabling teachers to identify what pupils remember and address misconceptions before new learning is introduced. During **direct instruction**, teachers use questioning, discussion and modelling to continually gauge pupils' understanding. The **Check for Understanding** stage provides a deliberate point for teachers to assess learning through strategies such as hinge questions, whiteboards, verbal responses and guided practice, adapting teaching where necessary before pupils move on. During **deliberate practice**, teachers continue to assess how successfully pupils can apply their knowledge with increasing independence. Finally, **reflection and exit questions** allow pupils to revisit key ideas and provide teachers with an immediate indication of what has been understood and what may need further teaching or retrieval. In this way, assessment is not a separate event: it is woven through the lesson and continually informs what teachers do next.

What happens in lessons?

Entry Quiz (Do Now)	Teach & Check	Exit Questions
2 questions: previous lesson 1 question: previous unit 1 question: earlier unit	Questioning, discussion and responsive teaching address misconceptions as they arise.	4 questions linked to the lesson provide an immediate check of understanding.

Entry Quizzes (Do Nows) deliberately sample knowledge over different periods of time. They provide regular opportunities for retrieval and help teachers notice when important prior knowledge is no longer secure. Questions are reviewed and marked with pupils so that misconceptions can be corrected.

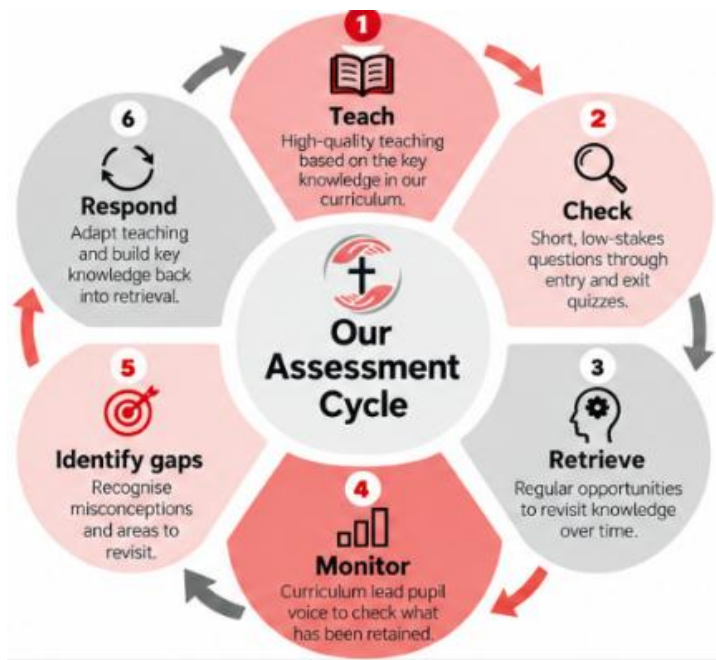
Exit questions show what pupils have understood at that point in their learning. They are not, on their own, treated as evidence of long-term retention. Retention is explored through later retrieval and curriculum monitoring.

Responding to gaps

A retrieval question is a check, not the intervention. Where assessment identifies an important gap or misconception, teachers use their professional judgement to determine the appropriate response. This may include revisiting the knowledge through explanation,

discussion and future retrieval. Key knowledge is not considered secure simply because it has been answered correctly once.

Our Assessment and Retention Cycle



The cycle continues: later retrieval tells us whether important knowledge has become more secure.

Curriculum leadership and pupil voice

The Curriculum Lead samples previously taught knowledge through planned pupil voice and curriculum monitoring. Where appropriate, questions explore whether pupils can draw on prior knowledge when encountering related later learning. The purpose is to identify patterns in curriculum effectiveness, not to generate attainment data for individual pupils.

- What important knowledge appears secure across the sample?
- Which vocabulary, concepts or connections are less secure?
- Are there common misconceptions or gaps that need to be revisited?
- What, if anything, should change in retrieval, teaching or curriculum sequencing?

Acting on monitoring

Where monitoring identifies a significant gap, the relevant knowledge is deliberately revisited. This may include building it into future entry quizzes, revisiting it through teaching, or returning to it when a later unit provides a meaningful connection. Where appropriate, the Curriculum Lead follows up the area later to see whether knowledge is more secure.

Wider Curriculum Monitoring

Subject _____	Year group _____	Date _____	Pupils sampled _____
Previous unit / learning sampled _____	When taught _____	Related current/future learning (if relevant) _____	Curriculum Lead _____

1. Sample the important knowledge

Choose 3-4 key questions from previously taught learning. Record the pattern across the group, not individual scores.

Question / key knowledge	Secure	Partly	Not secure	Brief note / misconception
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	
	☐	☐	☐	

2. What does this tell us?

STRENGTHS - what appears secure? 	GAPS / MISCONCEPTIONS - what needs attention?
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3. Response

Consider the significance and pattern of any gaps identified. Not every gap will require a whole-class or curriculum response.

Action (tick only what is needed) ☐ Build into future entry retrieval ☐ Revisit through teaching / discussion ☐ Revisit when a later unit makes a meaningful link ☐ Review curriculum sequencing / emphasis ☐ No action needed	Specific knowledge / action:
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4. Follow-up

When / how will this be checked again? _____	Outcome ☐ Secure ☐ More secure ☐ Further action	Brief evidence / note _____
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This form samples curriculum impact. It is not an individual pupil assessment or a requirement to evidence every unit.

