

St Thomas' Assessment Matrix – all subjects

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? Do they show resilience?				Books Questioning Quizzes Group tasks Drop-ins NFER (RWM) Retrieval tasks End of unit assessment task
	1	2	3	4
Curriculum Progress Descriptions (Based on the ARE curriculum or tailored SEND 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.
Feedback – Immediate (class whiteboards, verbal, D for discussion) Summary (Next steps, targets, writing ladder highlighting) Review (Targets at end of lesson, reflection sheet targets)	The student has successfully closed any gaps identified. They have also deepened their understanding by applying their knowledge to other contexts.	The student has responded to feedback and the gaps that were identified by the teacher have been addressed. Other gaps may still exist that were not addressed in the feedback.	The student has attempted to respond to the feedback, however further intervention is required.	The student has not responded to the feedback.
Classwork Independent applied tasks in books 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 next step.	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. Sometimes completes next steps.	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. Does not often complete next steps.	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.

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Knowledge Retrieval Checks 3 weekly cycle	Retrieves prior knowledge consistently accurately. Prior knowledge is used effectively in new learning	Retrieves prior knowledge mostly accurately. Prior knowledge is mostly evident in new learning	Retrieves some prior knowledge. Prior knowledge is not consistently evident in new learning	Retrieves only a little prior knowledge.
Communication and language	Pupils can consistently explain the reasons behind their points and can evaluate by considering both sides of an argument. Pupils consistently embed high quality study knowledge into their answers to back up their points. The pupil regularly uses a wide range specific vocabulary in their verbal answers.	Pupils explain the reasons behind each of their points. Pupils embed specific knowledge into their answers. The pupil regularly uses specific vocabulary within their answers where appropriate.	Pupil's answers are largely descriptive, but they do make some attempt to explain the reasons behind their points. Pupils attempt to embed some knowledge into their answers however this is inconsistent and non-specific. The student uses some specific vocabulary in their answers.	Pupil's answers are largely descriptive in nature. Pupils do not embed knowledge into their answers to back up their points. The pupil does not make effective attempts to use specific vocabulary.