



## **St Mary & St Pancras CE School Teaching, Learning and Assessment Policy**

### **Statement of intent**

**As a church school what and how we teach, what and how our children learn within and beyond the classroom are and must be rooted in Christian values:**

**Friendship, Respect, Endurance, Thankfulness and Forgiveness.**

**These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.**

**Policy Reviewed by SLT July 2020  
Agreed By GB ...  
Review due: July 2022**

### **Introduction**

At **St Mary & St Pancras CE Primary School** we believe in the concept of lifelong learning, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

### **Aims**

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching we aim to:

- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem, and help them to build positive relationships with other people;
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people.

- Enable children to understand their community, and help them feel valued as part of it;
- Help children grow into reliable, independent and positive citizens.

## **Effective learning**

Research tells us a lot about how to maximise learning. We know that people learn in many different ways, and respond best to different types of input (visual, auditory and kinaesthetic); we must therefore deliver teaching in different ways to address the needs of all our learners. We take into account the different forms of intelligence (for example, mathematical/logical, visual/spatial, interpersonal, musical) when planning our teaching to ensure there are opportunities for all children to succeed.

We ensure the best possible environment for learning by developing a positive atmosphere where pupils feel safe and feel they belong; where they enjoy being challenged, but where they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). For example, teachers may play music to accompany learning, provide 'brain breaks' at various points in the lesson to refocus children's attention, and make sure that the children have access to drinking water. We also recognise the importance of good health on children's ability to learn effectively and promote healthy lifestyles at school and home.

All teaching will be structured to maximise learning opportunities and lessons will be planned in accordance with the following principles:

- To connect the learning with previous work;
- To give learners the 'big picture' of the whole lesson;
- To explain the learning objectives, and why the lesson is important;
- To present the information in a range of styles;
- To allow opportunities for the pupils to build up their own understanding through various activities;
- To review what has been learnt, and so increase recollection;
- To provide feedback, celebrating success and reviewing learning strategies;
- To outline the next step in the learning before moving on.

We offer opportunities for children to learn in different ways. These include:

- Investigation and problem-solving;
- Research and discovery;
- Group work;
- Pair work;
- Independent work;
- Whole-class work;
- Asking and answering questions;
- Use of Computing;
- Fieldwork and visits to places of educational interest;
- Creative activities;
- Watching television and responding to musical or recorded material;
- Debates, role-plays and oral presentations;
- Designing and making things;
- Participation in athletic or physical activity.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn, and what makes it difficult for them to learn.

### **Effective teaching**

When we are teaching, we focus on motivating all the children as well as building on their skills, knowledge and understanding of the curriculum, so that they reach the highest level of personal achievement.

Teachers make ongoing assessments of each child's progress, and they use this information when planning their lessons. It enables them to take into account the abilities of all their children. Our prime focus is to develop further the knowledge and skills of **ALL** our children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with SEND, we give due regard to information and targets contained in the children's Personal Learning Plan's. Teachers modify teaching and learning as appropriate for children with disabilities. We value each child as a unique individual, and teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability. **We strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.**

We set academic targets for all children each year and review progress regularly through marking, pupil progress meetings, moderation and frequent analysis of outcomes.

We plan our lessons with clear learning objectives based on the National Curriculum. Our lesson plans contain information about the tasks to be set, the resources needed, and the way in which we assess the children's work. We evaluate all lessons, so that we can modify and improve our future teaching.

Each of our teachers makes a special effort to establish good working relationships with all the children in the class. We treat the children with kindness and respect. We recognise that they are all individuals with different needs, but we treat them fairly, and give them equal opportunity to take part in class activities. All our teachers follow the school policy with regard to discipline and classroom management (see Positive Learning Behaviour Policy). We expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all. We praise children for their efforts and, by so doing so, we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave, we follow the guidelines for sanctions as outlined in our Positive Learning Behaviour Policy.

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents and obtain their permission before the visit takes place.

We deploy support staff as effectively as possible in order to maximise their impact. They may work with individuals, small groups or the whole class (depending on the needs of the children).

Our classrooms are attractive learning environments. We change displays at least once a term so that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to contribute to displays. Many displays are interactive so that they may be used to reinforce and enhance learning. All classrooms have a well organised reading area with a range of quality texts to inspire a love of reading. We believe that a stimulating environment sets the climate for learning, and that an exciting classroom promotes independent use of resources, resulting in high-quality work by the children.

Professional development of all our school staff is planned by the leadership team on a termly cycle. Targets are set in line with whole school development priorities as well as individual training needs and skills. All our teachers reflect on their strengths and areas for development and we do all we can to support them in continually improving their practice.

We promote a teaching and learning atmosphere of trust and respect for all.

### **Spiritual, moral, social and cultural development**

All subjects offer opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together, and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences, the children develop respect for the abilities of other children along with a better understanding of themselves.

They also develop a respect for the environment, for their own health and safety, and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teach them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

### **Inclusion**

At St Mary & St Pancras CE Primary School, we endeavour to teach a broad and balanced curriculum to all children, whatever their ability and individual needs, and have designed our curriculum to provide opportunities for this. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see Inclusion & SEN policies.

When progress exceeds or falls significantly outside the expected range, the child may have special educational needs or may have an aptitude for this area. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively and achieve their potential.

Regular assessment and termly Pupil Progress Meetings enable the school to identify children who may be falling behind or not making expected or better than expected progress. Assessment in this way ensures that teaching is matched and adapted to meet the child's needs (see below for more detail).

When a child is identified as having SEN, the school takes action to remove barriers to learning and puts effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs to secure good progress and optimum outcomes. The school currently records this approach on a Personal Learning Plan).

## Assessment

Effective assessment provides information to improve teaching and learning. Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular verbal reports on their child's progress, along with an annual written report, so that teachers, children and parents are all working together to raise standards for all our children.

Assessment can take many forms and can be used for different purposes. Fundamentally, our principle is to hold on to aspects of assessment that aim to measure what we value, rather than simply valuing what we are able to measure. Therefore, our assessment practice is embedded as an essential part of our teaching and learning and relies on the following principles:

- promoting trusting relationships;
- valuing attitudes to learning;
- encouraging and building self-esteem;
- helping children know and recognise the standards they are at now and those they are aiming for;
- believing that every child can improve in comparison with previous achievement;
- both teachers and children reviewing and reflecting on performance and progress.

We acknowledge that there are two main types of assessment which fulfil important, yet different roles.

Formative assessment – assessment **for** learning – is an active and ongoing process in the classroom between the teacher and the child. It is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. We recognise that the following areas are all part of assessment for learning:

- clarifying learning objectives or intentions – at the planning stage;
- sharing learning objectives with pupils when teaching;
- involving children in self-evaluation against the learning objectives so pupils are aware of the steps to success used to judge their learning outcomes;
- focusing oral and written feedback around the learning objectives of the lesson;

- using appropriate questioning during the lesson;
- promoting a dialogue around learning between peers;
- raising children's self-esteem through the use of positive language and through the celebration of achievement;
- using data to effectively gauge the progress of individuals and groups and to inform target setting;
- organising target setting so that children's achievement is based on prior attainment as well as aiming for the next level up.

One of the key elements in formative assessment is the written or oral feedback which teachers give the children about their work. **Please refer to our Feedback and Marking Policy for more information on how we do this.**

Summative assessment – assessment *of* learning – is one of the means by which the progress of children is monitored. This includes use of tests and teacher assessments, as well as statutory end of key stage assessments. Our annual assessment calendar ensures a range of activities contribute to this type of assessment throughout the year.

Appendix B is an example of our termly assessment protocol.

National Summative Assessment:

Early Learning Goals	At the end of Reception, children are assessed against the ELG (Early Learning Goals) in the 17 areas. The accuracy of these judgements is validated through both internal and Local Authority support/moderation.
Phonics Test Year 1	During the summer term, children take a phonics test of 40 words (including nonsense words) 1:1 with a teacher. If children do not meet the expected standard they will take the test again at the end of Year 2.
Key Stage 1 Assessments	In the summer term, children in Year 2 take SATs tests for Reading and Mathematics. Writing assessment is through teacher assessment. These tests are not timed and are conducted in a sensitive manner. There is an optional GPS (Grammar, Punctuation and Spelling) test too. These tests are used to influence the final teacher assessment, the accuracy of which is validated through both internal and Local Authority support/moderation.
Key Stage 2 Assessments	In May, children in Year 6 take timed tests according to a timetable released by the DfE. The children take tests for Reading, Mathematics and GPS (Grammar Punctuation Spelling). Writing assessment is through teacher assessment. These assessments identify whether or not the children are working towards, at or above age expectations. Teachers also provide a teacher assessment and the accuracy of these assessments is ensured through both internal and Local Authority support/moderation.

### Peer and Self-assessment

We recognise that children will achieve more if they are fully engaged with their own learning process. We encourage children to actively assess their own learning, determining for themselves whenever possible what they need to learn and why. Time is built in for pupils to reflect upon their own work and respond to feedback and marking. Children are guided within lessons to evaluate their progress towards a learning objective using the success criteria.

### Target Setting

In addition to the end of Key Stage targets which are formally set and reviewed in the Autumn Term, we set targets as part of our ongoing school monitoring and evaluation cycle. These targets are then tracked and monitored throughout the year to check children are 'on track' and evaluate provision accordingly. Termly Pupil Progress Meetings take place for each class with the class teacher and senior leadership team discuss targets, progress and provision for all children.

### Tracking

Target Tracker is used throughout the school to track pupil progress from one year to the next. This enables us to:

- track pupils' progress towards expected or targeted attainment;
- identify pupils who are falling below their expected attainment in order to modify their learning and enable them to get back on track;
- identify pupils who are exceeding their expected attainment in order to adjust the curriculum, to meet their needs;
- identify if there is variation in the progress of different groups of pupils e.g. gender differences, ethnicity, SEN;
- identify variations in performance in different subjects.

### Reporting to Parents

Parents are invited to attend consultation meetings in the Autumn and Spring Terms during which staff discuss progress and targets for individual children. In the Summer Term, parents receive a written report on their child's progress during the academic year. This includes targets for improvement. Reception, Year 2 and Year 6 parents also receive their child's National Curriculum end of Key Stage assessment outcomes. There is also an opportunity for parents to discuss this report with the class teacher should they wish.

## **Monitoring of Teaching & Learning**

We have an ongoing, whole school approach to the monitoring and evaluation of teaching and learning. Each subject is monitored over the course of each year, as identified in our Monitoring Timetable. The focus for monitoring is also derived from identified whole school priorities in the SDP and draws on the following:

- direct observation of teaching;
- scrutiny of pupils' work;
- moderation (both internal and external);
- scrutiny of planning;
- teachers' self-evaluation;
- discussion with staff;
- discussion with children;
- discussion with stakeholders;
- analysis of assessment results;
- analysis of evidence from Personal Learning Plan's / Provision Mapping
- targets set at performance management;
- governor visits and their reports.

The key aim of this monitoring is to learn from good practice. It helps us to identify our strengths, recognise when improvements need to be made and inform us of the next steps to move forward.

Evidence from monitoring feeds into:

- School Development Plan;
- School Self-Evaluation discussions;
- School Termly Monitoring & Evaluation Reports;
- Raising Attainment Plans;
- Subject Action Plans;
- CPD Planning;
- Classroom observations;
- Performance Management;
- Reports to the Governing Body;
- Professional Partner discussions.

The monitoring and evaluation of teaching and learning is carried out at all levels within the school from the Strategic and Leadership Teams to subject leaders, class teachers and members of the Governing Body.

### **The role of Governors**

Our Governors determine, support, monitor and review the school's approach to teaching and learning. In particular, they:

- Support the use of appropriate teaching strategies by allocating resources effectively;
- Ensure that the school buildings and premises are used optimally to support teaching and learning;
- Check teaching methods in the light of health and safety regulations;
- Seek to ensure that our staff development and our performance management both promote good quality teaching;
- Monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject

- leaders, the annual headteacher's report to governors, and a review of the in-service training sessions attended by staff;
- Meet the curriculum leader.

## **The role of parents**

"Parents are children's first and most enduring educators" (QCA document 2009)

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning:

- By holding parent workshops to explain our school strategies for English, Maths, P4C and health education;
- By sending information to parents at the start of each term which outlines the topics that the children will be studying during that term at school;
- Providing detailed annual reports in which we explain the progress made by each child, and indicate how the child can improve further;
- Explaining to parents how they can support their children with homework, and suggesting, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We would therefore expect parents to:

- Ensure that their child has the best attendance record possible (school target is 96%);
- Ensure that their child is equipped for school with the correct uniform and PE kit;
- Do their best to keep their child healthy and fit to attend school;
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour;
- Promote a positive attitude towards school and learning in general;
- Fulfil the requirements set out in the home-school agreement.

## **Monitoring and review**

This policy will be reviewed every two years, or earlier if necessary.

## Appendix A: Questioning

**Bloom's Taxonomy**

The questions need to be planned and linked to the objectives. Bloom's taxonomy is very useful both in planning objectives and in planning increasingly challenging questions.

draw	state/name	record/list	recognise	identify
sort	describe	select	present	compare
decide	discuss	define	classify	explain what
devise	calculate	interpret	construct	clarify
plan	predict	conclude	solve	determine the key points from...
formulate	explain why	use the patterns to	reorganise	explain the differences between...
link/make connections between...	use the ideas of... to...	use the model of... to ...	provide evidence for	evaluate the evidence for

**Socratic questions**

Richard Paul (1993) identified six types of questions that probe the underlying logic or structure of our thinking. These questions are very useful when helping students learn how to learn.

<b>Questions of clarification</b>	<ul style="list-style-type: none"> <li>• <i>What do you mean by that?</i></li> <li>• <i>Can you give me</i></li> </ul>
<b>questions that probe assumptions</b>	<ul style="list-style-type: none"> <li>• <i>Why would somebody say that?</i></li> <li>• <i>What is that person</i></li> </ul>
<b>questions that probe reason and evidence</b>	<ul style="list-style-type: none"> <li>• <i>Why do you say that?.</i></li> <li>• <i>What evidence have you based that on?</i></li> </ul>
<b>questions that probe implications and consequences</b>	<ul style="list-style-type: none"> <li>• <i>What do you think are the consequences of that thinking?</i></li> <li>• <i>Where do you think that person is likely to end up if they go ahead with that idea?</i></li> </ul>
<b>questions about viewpoints or perspectives</b>	<ul style="list-style-type: none"> <li>• <i>Why do you think that person would have that point of view?</i></li> <li>• <i>What would be another way of saying that?</i></li> <li>• <i>Why would his answer be better than her answer?</i></li> </ul>
<b>questions about the question</b>	<ul style="list-style-type: none"> <li>• <i>How is that question going to help us?</i></li> <li>• <i>Can you think of any other questions that might be useful?</i></li> </ul>

**Planning the session**

If a question and answer session is an important component of your lesson, it is a worthwhile exercise to plan the line of questioning in advance. This allows you to carefully scaffold the cognitive understanding of your students. It is often useful to plan questions with certain students in mind, to ensure that the range of questions you will be asking meets the abilities and learning needs of all of the students in the group.

**No hands up**

A good way to avoid the same students dominating the session is to inform them in advance that you will not be calling on volunteers, but choosing people around the class. This also keeps all of the students on their toes. If students are unable to answer your question, allow them to *phone a friend* in class for help.

Effective Questions Using Blooms Taxonomy		
1. Knowledge/Remembering	2. Comprehension	3. Application
<p><b>Students can exhibit memory of previously learned material by recalling and locating facts, basic concepts and answers. Students can show they know somehow if they can recite it , recognise it, write it down, recall its location, etc.</b></p>	<p><b>Students can demonstrate their understanding of facts by organising, comparing, translating, interpreting, giving descriptions and summarising main ideas.</b></p>	<p><b>Students can show that information they learned can be applied in different contexts. They can solve problems in new or unfamiliar situations by transferring acquired information, facts, methods, rules and skills from one situation to another.</b></p>
<p><i>who how describe select memorise quote what tell define choose which recall find label where name locate match when state identify show why list recognise summarise</i></p>	<p><i>explain illustrate demonstrate infer show associate map convert edit contrast rephrase extend outline translate describe relate represent classify summarise restate compare find examples interpret</i></p>	<p><i>apply build identify complete produce make use of modify predict choose change construct demonstrate select interview solve classify organise show model discover plan translate calculate develop interpret</i></p>
<p>Who was the main...? What is...? What occurs when...? Where in the book/library/on map can we find? When did...? When do we need to...? Why did...? Why must...? How is.....made? How would you show/say/draw...? Tell in your own words. Identify who/which/main parts of...and label... Describe what occurred when.... List the three... Name all the... Select all the words which mean... Show which ones are true and false.</p>	<p>How would you classify the type of...? How would you compare...? Will you state in your won words...? What facts or ideas show...? What is the main idea of...? Which statements support...? Can you explain what is happening...? Can you give an example of...? Explain why this happened... Select the statement which support Predict what you think could happen next... Put these in order of... Describe what you saw occurring when... Find the similarities between...</p>	<p>How would you use...? What examples can you find to...? How would you solve...using what you have learned? How could you organise...to show? How would you show your understanding of...? What approach would you use to find out about...? Which statements support...? How can you apply what you learned about...to develop/explain? What other way would you plan to...? What would result if...? Demonstrate another instance where... Organise by characters such as...</p>
<p><b>Making a list</b> of characters/characteristics/main events/any remembered information. <b>Drawing</b> timelines/objects/symbols/cartoons depict events in a story... <b>Reciting</b> a poem/verb structure/mnemonic <b>Matching</b> statements/definitions/functions <b>Sequencing</b> events in actions/words/pictures/flow charts <b>Singing</b> a song Stating the rules to a game/key point of method</p>	<p><b>Drawing</b> pictures to describe a particular event/a flowchart to explain a sequence/a map of a story <b>Constructing timelines</b> to summarise events in a story/period of history/ a natural occurrence <b>Predicting</b> what happens next/what will occur in a experiment/how a character ends up <b>Writing</b> a summary report/ a play based on a story/a dictionary of terms of MFL words <b>Translating</b> words/key ideas/symbols/graphs/charts</p>	<p><b>Transferring</b> to another setting a character in a story/key vocabulary/subject-specific methodology <b>Constructing</b> a model or map using clay/papier-mache/other to demonstrate how something works/include relevant info <b>Designing</b> a puzzle/game to demonstrate learning <b>Writing</b> a letter/pamphlet about topic for others <b>Collecting</b> suitable pictures/photographs/artefacts to show a particular point or illustrate topic <b>Building</b> up family trees/flow diagrams/concept maps/models etc <b>Adapting</b> ideas/plots/recipes/plans <b>Planning</b> and delivering a presentation on how to... <b>Interpreting</b> a graph/table/map/key</p>

4. Analysis	5. Synthesis/Creating	6. Evaluation
<p><b>Students can examine and break information into parts, opinions, causes, seeing patterns and finding evidence to support generalisations. They can characterize component parts of something, determining how elements fit or function within a structure, and are able to study the constituent parts of both separately and in relation to one another.</b></p>	<p><b>Students can construct new wholes based on an informed, detailed understanding of constituent parts. They originate, integrate and combine ideas or elements in a new pattern or propose alternative solutions. They formulate new theories, an original argument, a summary rationale, a forecast, a prediction, a composition – all tasks requiring complex and sophisticated thinking.</b></p>	<p><b>Students can make judgements about information, the validity of ideas or the quality of work based on agreed criteria, and present and defend opinions. They can assess the value of texts, weighting up all sides of a case and make choices based on reasoned argument. They are able to assess on the basis of specific standards and criteria.</b></p>
<p><i>analyse infer list components order motive connect inspect attribute distinguish divide function select determine simplify test for assumption categorize differentiate compare discover focus classify discriminate contrast structure theme organise relationships outline conclusion</i></p>	<p><i>build formulate purpose modify compile modify delete hypothesize create change test construct close minimise invent improve maximise imagine elaborate predict discuss adapt solve combine estimate rearrange design plan develop solution</i></p>	<p><i>assess support estimate criticise defend value determine test deduct judge prove detect rate importance select recommend convince conclude opinion dispute justify criteria disprove influence agree interpret explain</i></p>
<p>How is ... related to...? Why do you think...? What is the theme/motive...? What inference can you make...? What conclusion can you draw...? What is the relationship between...? Can you make a distinction between...? What is the function of...? Determine how you could classify... Explain what must have happened when... Show what evidence you can find... Outline the problems that may arise with... Examine the effect of ... on...</p>	<p>What changes would you make to solve ...? How could you improve ...? What would happen if...? Can you propose/invent an alternative ...? How could you change(modify) the plot (plan) ...? What could be done to maximise (minimise) ...? What way would you design ...? Suppose you could... what would you do ...? Estimate the results for... Compile ideas and information to show... Construct a model that would change... Using all the evidence, predict the outcome... Propose a method to test... Argue the case for...</p>	<p>Do you agree with the actions of...? How would you have handled... and why...? What is your opinion of ...? How would you prove...? Can you assess the value or importance of...? Would it be better if...? Why did they (the character) choose...? What changes would you recommend and why...? What would you do to defend the actions...? Explain what choice you would have made and why...? Based on what you know, how would you explain...? Using your analysis, defend the case for... Assess the data that was used to make the conclusion... Evaluate... and explain why it was better than...</p>
<p><b>Designing</b> a questionnaire to gather information <b>Drawing</b> a flow-chart to organise and classify data <b>Constructing</b> a graph to illustrate particular information <b>Writing</b> a commercial to sell a new product to a target audience <b>Use</b> Venn diagram to list arguments for and against <b>Writing</b> a newspaper report of an incident with bias <b>Conducting</b> an investigation to produce information to support a given view <b>Reviewing</b> a work of art/piece of music/text</p>	<p><b>Designing</b> a new building to incorporate areas of study, effective labour-saving device <b>Creating</b> a new product and plan marketing campaign <b>Writing</b> a TV show, play puppet show, role play, song and performing etc. <b>Writing</b> a letter to protest about/a story which demonstrates changes since an historical occurrence <b>Composing</b> a piece of music incorporating all of the elements learned <b>Creating</b> a museum display for children to demonstrate the main ideas about castles <b>Planning</b> a fitness regime</p>	<p><b>Preparing</b> a list of criteria to judge a performance <b>Writing</b> a newspaper report to explain the cases for both sides <b>Judging</b> whether or not a character should have behaved as they did <b>Deciding</b> which characters would make the best companions for the day <b>Drawing</b> a cartoon story to illustrate the cases for and against <b>Presenting</b> a case for preferring one lifestyle to another</p>



## Appendix B: Example of Assessment Week Guidelines

### Assessment Week Guidelines Summer term

<b>Organisation</b>	<ul style="list-style-type: none"> <li>• Assessments should be timetabled to ensure they are spread across the week.</li> <li>• Holding activities may need to be used at times.</li> <li>• The focus should be on ascertaining what the children know and are able to do <b>unsupported</b>.</li> <li>• Careful consideration should be given to grouping children, use of additional adults and timings.</li> <li>• Please ensure that you liaise with each other about spaces you will be using outside of the classroom.</li> <li>• Children should be spread out in the classrooms to ensure they are working independently and not able to copy from peers.</li> <li>• Y1 should administer the tests in small groups to ensure a comfortable and informal environment. They may wish to do it in sections.</li> </ul>
<b>Role of adults</b>	<ul style="list-style-type: none"> <li>• Encouragement and observing behaviours of children during the test.</li> <li>• Any observations should be recorded on the attached template.</li> <li>• <b>No</b> support can be given in the reading test or during the writing task.</li> <li>• Questions can be read aloud in the maths test, but must not be explained.</li> </ul>
<b>Resources</b>	<ul style="list-style-type: none"> <li>• Key Stage 2 – Testbase papers (please collect from Jules)</li> <li>• Year 2 – SATs</li> <li>• Year 1 - PUMA and PIRA are termly standardised assessments, with profiles of reading and mathematical skills which will help you identify gaps and future teaching points. (Please collect from Lucy)</li> <li>• Children should not be given papers from alternative year groups.</li> </ul>
<b>Children working significantly below ARE</b>	<ul style="list-style-type: none"> <li>• If children are working significantly below ARE and are unable to access the paper, outcomes in books should be used to make a judgement in maths.</li> <li>• If children are reading significantly below ARE and unable to access the paper, they should be benchmarked.</li> </ul>
<b>Whole school writing task</b>	<ul style="list-style-type: none"> <li>• <a href="https://www.literacyshed.com/cloudylesson.html">https://www.literacyshed.com/cloudylesson.html</a></li> <li>• Discuss the video – scroll down to see some suggestions.</li> <li>• Children should a set of instructions detailing how to make clouds. Focus should be on sentence structure and reader awareness</li> </ul>

	<p>– imperatives, interesting, encouraging children to be adventurous and accurate with use of vocabulary.</p> <ul style="list-style-type: none"> <li>• Same procedure as extended writing – discuss ideas, model, but then children should write their descriptions completely independently.</li> </ul>
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**Year group expectations:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• PIRA test</li> <li>• PUMA test</li> <li>• Benchmarking for any children unable to access PIRA</li> <li>• High frequency word assessment</li> <li>• Phonic screen</li> <li>• Number bonds</li> <li>• Writing assessment – see whole school task</li> </ul>	<ul style="list-style-type: none"> <li>• SATs</li> <li>• Benchmarking for any children unable to access SATs</li> <li>• High frequency word assessment</li> <li>• Phonic screen</li> <li>• Number bonds</li> <li>• Times tables</li> <li>• Writing assessment – see whole school task</li> </ul>	<ul style="list-style-type: none"> <li>• Testbase papers</li> <li>• Benchmarking for any children unable to access Testbase</li> <li>• High frequency word assessment</li> <li>• Phonic screen for those who didn't pass phonics test</li> <li>• Y3/4 spelling list assessment</li> <li>• Times tables</li> <li>• Writing assessment – see whole school task</li> </ul>	<ul style="list-style-type: none"> <li>• Testbase papers</li> <li>• Benchmarking for any children unable to access Testbase</li> <li>• High frequency word assessment</li> <li>• Y3/4 spelling list assessment</li> <li>• Times tables</li> <li>• Writing assessment – see whole school task</li> </ul>	<ul style="list-style-type: none"> <li>• Testbase papers</li> <li>• Benchmarking for any children unable to access Testbase</li> <li>• Y5/6 spelling list assessment</li> <li>• Times tables</li> <li>• Writing assessment – see whole school task</li> </ul>	<ul style="list-style-type: none"> <li>• 2017 SATs tests (week beginning 5th March)</li> <li>• Y5/6 spelling list assessment</li> <li>• Times tables</li> <li>• Writing assessment – see whole school task</li> </ul>