

# Assessment at Pipworth Primary School

February 2026



# Current Assessment Processes

'The school continues to have a wide range of very good assessment practise in place and this is increasingly well co-ordinated with continuing curriculum development.'

- ▶ A range of very good assessment practice in place
- ▶ The school makes regular and consistent use of teacher assessment in relation to national standards in order to monitor pupil progress and attainment
- ▶ Implementation and impact of all curriculum subjects are reviewed in depth in a rolling programme (RAG reports); key findings are fed back to staff, inform subject action plans and identify CPD opportunities
- ▶ Subject leaders report data and impact to Governors at year end. Informal contact with Governors is encouraged throughout the year.
- ▶ Governor Enquiry Days - to explore specific areas of school or the curriculum
- ▶ Subject leaders complete focused dip-ins and feedback to ELT on a regular basis



# Subject Leader Monitoring Example 25/26

- ▶ Subject leaders regularly develop and review action plans for their subjects. They monitor how assessment is implemented through activities such as lesson drop-ins, book looks, and discussions with staff and pupils. The focus of monitoring is informed by previous findings, current priorities, and any training or support they have provided.

Focus will be reactive to e.g. data,  
monitoring so may change annually



# RAGs – subject leaders use these to assess and evaluate their subject

Subject Monitoring Overview and Action Plan

Subject: History

Date: 2025-26

Name of School	Pipworth Community Primary School
Name of Subject Co-ordinator	Rachel Birch

Evaluation Questions Inspection Questions	RAG Rating	Statement of Development Red = Emerging Amber = Established Green = Embedded	Current Position Red Amber Green	Evidence
1. Does your school have a vision for history?	Red	There is a limited (or no) vision which identifies the potential for a whole school approach to, or recognises the value of history.		Policy includes curriculum intent and mirrors overall curriculum intent statement.
	Amber	There is a vision statement, adopted across the school and included in public documents, such as the history policy and website statement, available to parents.		At Pipworth we have a clear vision for history and as our policy states, we want to inspire our children to know more about the past and to think and act as historians. We aim to provide them with a rich knowledge of the past as well as equip them with the historical skills to help them become critical thinkers in order to construct their own interpretations of the past based on evidence.
	Green	There is a clear vision statement included in the school's aims that recognises the value and impact of high quality history, which pupils and parents understand and have contributed to, for example a statement on the curriculum content and design on the school's web-site. This clearly links with the overall curriculum intent statement.	Green	This year our school priority is to strengthen the wider curriculum so that children learn more, remember more and can do more and we have recently reviewed our curriculum so that learning is revisited and built upon in order to help children make progress.
2. Do you have strong leadership and management of history? Does the co-ordinator stay informed about the subject? What CPD has the co-ordinator had?	Red	The headteacher understands the importance of history and there is an identified history co-ordinator.		"The subject leader is knowledgeable, enthusiastic and shares a passion for making history meaningful and engaging for pupils including those with SEND." Jean Watt Learn Sheffield Improvement Partner
	Amber	The history co-ordinator has the skills and knowledge necessary to develop core provision and is supporting all staff. The headteacher values history and includes it within the school development planning. History features in the school's self-evaluation schedule. The co-ordinator has a clear understanding of what ARE looks like in terms of skills and knowledge in each year group and monitors against this.		The subject leader has a degree in history from the University of Sheffield. She has a great passion for history and was keen to revise the school curriculum.
	Green	The history co-ordinator regularly conducts evaluation of standards in the subject, which is fed back to all and feeds into a detailed history action plan with short and long term targets that enable all pupils (including target groups) to progress and achieve.	Green	

What opportunities does the co-ordinator have for monitoring the subject? How does the co-ordinator ensure all teachers have good subject knowledge?	Green	The history co-ordinator attends briefings and works with the curriculum leader to stay abreast of developments in the subject. The co-ordinator is highly skilled, able to motivate staff and has the support of the headteacher, staff, governors, pupils and parents. The co-ordinator ensures staff regularly participate in CPD relevant to high quality history. Teachers are supported to teach greater depth in the subject. The co-ordinator has a clear understanding of what ARE looks like in terms of skills and knowledge in each year group, supports teachers to plan for this and monitors against this.	Green	To strengthen the quality of leadership, the subject co-ordinator has had a variety of CPD opportunities (SSELP subject leadership course with Nick Whittaker as well as online webinars from 'Mr T does History', National College online and Subject Leader network meetings at Learn Sheffield ).  The subject leader completes lesson drop ins, book dip ins and conducts pupil interviews in order to monitor the teaching and learning of history across school.  Curriculum Leader supports subject leader with development of annual action plans to include whole school priorities.
3. Does your history provision contribute to overall school improvement and learning across the curriculum? How?	Red	History is recognised for the impact it has on a positive school ethos and there is some attempt to inspire pupils' curiosity and fascination about the world to celebrate achievement.		Each year group has history led themes and these are linked with cross curricular subjects such as English and art to develop skills.
	Amber	History achievement is celebrated across the life of the school. There are examples of history led themes. History is used to develop skills in English, art, DT, RE, computing and science.		Sometimes books in English lessons are linked to their history learning. This has improved children's historical subject knowledge but also provides an opportunity to improve written expression, which is a whole school priority. In addition to written work done in these English lessons, children are also now given the opportunity to 'write like an historian' at the end of each unit of work as well.
	Green	There is a clear development plan for History which is reviewed and updated at least annually. Pupils learn to make learning links across different curriculum areas through inter-disciplinary learning. They develop their skills and understanding through work in history and in related areas such as enterprise, citizenship and RE. They acquire a broad range of subject knowledge and draw on disciplines such as English, DT, science, computing and art.	Green	Learning is enriched with 'themed days', visitors to school and trips to help inspire children. As well as these being used to develop their understanding and see sites and artefacts first hand, they also provide exciting opportunities to help reduce persistent absence, which has been an historical issue for the school.
4. Are you providing an opportunity for basic skills to be	Red	Most pupils are able to access a basic range of opportunities to take part in school history. Pupils do not access history opportunities outside of school. Basic skills are not brought in to the teaching of history.		Writing attainment is a whole school priority and history does effectively contribute to raising this standard. Children are given an opportunity at

# Impact of Monitoring Activities

- ▶ Whole school feedback shared with staff to celebrate good practise
- ▶ Subject leaders are able to action plan from evaluation findings in order to strengthen their subject, provide CPD opportunities for staff and improve outcomes for pupils
- ▶ Feedback is revisited to ensure it has been carried out and impacts on improving pupils progress and attainment

# 'Day-to Day In-School Formative Assessment'

- ▶ • Reference to assessment of criteria to end of year expectations in reading, writing and maths. 'Sticky knowledge' identified for end of unit expectations for foundation subjects
- ▶ • Making use of rich enquiry questions and answers and targeted questions.
- ▶ • Marking of pupils' work, highlighting areas of success in relation to 'sticky knowledge' or LO and arrows highlighting development/improvement areas or addressing misconceptions
- ▶ • Observational assessments
- ▶ • Verbal feedback during lessons
- ▶ • Regular short re-cap quizzes and reviews of previous learning (retrieval)
- ▶ • Scanning work for pupil attainment and development
- ▶ • Discussions with children/pupil interviews
- ▶ • Pupil's self-assessment e.g. through editing and improving work as well as peer discussions
- ▶ • Peer/self-marking
- ▶ • End of unit written assessment for some foundation subjects
- ▶ • Discussion between staff working with groups of pupils

# 'In-school-summative assessments'

- ▶ • Short end of topic or unit tests, tasks or long pieces of writing.
- ▶ • Reviews for pupils with SEN and disabilities
- ▶ • Termly monitoring of progress with SLT
- ▶ • Teacher assessment judgements relating to the national curriculum age related expectations (our criteria) in reading, writing, maths, science and SPAG and using identified 'sticky knowledge' to assess foundation subjects.
- ▶ • End of year annual reports outlining progress and attainment of children in relation to National Curriculum age related expectations.
- ▶ SATs at the end of KS1 and 2, Y4 Multiplication test and Y1 Phonics screening test

# EYFS Baseline Assessment & ELG

## Reception Baseline Assessment

### Matching sets to numbers

By Pauline Bell - Added 21 Sep 2020 10:21 AM

Reception Baseline Report

Child's name: [REDACTED]

Date of birth: 14/04/2018

Date assessment completed: 20/09/2022

The statements in this report reflect the tasks presented during the reception baseline assessment. They are designed to provide a snapshot of kda's attainment in the assessment at the time the tasks were completed. Teachers should therefore only use this information alongside other assessment evidence they have gathered in order to gain a fuller picture of kda's attainment.

#### Mathematics

##### Early number

[REDACTED] counted up to 3 objects.

kda recognised some specific numerals up to 10.

##### Mathematical language

kda compared quantities by finding a group that contains a greater number of objects.

##### Early calculation (early addition/subtraction)

There is insufficient evidence to provide feedback on this domain.

##### Early understanding of pattern

There is insufficient evidence to provide feedback on this domain.

#### Literacy, communication and language

##### Early vocabulary

[REDACTED] showed understanding of simple vocabulary related to a picture and used some simple vocabulary to describe a picture.

##### Phonological awareness

There is insufficient evidence to provide feedback on this domain.

##### Early comprehension

There is insufficient evidence to provide feedback on this domain.

UPN: N373343321036



#### Notes

[REDACTED] is able to match sets of objects to numbers up to 6.

## The Early Learning Goals

<p><b>Communication and Language</b></p> <p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Personal, Social and Emotional Development</b></p> <p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Understanding the World</b></p> <p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<p><b>Mathematics</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
		<p><b>Literacy</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>

The reception baseline assessment (RBA) is a new national assessment that will be administered in all primary, infant and first schools in England to children in reception classes. The reception baseline assessment will provide the basis for a new way of measuring the progress primary schools make with their pupils.

# Assessment by subject

Subject	How it is assessed
Maths	<p>ELG Foundation Stage Profile</p> <p>End of Unit Assessments (white rose)</p> <p>End of Key Stage Exemplification Materials for Y2/Y6</p> <p>Pipworth end of year exemplification documents</p> <p>SATS tests Y2/6</p> <p>Y4 Multiplication Test</p>
English	<p>ELG Foundation Stage Profile</p> <p>Y1 Phonics Test</p> <p>End of Key Stage Exemplification Materials for Y2/Y6</p> <p>Pipworth end of year exemplification documents</p> <p>SATs Tests Y2/6</p>
Phonics and Early Reading	<p>Little Wandle Assessment Materials</p> <p>Y1 Phonics screening test</p>
Science	<p>End of unit written piece</p>
Computing	<p>Summative assessment using the end of unit assessment questions or end of unit assessment Rubric for each strand of computing from Tea Computing.</p>
History	<p>End of unit written piece</p>
Geography	<p>End of unit written piece</p>
Art	<p>Monitored by sketchbook work, one to one or small group conversation whole class discussion, final outcome.</p> <p>Identify any personal challenges preventing meeting "I Can" statement:</p>
Design Technology	<p>End of unit assessment found in booklets</p> <p><b>How well does the child demonstrate and apply knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1.) designing and making principles</li> <li>2.) technical skills</li> </ol>
PE	<p>Get Set 4 PE unit statements</p>
Foreign Language	<p>Language Angels end of unit assessments</p>
Music	<p>Charanga end of unit assessment criteria</p>
RE	<p>Teacher Assessment is carried out within a unit of work and takes into account the Three Pillars of Progression.</p>

# English

## PIPWORTH PRIMARY Y3 WRITING DESCRIPTORS

Year 3	Composition	Grammar and punctuation	Transcription:
Assessment Expected	<ul style="list-style-type: none"> <li>★ Begins to use paragraphs to organise ideas around a theme</li> <li>★ The writing has a simple logical structure and appropriate features, which convey meaning through relevant content e.g.                             <ul style="list-style-type: none"> <li>○ A narrative with a clear structure, setting, characters and plot that makes sense.</li> <li>○ A non-narrative using simple organisational devices such as headings and subheadings</li> </ul> </li> <li>★ Sentences with different forms are successfully integrated as appropriate to audience and purpose</li> <li>★ Use of dialogue</li> <li>Add detail and clarity to writing through:                             <ul style="list-style-type: none"> <li>★ Appropriate adjectives</li> <li>★ Appropriate expanded noun phrases</li> <li>★ Appropriate adverbs of manner</li> <li>★ Appropriate adverbs of time</li> <li>★ Specific nouns e.g. 'poodle' rather than 'dog'.</li> <li>★ Some variation in pronoun/noun (they, the boys, our gang)</li> </ul> </li> <li>★ Begins to manipulate sentences through a range of openings e.g. adverbials (sometime later, as we ran, once we arrived)</li> </ul>	<p>Uses different sentences types in their writing</p> <ul style="list-style-type: none"> <li>★ Statements</li> <li>★ Questions</li> <li>★ Exclamations</li> </ul> <p>Commands</p> <p>Most single clause sentences are grammatically correct e.g.</p> <ul style="list-style-type: none"> <li>★ Correct subject/ verb agreement</li> <li>★ Consistent and correct use of tense</li> <li>★ Use of third or first person is consistent</li> <li>★ Uses the form 'a' or 'an' appropriately</li> <li>★ Uses the present perfect form of verbs (He has gone out to play rather than he went out to play)</li> </ul> <p>Most multi-clause sentences are grammatically accurate using:</p> <ul style="list-style-type: none"> <li>★ Coordination (for, and, nor, but, or, yet, so)</li> <li>★ Subordination (when, as, if, that, while, since, because, once)</li> <li>★ Prepositions (before, after, during)</li> </ul> <p>Mostly accurate use of:</p> <ul style="list-style-type: none"> <li>★ Capital letters and full stops</li> <li>★ Exclamation marks</li> <li>★ Question marks</li> <li>★ Commas - in a list</li> <li>★ Apostrophes (singular/plural possession and omission)</li> <li>★ Some use of inverted commas to punctuate speech</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>★ Legible</li> <li>★ Appropriate sized letters</li> <li>★ Cursive script</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>★ Spells most words correctly from the KS1 common exception word list</li> <li>★ Spells some homophones correctly</li> <li>★ Spells words with suffixes correctly - <i>ly</i> and <i>ous</i>.</li> <li>★ Spells words with prefixes correctly</li> </ul> <p>(dot - some/ dash - many / highlight - most)</p> <ul style="list-style-type: none"> <li>★ Spells some words from the Year 3/4 spelling list correctly</li> </ul>
Assessment Greater Depth	<ul style="list-style-type: none"> <li>★ Writing demonstrates authorial independence and choices within planning structures</li> <li>★ Writing as a whole begins to demonstrate cohesion within and across paragraphs</li> <li>★ Writing demonstrates flair, imagination and humour</li> <li>★ Use of dialogue which begins to advance action or character</li> </ul>	<ul style="list-style-type: none"> <li>★ Beginning to use dialogue punctuation accurately</li> <li>★ Effective use of multi-clause sentences using varied conjunctions</li> <li>★ Well chosen fronted adverbials</li> </ul>	

### Key stage 2 English writing teacher assessment framework

Please also refer to the [Teacher assessment frameworks at the end of key stage 2](#) on GOV.UK, as the guidance for using the frameworks has not been duplicated here.

#### Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list\*
- write legibly.<sup>1</sup>

#### Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly\* (e.g. inverted commas and other punctuation to indicate direct speech)
- spell correctly most words from the year 5 / year 6 spelling list,\* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintain legibility in joined handwriting when writing at speed.<sup>2</sup>

End of Key Stage Exemplification for writing and reading  
Pipworth exemplification for other years

# Phonics and Early Reading

- Little Wandle Termly Assessments – GPC's, Words, HFW, Fluency used to determine rapid intervention
- Rapid Catch up
- SEND intervention
- Daily keep up

## Year 1 fluency assessment: Spring 2 (Phase 5 set 3)

### Teacher's mark sheet

Child's name: \_\_\_\_\_

The giant splash woke up Gecko, and he 8  
 jumped in fright! Gecko smacked right into 7  
 Hippo's shoulder! Hippo was so shocked she 7  
 started bellowing. Hippo's bellowing frightened 5  
 a herd of buffaloes. They panicked! The 7  
 buffaloes thundered across to the trees. They 7  
 woke up sleepy Chimp. The tree started to 8  
 shake, and Chimp fell out. "What's going on?" 8  
 he yelled. "Don't blame us!" said the buffaloes 8  
 crossly. "It was Hippo!" Hippo frowned at 7  
 Gecko. "Don't blame me!" said Hippo grumpily. 7  
 "Gecko smacked into my shoulder!" 5

Word count

(84 total)

Reading rate (number of words read correctly in one minute)  (A)

## Little Wandle Letters and Sounds Revised Year 1 Teacher's mark and record sheet

Child's name: .....

Date: ..... Class: .....

### Autumn 1

#### GPCs

Mark '✓' or 'f'

Mark a tick by those GPCs read automatically.

Place a line 'f' by any GPC that the child could not read.

ai	igh	oa	ur	oo	
er	oo	or	ear	ow	
ee	ck	ar	air	oi	
ay	ou	ea	oy		

\*Phase 5 GPCs in red are in the Phonics screening check.

#### Words

Mark '✓' 'A' or 'f'

Mark 'A' for words read automatically.

If incorrect, write how the child read the word above the word.

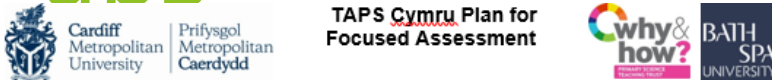
proud	joy	thinks	smears	lightning	
treat	play	floating	misses	sqelch	
liquid	cartoon	windmill	frost	speeches	



# Maths – summative assessment at the end of a block determines next steps for pupils? Greater Depth or rapid catch up?

14. End of Block Assessment	<a href="https://assets.whiteroseeducation.com/secure/resources/new-schemes/premium-end-of-block-assessments/Y3AutEoB2%20-%20Addition%20and%20subtraction%20B.pdf">https://assets.whiteroseeducation.com/secure/resources/new-schemes/premium-end-of-block-assessments/Y3AutEoB2%20-%20Addition%20and%20subtraction%20B.pdf</a>		
Assessment	<p><b>Ready to progress:</b>  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p><b>Teaching for mastery:</b>  <a href="https://www.ncetm.org.uk/media/0a9fcvjg/mastery_assessment_y3.pdf">https://www.ncetm.org.uk/media/0a9fcvjg/mastery_assessment_y3.pdf</a></p>		
Assessment	<p><b>Ready to progress criteria (end of Y3) – Addition and subtraction</b>            Calculate complements to 100.            Add and subtract up to three-digit numbers using columnar methods.            Manipulate the additive relationship:            Understand the inverse relationship between addition and subtraction, and how both relate to the part-part-whole structure. Understand and use the commutative property of addition, and understand the related property for subtraction.</p>	<p><b>Pupils who need more practise/support:</b></p>	<p><b>Pupils who can move on:</b></p>

# Science – TAPS and end of unit write ups








<b>Science and DT topic:</b> Materials or Forces	Year 2 Age 6-7	Title: Boat materials
<b>Enquiry Focus</b> Describe what they have found out and use their results to make comparisons		<b>Concept context</b> Properties of materials relating to their uses
<b>Assessment Focus</b>		
<ul style="list-style-type: none"> <li>Can the children describe what they have found out about the materials/design?</li> <li>Can the children use their observations and scientific ideas to compare the boat materials?</li> </ul>		
<b>Activity</b> <i>Today we will be nautical engineers.</i> Discuss context/problem e.g. a boat to carry <b>Handa's</b> fruit. Share ideas for solutions and the kit available e.g. paper, card, foil, fabric, cellophane etc. Work in groups to carry out challenge e.g. to make a boat which could carry an orange. Pause to share ideas and discuss problems (adapting remit if needed).		
Discuss the materials and designs whilst testing the boat designs in a large container of water. Ask children to talk about / draw a diagram / write about their findings, with a focus on comparing the materials/design for the purpose of making a boat.		
<b>Adapting the activity</b> <b>Support:</b> Provide examples, limit the amount of kit available, <b>provide</b> support in recording. <b>Extension:</b> Offer more independence, use counters/marbles/weights etc to measure load. <b>Other ideas:</b> Challenge to make boat which carries the most weight or lasts the longest in water.		
<b>Questions to support discussion</b> <ul style="list-style-type: none"> <li>Which materials did you use in your boat?</li> <li>What did you find out about the materials?</li> <li>What kind of material/design worked the best? How did you know?</li> <li>Why do you think that material worked best?</li> <li>Which material would not be good for the boat?</li> <li>What materials would you recommend to the <b>Handa</b> etc? Why?</li> <li>Are there any materials that you think are good and bad? Explain why.</li> </ul>		
<b>Assessment Indicators</b> <b>Not yet met:</b> Can say whether boat worked or not but does not discuss any features of materials or design to explain why.		
<b>Meeting:</b> Uses results to explain why some materials would be better than others for making a boat, in terms of their properties e.g. <i>the foil was good because it was waterproof and strong, paper is bad because it rips when it gets wet, the plastic bag floated for a long time.</i>		
<b>Possible ways of going further:</b> Uses results to support explanations (e.g. how many marbles each boat held). Considers how some materials are good in certain circumstances e.g. <i>the card is good for a little while but it will get soggy later, the foil makes a good boat shape but the hole in the corner made it sink, when we blew up the bag it was really good but the marbles just rolled off so it needs some edges.</i>		



<b>TAPS Plan for Focused Assessment of Science</b>		
<b>Topic:</b> Materials	Year 2 Age 6-7	Title: Materials hunt
<b>Working Scientifically</b> Do: gather and record data to help in answering questions		<b>Concept Context</b> Identify and compare the suitability of a variety of everyday materials
<b>Assessment Focus</b>		
<ul style="list-style-type: none"> <li>Can children observe closely to find objects made of different materials?</li> <li>Can children record their findings?</li> </ul>		
<b>Activity</b> <i>Today we are materials scientists.</i> In Year 1 children would have spent some time distinguishing between an object and the material from which it is made. Recap this with the children by identifying and naming a variety of everyday materials in the classroom, e.g. wood, plastic, glass, metal, and rock. Consider how to classify objects which are made from more than one material e.g. record most important part, or make a 'mixed materials' row on recording table. Ask groups of children to go on a materials hunt around a designated section of the school/grounds, collecting their findings for different areas on a pre-prepared table and/or using a camera. Collate class results, noting with the children different ways to record data clearly.		
<b>Adapting the activity</b> <b>Support:</b> Scribe names of drawn objects. <b>Extension:</b> Record useful properties of materials. <b>Other ideas:</b> Investigate other areas e.g. home, outdoors.		
<b>Questions to support discussion</b> <ul style="list-style-type: none"> <li>What can you see which is made from x?</li> <li>What is this made from?</li> <li>Did you find anything made from x?</li> <li>What did you record in this part of the table?</li> <li>Which material did you find the most/least of?</li> <li>Did you find anything which used more than one material? How did you record that?</li> </ul>		
<b>Assessment Indicators</b> <b>Not yet met:</b> Describes some materials or objects, but finds it difficult to categorise into types of materials or explain what they recorded.		
<b>Meeting:</b> Records their observations of a range of objects made from different materials. In discussion, makes links between properties of materials and their uses.		
<b>Possible ways of going further:</b> Notes findings which are similar or different to their own. Continues to 'hunt' materials at other times and/or in other locations.		

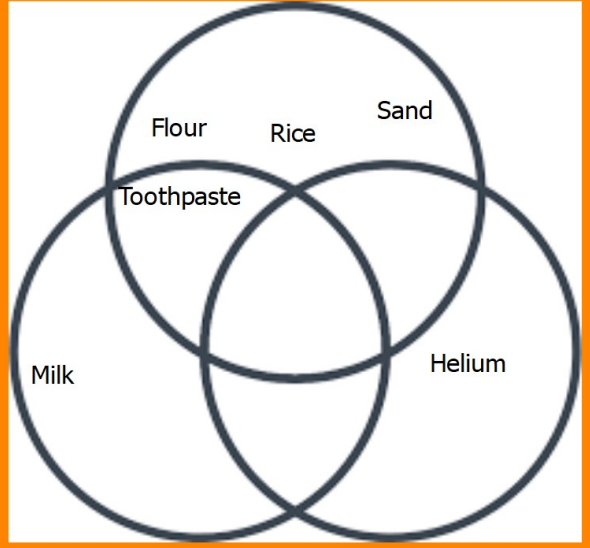
# Science


Pattern Seeking	Observation over time	Grouping and Classifying	Using Equipment and Fair Testing	Research
 <p><b>Preston Pattern</b></p>	 <p><b>Scarlet Spy</b></p>	 <p><b>Captain Classify</b></p>	 <p><b>Freddie Fair</b></p>	 <p><b>Lily Looker</b></p>

ActivInspire - Primary


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In your books sort the following materials into SOLID LIQUID or GAS







LYNX  
BODY SPRAY




TOOTH PASTE




TALC




2  
**He**  
HELIUM  
4.0026




SAND




RICE




MILK



SAND



FLOUR



**Captain Classify**






Camera

Science Part 1 Science Enquiry an... Document1 - Word Assessment at Pip... ActivInspire - Prim... 16:54 15/11/2023

Using images to help reinforce the teaching and learning of key concepts across year groups and strands of science.

# Knowledge Organisers – Science, History and Geography displaying ‘sticky knowledge’

## Year 3 Autumn Term – Geography – Climate Zones

<p><b>KQ1</b> Why does a place's location in the world affect its climate?</p> <p>Environment</p> 	<p>Climate is the average daily and seasonal weather patterns over a long period of time.</p> <p>Weather is short term weather. It happens day to day.</p> <p>Latitude is the distance a place is from the equator and measured in degrees. You are either north or south of the Equator.</p>	<p>Climate</p> <p>Weather</p> <p>Latitude</p> <p>Equator</p>
<p><b>KQ2</b> What is a climate zone?</p> <p>Environment</p> 	<p>Climate zones are areas with distinct climates: Arid, Mediterranean, Temperate, Tropical and Polar.</p>	<p>Hemisphere</p> <p>Axis</p> <p>Sphere</p> <p>Season</p>
<p><b>KQ3</b> How is the climate in the UK different from that in the tropics?</p> <p>Environment</p> 	<p>Climate zones are areas with distinct climates: Arid, Mediterranean, Temperate, Tropical and Polar.</p> <p>The UK is in a temperate zone.</p>	<p>Temperate</p> <p>Tropical</p> <p>Precipitation</p> <p>Temperature</p>
<p><b>KQ4</b> How does the climate vary around the world?</p> <p>Environment</p> 	<p>The equator receives more sunlight than the poles, so climate varies depending on its distance from the equator.</p>	<p>Temperature</p> <p>Precipitation</p> <p>Temperate</p> <p>Mediterranean</p> <p>Tropical</p> <p>Arid</p> <p>Polar</p>
<p><b>KQ5</b> What is a biome?</p> <p>Place</p> 	<p>A biome is a natural area of plants and animals. The world is divided into many different biomes and they all vary depending on their climate.</p>	<p>Biome</p> <p>Aquatic</p> <p>Grassland</p> <p>Forest</p> <p>Desert</p> <p>Tundra</p>

Year 3	Significant individual – Ibn Batutta	Autumn – Changes in Britain from the Stone Age to Iron Age	Spring – Early Civilisations: Egypt	Summer – Roman Britain and its impact on Britain
Historical enquiry	Look carefully at pictures and objects to find information about the past. Use a range of sources to find out about a period. Identify how historians find out about the past (e.g. from archaeology, artefacts, written and oral evidence).			
Chronological understanding	Understand and use the terms BCE and CE (and be aware of BC and AD). Understand to look for the scale on a timeline. Summarise the main events from a period of history, explaining the order of events and what happened. Introduce concurrence on an overall timeline to show when different periods overlapped. Explore significant events on an internal narrative timeline (use bars to show duration and arrows to show when specific events happened).			
Cause and consequence	Start to identify that events often have more than one cause. Use evidence provided by the teacher to explain why people did things, why events happened and what happened as a result.			
Change and continuity	Describe what changed and what stayed the same over a long arc study (Stone Age to Iron Age).			
Similarity and difference	Describe the similarities and differences of how people lived (e.g. Stone Age to Iron Age).			
Historical interpretation	Use evidence to build up a picture of a past event. Explain how historic items and artefacts can be used to help build up a picture of life in the past. Research two versions of an event and explain how they differ			
Historical significance	Explain how an event from the past has shaped our life today. Describe a change which has had a lasting impact. Understand that a significant event will cause consequences for people at and over time.			
Written and oral expression	Use appropriate terms from the vocabulary list in context. Show some understanding of key concepts. Begun to sustain an answer, providing some evidence for statements made. Can offer both sides to an argument. Answers are relevant to the question set.			

Pupil's knowledge is assessed through the use of Knowledge organisers and end of unit pieces of writing. Skills are assessed as they are taught and learnt within a lesson.

# History Concepts

Pipworth Community Primary School History Curriculum				
Personal/local	Significant People	Significant Events	Ancient Civilisations	British History

Society and civilisation	Power	Settlement and settlers	Conflict and war	Exploration and Migration (including refugees)	Religion and beliefs	Revolution and change	Technical advancement	Diversity	Empire

Cause and consequence	Change and continuity	Similarity and difference	Historical interpretation	Sources and evidence	Historical significance

ActivInspire - Primary

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CLASSFLOW Connect Page 2 of 16 Best Fit

**Brain Dump - 2 minutes** Retrieval Practice

What and when was the Industrial Revolution?

**Key concepts**

Society and civilisation, Technical Advancement, Empire, Migration

Science Lesson 2 Document1 - Word Assessment at Pipw...

Key Concepts highlighted in text on flipcharts to reinforce them in lessons.

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Untitled \* KQ3-Part 1 - What is a sol \* What was it like to live in \*

CLASSFLOW Connect Page 2 of 18 Best Fit

The growing industries needed workers, so many people **migrated** to Sheffield for work. They came from all over including Scotland, Ireland and Wales as well as places more locally like Derbyshire and Lincolnshire.


Population (x10<sup>3</sup>)

Year

Science Lesson 2 Document1 - Word Assessment at Pipw...

# End of Unit Written Assessment – History, Science and Geography

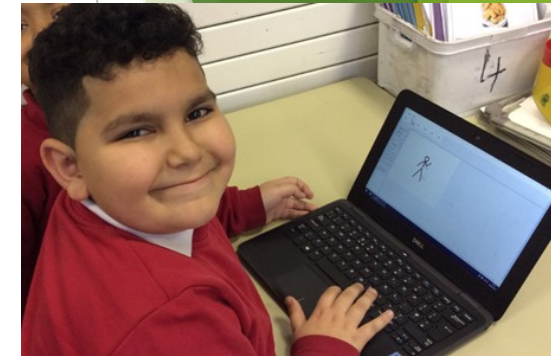
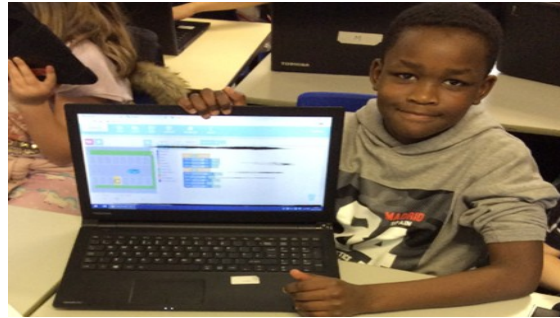
<p><b>Prior Knowledge</b> Children have studied Charles Dickens as their significant individual. As part of this work they looked at what life was like in Victorian London for the poor.</p> <p>Children will have carried out a local study into Sheffield's industrial past (Y6 from September 2024 onwards only).</p>	<p><b>National Curriculum Links</b> - a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p><b>Substantive Concepts:</b> Society and civilisation Technical Advancement Empire Migration</p> <p><b>Second Order Concepts:</b> Change and continuity Historical interpretation Historical significance Written and oral expression</p>	<p><b>Vocabulary</b> <b>Society and civilisation</b> - population, agriculture, industrialised, urban</p> <p><b>Technical advancement</b> - The Industrial Revolution, steam engine, railway</p> <p><b>Empire</b>- British Empire, monarchy, monarch, commonwealth</p> <p><b>Change and continuity</b> - transformative, revolutionary</p> <p><b>Historical interpretation</b>- interpretation</p> <p><b>Similarity and Difference</b> - Equality and inequality</p> <p><b>Historical Significance</b> - impact, controversial</p> <p><b>Written and oral expression</b> -eye-witness account</p>
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<p>What was the Industrial Revolution and what role did Sheffield play? LO: Identify the technical advancements that changed life for people in the eighteenth and nineteenth centuries.</p>	<p>Introduce Knowledge Organisers and look at the key enquiry questions we'll be investigating to answer this term's focus questions.</p> <p><b>Contextualise the period</b> Clarify children understand what is meant by 'the Victorian era' – the period of Queen Victoria's reign from 20 June 1837 until her death on 22 January 1901. Take the opportunity to go and look at this period on the whole school timeline.</p> <p>Queen Victoria was only 18 when she became Queen and ruled for 63 years. Until Queen Elizabeth II she was the longest reigning monarch. The Victorian period is remembered as a time of major changes but how much could really change in this period? Before we answer this question, we must think about what life was like before this period.</p>	<p>1) Annotate the two pictures of Sheffield pre and post Industrial Revolution.</p> <p>2) Timeline - Draw a bar to show the Victorian era. - Add in key dates with an arrow: e.g. 1742 - crucible steel 1743 – Old Sheffield Plate 1778 – James Watt steam engine 1837 – Queen Victoria</p>	<p>Pictures of Sheffield before and after the Industrial Revolution.</p>	<p>- Compare two pictures of Sheffield. - Describe the changes caused by the Industrial Revolution. - Name key inventions which revolutionised steel production. - Create a timeline to show key events.</p>
<p><b>Sticky Knowledge</b> New inventions in the eighteenth century changed Sheffield into an industrial city.</p>	<p>Show children this image and ask them what it tells us about Sheffield. ( North perspective view of Sheffield from <a href="#">Burngrave</a>, by Thomas <a href="#">Outhbridge</a>)</p>	<p>We will add to the timeline as we go.</p>		
<p><b>Key Vocabulary</b> rural urban Industrial Revolution industrialisation chimney pollution</p>	 <p>The earliest surviving print of the town of Sheffield is Thomas Outhbridge's view of 1737 from <a href="#">Pye Bank</a>, on the hills north of the river Don. It gives us a good impression of how rural the town was with how urban the city of today is.</p> <p>However to avoid confusion that Sheffield was like a small village, display this extract from Daniel Defoe's A Tour through the Whole island of Great Britain (1724-26).</p> <p>'The town of Sheffield is very populous and large, the streets narrow, and the houses dark and black, occasioned by the continued smoke of the forges, which are always at work.'</p>			

Teachers quality mark end of unit written pieces providing feedback on the sticky knowledge, the bigger picture and addressing misconceptions.

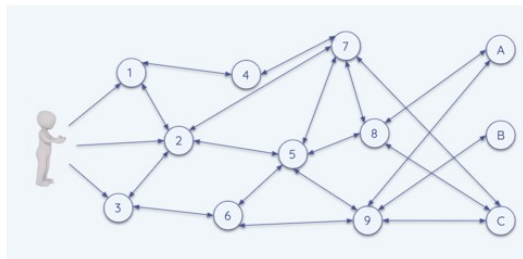
<p><b>End of unit assessment activity:</b></p>	<p>Children will produce a piece of writing as a Historian in order to answer the overall enquiry question and be quality marked by the class teacher.</p> <p><b>Scaffolding:</b> This may be broken down into the key questions from each lesson and children may be provided with key vocabulary to use in their writing. Some children may need a scribe to aid them in their writing.</p> <p>To be successful, children must refer to the sticky knowledge (most children should expand on this) and use the key vocabulary associated with the unit.</p>
<p><b>Sticky Knowledge</b></p>	<p><b>New inventions in the eighteenth century changed Sheffield into an industrial city. New factories needed new workers and the population of Sheffield grew rapidly. The pressure of a rapid growth in population resulted in poor housing and sanitation. Steelmaking was a hard job: it involved dangerous work, long hours and children as young as 13 were employed. The Great Sheffield Flood killed 240 people and destroyed 600 homes on 11 March 1864 when the Dale Dyke Dam broke. New transport provided important links meaning people could move out of the polluted city into newly created suburbs. Fir Vale workhouse provided food and shelter for the poor. Although conditions were deliberately harsh so that only those who desperately needed help would ask for it. The Victorian era is a period of rapid change that created changes to the daily life of everyone.</b></p>

# Computing



## Summative assessment: Questions

- Q1. The internet is...
- Part of a network
  - A global network of networks
  - The wires which connect computers together
  - Another word for the World Wide Web
- Q2. The purpose of routers is to (tick all that apply):
- Connect networks together
  - To send information around the internet
  - Choose the quickest route for information
  - Keep networks safe
  - Store websites
- Q3. What is the quickest route to C (fewest steps)?



Raspberry Pi

## Assessment rubric: Year 4 - Audio production

Learner:	Teacher:	Date:	Score
Task	Emerging [1]	Expected [2]	Exceeding [3]
	<ul style="list-style-type: none"> <li>Outline the broad requirements of the task</li> </ul>	<ul style="list-style-type: none"> <li>Explain the key requirements of the task</li> </ul>	<ul style="list-style-type: none"> <li>Outline an approach to planning the task</li> </ul>
Design decisions	<ul style="list-style-type: none"> <li>Outline the key message of their podcast</li> <li>List some sounds to include</li> </ul>	<ul style="list-style-type: none"> <li>Explain the key information that the podcast will include</li> <li>Identify the types of sound that will be included</li> <li>Include intro, main content, and outro sections in the plan</li> </ul>	<ul style="list-style-type: none"> <li>Use the plan to identify where different types of sound will be used in their podcast</li> <li>Outline why selected sounds will add to the podcast's key message</li> </ul>
Implementation	<ul style="list-style-type: none"> <li>Voice is recorded and some speech is recognisable</li> <li>Additional audio is imported</li> <li>Use editing tools to trim the excess from the start and end of recordings</li> <li>Arrange tracks so that they are played in order</li> <li>Additional audio is layered</li> </ul>	<ul style="list-style-type: none"> <li>Voice recordings are clear and relevant</li> <li>Appropriate audio is imported</li> <li>Use editing tools to remove some unneeded sounds or pauses</li> <li>Additional audio is appropriately placed to play alongside the voice recording</li> <li>Appropriate volume is set on all tracks</li> </ul>	<ul style="list-style-type: none"> <li>Voice recordings are consistent in tone, pace, and volume</li> <li>Imported audio complements voice recordings</li> <li>Use editing tools to remove or correct the spoken content</li> <li>Different tracks start and stop unobtrusively</li> <li>The layering of sounds compliments the whole project</li> </ul>
Evaluation	<ul style="list-style-type: none"> <li>Identify which elements of the task have been achieved</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate how successful they were in meeting the task requirements</li> </ul>	<ul style="list-style-type: none"> <li>Identify how and why their project could be improved</li> </ul>

# Music

Name:

Date:

Unit title: Pentatonic melodies (Chinese New Year)

## KS2 Quiz

<b>1</b>	<b>When music gradually gets louder it is known as...</b>
<b>A</b>	...the tempo.
<b>B</b>	...the duration.
<b>C</b>	...a crescendo.
<b>D</b>	...the minor key.

<b>3</b>	<b>What is timbre?</b>
<b>A</b>	The quality or 'colour' of sound.
<b>B</b>	The speed of the music.
<b>C</b>	A type of instrument.
<b>D</b>	How high or low a note is.

<b>5</b>	<b>True or false, only Chinese music uses pentatonics?</b>
<b>A</b>	True.
<b>B</b>	False.

<b>2</b>	<b>What is tempo?</b>
<b>A</b>	The volume of the music.
<b>B</b>	The speed of the music.
<b>C</b>	An instrument.
<b>D</b>	How high or low a note is.

<b>4</b>	<b>How many notes are in the pentatonic scale?</b>
<b>A</b>	20.
<b>B</b>	Eight.
<b>C</b>	Seven.
<b>D</b>	Five.

<b>6</b>	<b>What does letter notation show you?</b>
<b>A</b>	The pitch of the notes.
<b>B</b>	The rhythm of the notes.
<b>C</b>	The volume of the notes.
<b>D</b>	The speed of the notes .



# PE

## Key Skills

- Physical: throwing and catching
- Physical: dribbling
- Physical: intercepting
- Physical: shooting
- Social: working safely
- Social: communication
- Social: collaboration
- Emotional: honesty and fair play
- Emotional: perseverance
- Thinking: observing and providing feedback



## Learning Objective

<b>LESSON 1</b>	To develop the attacking skill of dribbling.
<b>LESSON 2</b>	To be able to use protective dribbling against an opponent.
<b>LESSON 3</b>	To develop the bounce and chest pass and begin to recognise when to use them.
<b>LESSON 4</b>	To develop tracking and defending an opponent.
<b>LESSON 5</b>	To develop the technique for the set shot.
<b>LESSON 6</b>	To be able to apply the skills, rules and tactics you have learnt to a mini tournament.

## Assessment Criteria

### YEAR 3

- I am beginning to use simple tactics.
- I am learning the rules of the game and am beginning to use them honestly.
- I can dribble, pass, receive and shoot the ball with some control.
- I can find space away from others and near to my goal.
- I can provide feedback using key words.
- I can track an opponent to slow them down.
- I understand my role as an attacker and as a defender.
- I work co-operatively with my group to self-manage games.

### YEAR 4

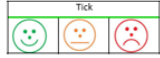
- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Assessment in EYFS/KS1 PE focuses on three core areas: stability, locomotor and manipulation skills, ensuring pupils develop and apply a broad range of fundamental movement skills.

## Evaluating: Investigating existing products



## Designing: Presenting my selected design idea



Draw and label the design you have chosen

## Evaluating: my own thoughts about my product

After you have finished and tested your product, say how well you think it meets your design criteria

Design criteria	Tick			Comments
	Fully meets	Partially meets	Does not meet at all	
1				
2				
3				
4				
What are the best parts of your design?		What parts of your design would you change and why?		
Teachers comments – How much support has the child had? How were they challenged?				

Design & Technology Progression in Technical Knowledge & Skills (2020/2021)						
Year 1/2	Mechanics / construction Year 1 – Moving Pictures Year 2 – Drawbridges	Year 3/4 Mechanics / construction Year 3 – Greeting card with moving parts Year 4 – Make packaging for a gift	Year 5/6 Mechanics / construction Year 5 – STEM car Year 5 – Space toy	Year 1 – Fabric faces Year 2 – Puppets	Year 3 – Healthy Pizza Year 4 – Make packaging for a gift	Year 5 – Pasta dish Year 6 – Dips
Textiles	Draw a design out on the textile. Use scissors to cut out a textile design. Decorate textiles by adding sequins	Textiles	Textiles	Textiles	Textiles	Textiles
Food and nutrition	Cut, slice, peel or grate ingredients safely and hygienically.	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition	Food and nutrition
Electronics / Computing		Electronics / Computing	Electronics / Computing	Electronics / Computing	Electronics / Computing	Electronics / Computing



## Assessment (Mechanical, textiles, structural and electrical projects)

How well does the child demonstrate and apply knowledge and understanding of:  
1) designing and making principles  
2) technical skills

	Basic – Limited ideas	Moderate	Outstanding – e.g. Good design brief with an attempt to justify how they have considered most of their users' needs. Imaginative, creative and innovative ideas.
Designing	Limited – The child needed lots of support to organize themselves	Adequate	Excellent – e.g. Correct tools, materials and equipment have been consistently used. Prototype shows a high level of finishing skills. Child has worked mostly on their own.
Making	Basic	Reasonable	Insightful – e.g. Excellent ongoing evaluation throughout the project
Evaluating			
2	Low precision	Moderate precision	High precision
Level of execution			
Assembly	Weak	Fragile	Stays together

Teacher comment

Aspect of D&T Mechanisms	Focus: Slides and levers	Possible products: Printer, display, greeting card, class group, information book
What should I already know?	Simple mechanisms Teaching aids to demonstrate slides and levers	Technology
What should I know by the end of this project?	Technical knowledge Skills and enquiry	Health and safety

## Art

Teachers consider assessment as a holistic practice, which takes place during every art lesson through conversation with pupils:

Tell me about that you are making.

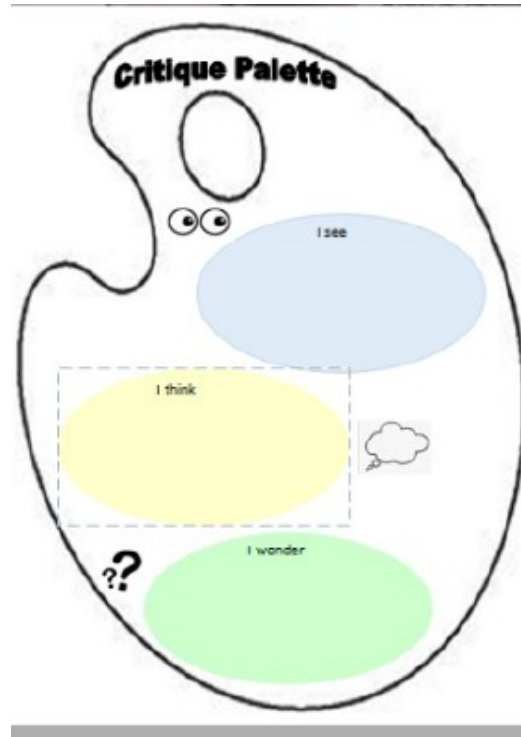
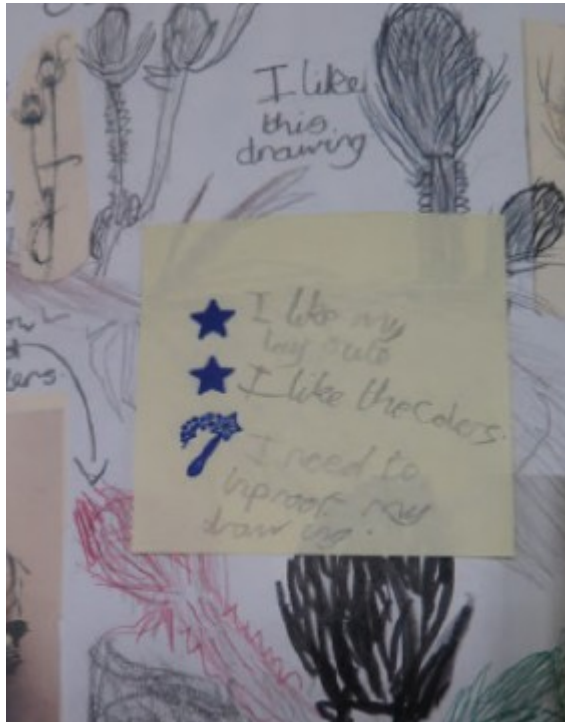
What might you do next?

Which materials might you use?

What have you discovered?

Tell me about what you have made.

What would you like to explore more of?










- Self and peer assessment
- Critique palette
- NC objectives
- Skills ladders

# Art Key Concepts





## Substantive Concepts

Substantive concepts are those concerned with the subject matter of art – the substance about which students are learning. Some of these concepts are highly specific to a particular type of art – and it is easy to recognise that their meaning needs to be explicitly taught.

Line 	Shape 	Colour 	Form 	Texture 	Space 	Value 
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## Second order Concepts












Second-order concepts: these shape the key questions asked in a subject and organise the subject knowledge. (For example, a set of second-order concepts for art might include 'similarity and difference' between artists and their work.

Knowledge of artists and designers: (including chronology and significance) 	Exploring and developing ideas: (including similarity and difference) 	Making skills and Formal elements: (procedural knowledge) 	Written, oral and creative expression: (using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting and evaluating) 
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## Adding to planning documents

<https://www.accessart.org.uk/exploring-watercolour-pathway/>  
 Pipworth Community Primary School Art Planning



Spring Term Year 1: Exploring Watercolour		Disciplines: Paint		Cultural Capital: Watch art videos online to increase access to places you are unable to visit. Visit local galleries, museums, crafts groups, artists.		
National Curriculum Objectives (KS1):						
<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>						
Line 	Shape 	Colour 	Form 	Texture 	Space 	Value 
Knowledge of artists and designers: (including chronology and significance) 		Exploring and developing ideas: (including similarity and difference) 		Making skills and Formal elements: (procedural knowledge) 		Written, oral and creative expression: (using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting and evaluating) 
Enquiry Question: How can we use the properties of watercolour to make experimental images?						

Enquiry Question: How can we use the properties of watercolour to make experimental images?		
Previous Learning: Reception: Explored the properties of watercolour and discovered how we can work WITH the characteristics of the medium to make art. Basic colour awareness and mixing.		Future Learning (KS2): Utilise the properties of watercolour to make purposeful imagery. Continue to develop skills which balance working in an open and exploratory way with focus and intention.
End Points: Children will know: That watercolour is a media which uses water and pigment.  Children will understand: Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks  Children will be able to: Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint without a fixed image of what you are painting in mind. Respond to your painting, and try to 'imagine' an image within. Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery.	Resources: Water colour paint, thick and fine brushes, pastels and collage e.g. tissue paper etc. <a href="https://www.accessart.org.uk/exploring-watercolour-pathway/">https://www.accessart.org.uk/exploring-watercolour-pathway/</a> <a href="https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/">https://www.accessart.org.uk/let-me-inspire-you-emma-burleigh/</a> <a href="https://www.emmaburleigh.com/">https://www.emmaburleigh.com/</a> <a href="https://www.accessart.org.uk/talking-points-paul-klie/">https://www.accessart.org.uk/talking-points-paul-klie/</a> <a href="https://www.accessart.org.uk/visual-notes/">https://www.accessart.org.uk/visual-notes/</a> <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-two/">https://www.accessart.org.uk/exploring-through-watercolour-part-two/</a> <a href="https://www.accessart.org.uk/exploring-through-watercolour-part-three/">https://www.accessart.org.uk/exploring-through-watercolour-part-three/</a>  <a href="https://www.accessart.org.uk/crit/">https://www.accessart.org.uk/crit/</a>	Assessment: Monitored by sketchbook work, one to one or small group conversation, whole class discussion, final outcome. Identify any personal challenges preventing meeting 'I Can' statements Identify any weaknesses common to many in class which might help identify areas you need to focus on again as a teacher. Identify areas of particular strength which might benefit from being developed. No grades to be applied, no learning objectives in the sketchbooks, no teacher marking in sketchbooks
Purpose/Visual Literacy/Articulation (Substantive Knowledge) Look at the work of artists who draw, sculptors, and painters, listening to the artists' intention behind the work and the context in which it was made.  Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid.		Purpose/Visual Literacy/Articulation (Disciplinary Knowledge) Reflect upon the artists' work, and share your response verbally ("I liked...").  Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well").  Some children may feel able to share their response about classmates work.

# Foreign Language



Teaching Type: **Early Language**



Unit: **LES ANIMAUX**

Unit Objective: To remember and recall from memory 10 common animals in French with the correct article/determiner.

By the end of this unit we will be able to:

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article/determiner.
- Pretend that we are a particular animal using the 1<sup>st</sup> person singular form of the verb **être** (to be), **Je suis** (I am).



It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lesson 1 and vocabulary from the 'J'apprends le français' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to look out for cognates such as **lion** (lion) using pictures to help. Learning how to build a short simple sentence in French using 1<sup>st</sup> person conjugated verb **Je suis** (I am), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).



Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- CH** sound in **cheval**.
- OU** sound in **souris** & **mouton**.
- ON** sound in **cochon** & **mouton**.
- OI** sound in **oiseau**.
- Silent letters.** The 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**.
- Nasal sounds.** Starting to explore the four French nasal sounds (**on**, **un**, **in**, and **an**). This sound does not exist in English and is made through the nose not the mouth! Words like **cochon**, **singe** and **mouton**.

Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with 'Je suis...' plus an animal from memory.

Grammar we will learn & revisit:

**Nouns, gender, article/determiners and verbs.** To learn that nouns in French can have different articles/determiners based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners: **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1<sup>st</sup> person singular conjugation of the high frequency irregular verb **être** (to be) in French.

Vocabulary we will learn & revisit:

The animal nouns in French plus their appropriate indefinite article/determiner. 1<sup>st</sup> person conjugation of the verb **être** (to be), **Je suis** (I am). All listed on Vocabulary Sheet.

Name:

Date:

Class:

Unit: **Les animaux**

## Speaking Exercise

Can you say any of the following in French?

*a lion*

*a mouse*

*I am a lion.*

*I am a mouse.*

*I am a monkey.*

## Listening Exercise

From the PowerPoint slide, write the numbers that match the different animals you hear mentioned.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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## Reading Exercise

Can you draw a line from any of the following words to the correct picture?

un lion  
un cochon  
une vache  
un singe  
un oiseau



## Writing Exercise

Can you write any of the following phrases in French?

a rabbit

a horse

I am a sheep.

I am a duck.

I am a mouse.

<input type="text"/>
<input type="text"/>
<input type="text"/>
<input type="text"/>

**Word Bank**

Je suis	un singe	un cochon	un canard	un lapin
un oiseau	un cheval	un lion	un mouton	une souris
				un cochon




# RE Knowledge Organisers displaying key vocabulary and Powerful Knowledge and end of unit assessments

- high-quality teacher questioning
- teacher observations of children's verbal contributions in class
- teacher observations of verbal pupils' contributions in group work
- teacher observations of children engaged in collaborative learning
- teaching assistants scribing children's verbal responses
- quality verbal and written feedback
- effective use of self and peer assessment
- beginning and end of learning

Year 3: Autumn 2 Christianity Today



What should I already know?	
From Y2	<ul style="list-style-type: none"> <li>Pupils ask and find out how to answer a range of 'how' and 'why' questions about how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music.</li> </ul>
SACRE objectives	<ul style="list-style-type: none"> <li>Learn about Christian celebrations and commitments by describing some spiritual ways of celebrating Christian festivals, including Easter.</li> <li>Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator.</li> <li>Develop ideas about different ways science and religions handle questions of origins, where we come from.</li> <li>Express and communicate their understanding of the challenges for a Christian person and a Christian community. They consider what difference believing in Jesus makes to the Christians.</li> </ul>

Powerful knowledge	Questions to ask:
<p><b>Easter</b> is the most important festival in the Christian calendar. It celebrates <b>Jesus</b> rising from the dead, three days after he was <b>crucified</b>.</p>  <p>Christian Creation story:</p>  <p>Christian people believe God is the creator (he made everything on Earth and universe). They believe he is omnipotent (all-powerful).</p>	<p>How do Christians show their beliefs in the home?</p> <p>What do Christians do to show their beliefs at Church?</p> <p>What do Christians celebrate at Easter?</p> <p>What does the crucifying of Jesus mean to Christians?</p> <p>What do Christians believe happened on Easter Sunday morning?</p> <p>How do Christians make a difference in their local community?</p>

Key religions	Glossary
 Christianity	 creator  angels  Easter  crucified  resurrection  Good Friday

Year Four Assessment Sheet 25

What kind of world did Jesus want?

<p>What were the names of the first four of Jesus' followers? S ____ called P ____ A ____ J ____ J ____</p>	<p>Why might it have been hard for the fishermen to leave their nets and follow Jesus?</p> 
<p>What does it mean to be fishers of men?</p>	<p>How are vicars today fishers of men?</p>
<p>What is leprosy?</p> <p>Why were people at the time shocked that Jesus touched someone with leprosy?</p>	<p>What do vicars do within their roles?</p> 
<p>Why did Jesus spend time with people who had leprosy?</p>	<p>What is an evangelist and what skills do they need?</p>

# PSHE

## A MODEL FOR ASSESSMENT IN A LESSON OR SERIES OF LESSONS



### 1. Baseline assessment

*Carry out a baseline assessment before starting a new 'piece of learning' (which might be a single lesson or series of lessons constituting a 'module' or 'topic').*

### 2. Assessment for Learning (AfL)

*Build AfL into the lesson(s) to gauge understanding, adapt teaching, promote and maximise learning. Strategies might include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forwards.*

### 3. Assessment of Learning (AoL)

*At the end of the 'piece of learning', measure progress from the starting point (AoL). Use this to evidence progress and inform future teaching.*

# O Track

Spring 2    Core Subjects

	Reading	Writing	Mathematics	Grammar, Punctuation and Spelling	Science
	OT	OT	OT	OT	OT
	OT	WT	OT	WT	OT
	OT	OT	OT	OT	OT
	AE	OT	OT	OT	OT
	OT	OT	OT	WT	OT
	5 WT	5 WT	5 WT	5 WT	5 WT
	OT	WT	WT	WT	OT
	OT	OT	OT	OT	OT
	AE	OT	OT	OT	OT

Children are assessed as  
WT Working towards year group expectation  
OT On Track for their year group  
AE Above Expected level  
GD Greater Depth



# Send Pupils are assessed against Birmingham Tool Kit

Birmingham Toolkit Tracker

Name: [REDACTED] Dob: [REDACTED]

	Band 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Speaking & listening																
2. Grammar & sentence																
3. Listening & understanding																
4. Verbal story telling																
5. Vocabulary																
6. Clarity of speech																
7. Reading																
8. Phonics																
9. Attitude towards reading																
10. Understanding																
11. Writing																
12. Composition																
13. Punctuation & grammar																
14. Handwriting																
Maths - core																
Number & place value																
Addition																
Subtraction																
Multiplication																
Division																
Maths - supplementary																
Fractions																
Measures																
Geometry																
Statistics																

Date	29.4.21	9/6/21	1/7/21	Aut 1 2021	Aut 2 2021	Spring 2022	Summer 1 2022	Summer 2 2022	Autumn 1 22-23							
Colour key																

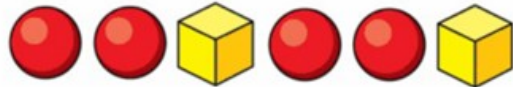
A2E Birmingham Language and Literacy Toolkit		Name:	DOB:	School(s):											
Reading Continuum (pupil friendly version)		Year:	N	R	1	2	3	4	5	6	7	8	9	10	11
		7. READING FLUENCY			8. PHONICS			9. ATTITUDE TOWARDS READING			10. UNDERSTANDING				
<b>Band 16</b> Curriculum coverage by the end of Y4	I can use my understanding of punctuation and grammar to read fluently and with expression. I can read all of the words in the Year 5/6 list.	I can use the sounds I know to work out most words I don't know.			I read different types of books for pleasure and to find out information.			When I am summarising a text, I use details and information from it to support me. I can compare and contrast parts of different texts e.g. characters, settings, theme.							
<b>Band 15</b>	When I am reading aloud I use the grammar and punctuation to make my reading interesting. I can read 50 of the words in the Year 5/6 list.	I understand what hyphens do and can read words that have them correctly.			I choose to read a wide range of different types of books.			I can use different parts of the text to find the information I need to answer questions about the text e.g. dictionaries, glossaries, bibliography.							
<b>Band 14</b>	I can use a variety of different ways to work out words I don't know and I know how punctuation and connectives work. I can read 25 of the words in the Year 5/6 list.	I use the sounds I know to work out words with prefixes and suffixes. I can read words with silent letters.			I can say who my favourite author is and why I like their books.			With support from an adult, I can compare and contrast parts of different texts e.g. characters, settings.							
<b>Band 13</b> Curriculum coverage by the end of Y4	I can read all of the words in the Year 3/4 list. I usually try different ways to work out words I don't know and I can read smoothly with expression.	I can read words that start with -dis-, -mis-, in-, -re e.g. disappear, misbehave, inactive, redo. I can read with accuracy words that end with -sion, -cian, -sion e.g. tension, musician, permission.			I can say what I think about poems and stories I have read and can say why I think it.			I use sounds and words I know to work out how a word I don't know is said. I can use information from different things to answer questions about a topic. I can sort out the main information in a piece of text and tell others about it.							
<b>Band 12</b>	I can read 50 of the words in the Year 3/4 list. I know what a comma is and use them when I am reading to my teacher to make the sentences make sense.	I can read words that start with super-, anti-, and auto- e.g. autograph, superhero, anticlockwise. I can read words that end in -ure, -sion, -ly, e.g. adventure, sensation, usually.			I can say what I think about harder poems and stories I have read or heard and can sometimes say why I think it.			I can use the words in the story to help me describe the characters in detail. When I am reading, I think about what the text might mean, as well as what it actually says so I can guess what is going to happen next. When I am reading non-fiction texts I can find the right information and words I need to use to answer questions.							
<b>Band 11</b>	I can read 25 of the words in the Year 3/4 list. I know that speech marks mean that someone in the story/piece of writing is talking and change the way I read when I see them.	I can read words where ch makes a different sound e.g. chef, chemist. I can read some words where the 2 letter vowel sound is written differently e.g. vein, weigh, obey.			I can say what I think about easy poems and stories I have read or heard but I cannot always say why I think it.			I can put 3 sentences about a topic in the right order without pictures to help me. I can retell a story in the right order, with lots of detail about the characters, setting and plot. I can ask questions when I am reading to make sure I understand the text.							
<b>Band 10</b> Curriculum coverage by the end of Y2	I can read all of the words in the Year 2 list. S6 When I am reading to my teacher I can read words I don't know quickly and correctly to help me understand what I am reading. S6 I know what question marks and exclamation marks are and when I am reading I use them to help me change the way I say the sentence.	I can sound most new words quickly. S6 I can use the sounds I know to read words with 2 or more syllables e.g. fantastic, contradict. S6 I can read words that end with -ure, -sion e.g. adventure, division. S6			I can say who my favourite author is. I can talk about and say what is the same or different about a lot of fairy stories and class books.			I can read a book by myself and I can check my reading makes sense. S6 I can answer questions using my own ideas. S6 I can tell my teacher what has happened in a story I have read. S6 I know what has happened so far in the story I can guess what is going to happen next. I know I can use alphabetical order to help me find words in indexes etc.							
<b>Band 9</b>	I can read half of the words in the Year 2 list. S5 When I am reading to my teacher I can read most words that I have seen a lot without sounding them out. S5 When I am reading I know that I should pause when I get to a full stop.	I can sound out lots of new words. S5 I can blend most sounds to read words. S5 I can read some words with two or more syllables. S5 I can read words that end with -ion e.g. opinion, fiction.			I can talk about fairy stories and class books when I have pictures or questions to help me. I can say what my favourite words and phrases are when I am sharing books with my friends and my teacher.			I can answer who, what, where, when questions people ask me about stories I have read. S5 Sometimes when I read a word wrong, I change it to the right word. I can usually guess what might happen in a story as I am reading.							
<b>Band 8</b> Curriculum coverage by the end of Y1	I can read some words that I have seen a lot, without sounding them out. I know an apostrophe shows that some letters are missing and can read words with them in like I'm, it's, we'll. I can read all of the words in the Year 1 list.	I can say the sound for all 44 phonemes as soon as I see them. I can read words that end with -ing, -ed, -er, -est e.g. jumping, jumped, jumper, faster, fastest. I can use all 44 sounds to sound out words I don't know.			When my teacher reads a fairy story or class books I can say what I like and dislike about it. I can join in when the story has lines repeated.			I can say the main things that happen in a story I have heard or read. When I have a picture from any story I have read or heard I can find the next thing that happens from 3 other pictures. I can use good words to describe characters in the story.							






# Reviews/Retrieval – Pop Backs!

- ▶ Last Lesson
- ▶ Last Week
- ▶ Last Unit
- ▶ Last Term


**Flashback 4** Year 2 | Week 8 | Day 1

1) Which shape comes next in the pattern?  


2) How many faces does the shape have?  


3) If  = 10 people, how many people does this represent?  


4)  $30 + \square = 57$



White Rose Maths

# Kate Jones Retrieval Strategies

- ▶ To revisit prior learning at the beginning of a new unit of learning and also from lesson to lesson to help plug gaps in pupils knowledge

## Retrieval Practice


Misconception

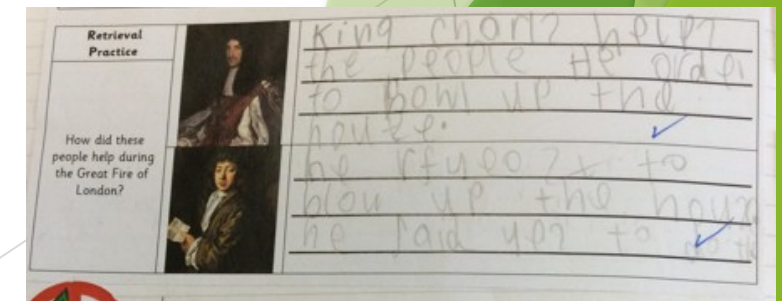
*The five rivers in Sheffield are the...  
Don, Nile, Rivelin, Sheaf, Loxley,*

List it!

*List the reasons why rivers are important*

### Talk partners, 5mins-Go!

Enquiry Question/Vocabulary	Activities	Assessment tasks	Resources	Success Criteria
Revisit Prior Learning at beginning of enquiry	 <p><b>Brain Dump</b> – Write down everything you can remember about this picture. Children have studied Charles Dickens as their significant individual at the start of September. As part of this work children read extracts from Oliver Twist and learnt about what life was like for the poor in Victorian London and how Charles Dickens wrote stories in order to highlight the poor conditions.</p> <p><b>Questions to spark memory:</b></p> <ul style="list-style-type: none"> <li>- Where has the picture been taken from?</li> <li>- What is the young boy asking? Why?</li> <li>- What do the characters' faces tell us?</li> <li>- What does this tell us about life at the time?</li> </ul>			
Do you think life was like this for everyone living at the time? Explain that this term we will be doing a local study into what it was like to live in Victorian Sheffield. How will we find this out?				



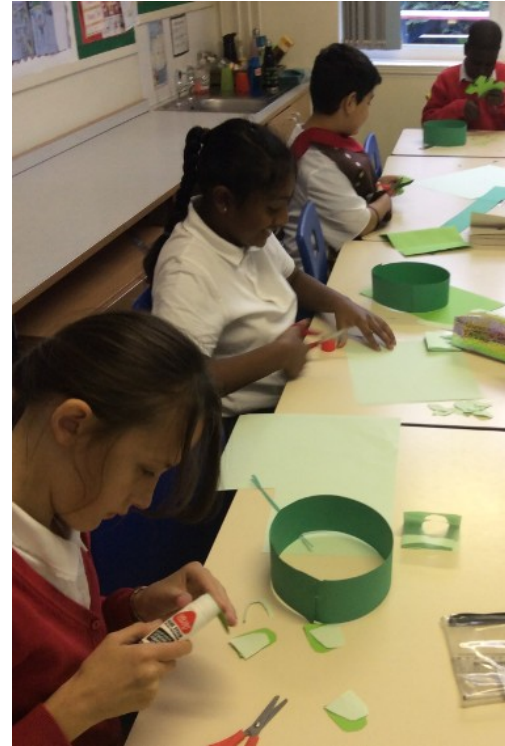
# Feedback - in lessons

- ▶ Changing talk partners regularly is very positive and effective - do it randomly!
- ▶ Instant mixed ability
- ▶ Range of cognitive and social needs
- ▶ Pupils activated as learning resources
- ▶ No hands up
- ▶ Lolly pop sticks
- ▶ Talk partner SC



# In the moment feedback

- ▶ On the move, pen in hand
- ▶ Checking all on track
- ▶ Spotting misconceptions
- ▶ Pairing up, stopping class
- ▶ MC questions with mini white board responses
- ▶ Eavesdropping
- ▶ 'Excuse me' interrupting allowed to avoid teacher assumption



# 8 Habits of Effective Teaching – the ‘ingredients’ of good teaching and learning

	Classroom Habit	Educational Research			
1	<p><b>‘Warm ups’ and pre-teach starters</b> to remember and retrieve previous learning.</p> <p><b>Daily, weekly, monthly reviews-low stake quizzes/review questions linked to prior learning.</b></p>	<p>Ebbinghaus: <i>Forgetting Curve</i></p> <p>Rosenshines: <i>Principles of Instruction</i></p>			
2	<p><b>A Balanced approach</b></p> <table border="1"> <tr> <td> <p><b>Teacher-Input and direct instruction.</b></p> <p>Use of modelling, including using pupils, concrete resources, annotating texts, direct questioning.</p> <p>Teachers plan for misconceptions.</p> <p>Present new material in small steps.</p> </td> <td> <p><b>Collaboration</b></p> <p>Purposeful, structure and guidelines for pupils, equal roles, no wasted activity time.</p> <p>Activities are purposeful and lead to learning the WALT.</p> </td> <td> <p><b>Practice, apply and reason and extend and deepen.</b></p> <p>All children need to practice, apply and extend and deepen in all subjects.</p> </td> </tr> </table>	<p><b>Teacher-Input and direct instruction.</b></p> <p>Use of modelling, including using pupils, concrete resources, annotating texts, direct questioning.</p> <p>Teachers plan for misconceptions.</p> <p>Present new material in small steps.</p>	<p><b>Collaboration</b></p> <p>Purposeful, structure and guidelines for pupils, equal roles, no wasted activity time.</p> <p>Activities are purposeful and lead to learning the WALT.</p>	<p><b>Practice, apply and reason and extend and deepen.</b></p> <p>All children need to practice, apply and extend and deepen in all subjects.</p>	<p>Allison S and Tharby: <i>Making every lesson count.</i></p>
<p><b>Teacher-Input and direct instruction.</b></p> <p>Use of modelling, including using pupils, concrete resources, annotating texts, direct questioning.</p> <p>Teachers plan for misconceptions.</p> <p>Present new material in small steps.</p>	<p><b>Collaboration</b></p> <p>Purposeful, structure and guidelines for pupils, equal roles, no wasted activity time.</p> <p>Activities are purposeful and lead to learning the WALT.</p>	<p><b>Practice, apply and reason and extend and deepen.</b></p> <p>All children need to practice, apply and extend and deepen in all subjects.</p>			
3	<p><b>Modelling and worked samples</b></p> <p>e.g. WAGOLs and examples displayed on working walls or models displayed on flip charts. ‘Live’ modelling-teachers talking through their thinking-high challenge for all!</p>	<p>Craig Barton: <i>How I wish I’d been Taught</i></p> <p>Rosenshines: <i>Principles of Instruction</i></p>			
4	<p><b>Group/staggered input to target teaching to those that need it-Fluidity in teacher focus groups</b></p> <p>Starting points identified through continuous assessment for learning. Children are either part of a teaching input, practicing or deepening their learning.</p>	<p>Hattie J and Yates G: <i>Visible learning and the science of how we learn</i> Chpt 13 and 14.</p>			
5	<p><b>Success Criteria/WILFs to achieve WALTs</b></p> <p>Feedback and formative assessments are made against these</p> <p><b>PEER and SELF assessment</b></p> <p><b>Mid-point reflection- Am I still on track to achieve my goal-a return to the success criteria.</b></p>	<p>Willingham: <i>How knowledge helps.</i></p> <p>Sealy: <i>Memory and memories teaching for long term learning</i></p>			
6	<p><b>Verbal Feedback</b></p> <p>Used to shape the lessons and series of lessons for each child. Respond to verbal feedback using green pen or ‘do’ something different. Subsequent learning looks different because of actions taken. <b>Teachers build in time for pupils to respond to feedback to ‘fix’ their work.</b></p>				
7	<p><b>Vocabulary-teaching tier 2 and tier 3 vocabulary so children can use it throughout the lesson.</b></p> <p>Etymology-study of the origins of words and the way their meaning has changed over time.</p> <p>Morphology-the study of words, how they are formed and their relationship to other words.</p>	<p>Quigley: Closing the vocab gap.</p>			
8	<p><b>Showcases/Final Product</b></p> <p>Final outcome-e.g. pop up museums, art galleries, restaurants.</p> <p>Display and share knowledge with others; other year groups, parents, governors and the community</p>	<p>Key Assessment Question- Can I explain to somebody else my learning?</p> <p>Have I achieved my goal? What would I change next time?</p>			



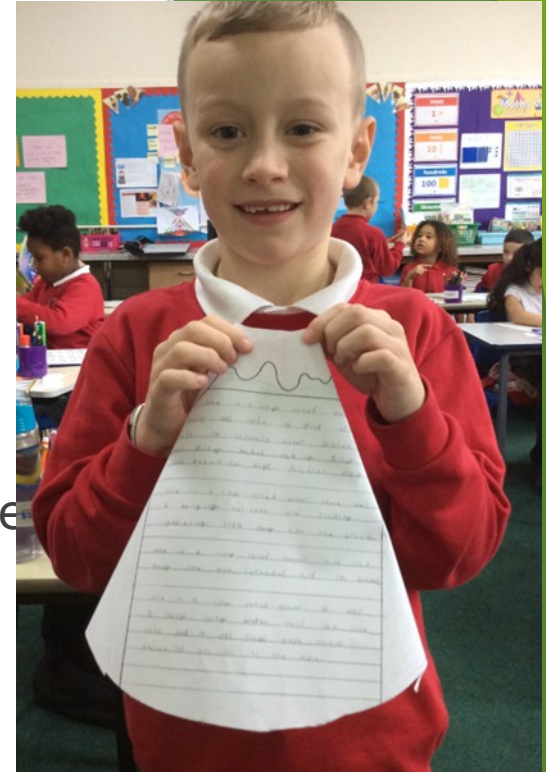
# Ongoing Questioning/OTP strategies

- ▶ Tell me more
- ▶ Tell me what you have done
- ▶ Tell me what you are doing first
- ▶ What do you mean by? (key question even if the teacher thinks they know what they mean by it)
- ▶ Why do you think.....?
- ▶ Give me an example of what you mean
- ▶ Can you develop on that?
- ▶ So how is this one better than that one?
- ▶ How could you change this to make it clearer?
- ▶ Flat Chat
- ▶ Pose, Pause, Pounce Bounce



# Post Lesson Feedback

- ▶ Pupil discussion with teacher/TA
- ▶ Checking books for planning – do I need to change what I teach next?
- ▶ Return to Success Criteria – have I covered it/understood it?
- ▶ Marking comments that deepen and further learning
- ▶ Moderating work between classes – informal
- ▶ Referring back to NC statements
- ▶ Referring back to ‘sticky knowledge’
- ▶ End of unit written pieces or products
- ▶ Adapting teaching as a result of assessment outcomes



# Peer and Self Assessment

I like how you  
made new  
colours. Next  
time you could  
make a  
repeated  
pattern.



I like.....  
Even better  
if.....

# Key Concepts

## Where are we?

- ▶ Strong established curriculum, with enquiry style questions.
- ▶ Identified key concepts in all subjects in order to link the curriculum vertically as well as horizontally
- ▶ Subject leaders are beginning to develop symbols to help reinforce key concepts on planning, flip charts and in lessons

## What's Next?

- ▶ Identify main key concept for each unit of work and map these out across the curriculum
- ▶ Link retrieval practise to concepts and big ideas
- ▶ Monitor the impact of key concepts within a lesson and on pupil's knowledge
- ▶ Explore concepts through pupil voice - how far do pupils build on prior learning and big ideas as they move vertically through school?



# Current Assessment Practises being embedded

- ▶ Identification of key concepts in mid term lesson planning and implementation of these in lessons being taught
- ▶ Identification of 'sticky knowledge' on mid term planning, Knowledge Organisers and end of unit written assessments linked to concepts
- ▶ Monitoring of retrieval practise within lessons and through school to ensure children develop their understanding of the 'bigger' picture within a subject
- ▶ Subject leaders to participate in SSELP cross school moderation in identified subjects
- ▶ In school moderation of wider curriculum subjects

# Note of Visit

**Note from visit to Pipworth Community Primary School: 09.20 on Friday, 11 November 2022**

*Present: Stephen Anwyll (SSELP external consultant), Helen Kenyon (Headteacher), Amanda Flint (Assistant Head and Assessment Lead)*

The focus of the meeting was to review developments in assessment practice at Pipworth over the last year and identify any areas for further development.

## **Summary:**

The school continues to have a wide range of very good assessment practice in place and this is increasingly well coordinated with continuing curriculum developments. Additional 'catch-up' funding was targeted on Y6 pupils and the benefits were seen in the 2022 KS2 results and school progress scores. The relatively low outcomes at the end of KS1 reflect the particular impact of lockdown on the school's high percentage of pupils from disadvantaged households; additional support is being provided for Y3 classes this year.

Senior leaders have thought carefully about the staff's capacity to implement change and have clear plans to address identified priorities. In the course of the last 12 months:

- Key concepts have been identified in a number of subject areas and are being incorporated into planning
- Assessment practice has been streamlined to eliminate duplication and reduce teacher workload
- Subject documentation has been updated and a new approach to end-of-topic assessment has been introduced in science, history, geography and RE
- High-quality curriculum and assessment material has been sourced (e.g. Historical Association and TAPS resources)
- Governors have been given a full briefing on assessment practice across the school in order to improve their confidence in the pupil performance data which is presented to them
- A range of retrieval strategies have been identified for use in classrooms to promote recall of key knowledge and skills and links with prior learning
- Subject leader roles have been reallocated and colleagues have been provided with relevant CPD opportunities and senior leader support