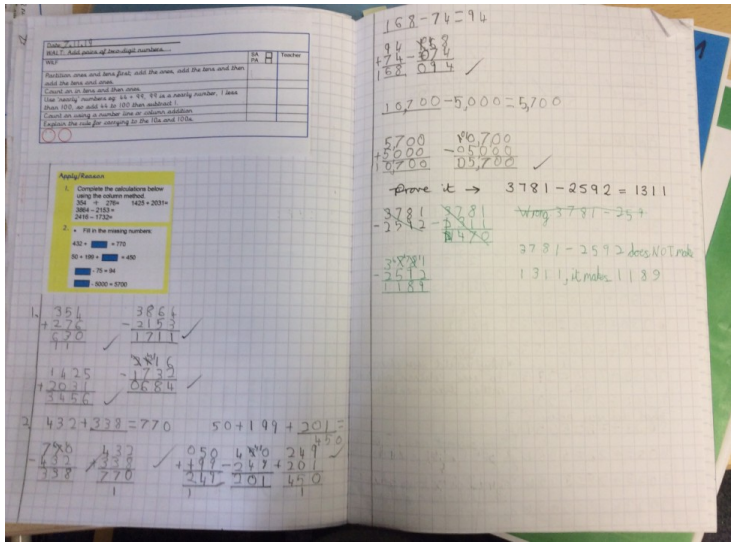
Assessment

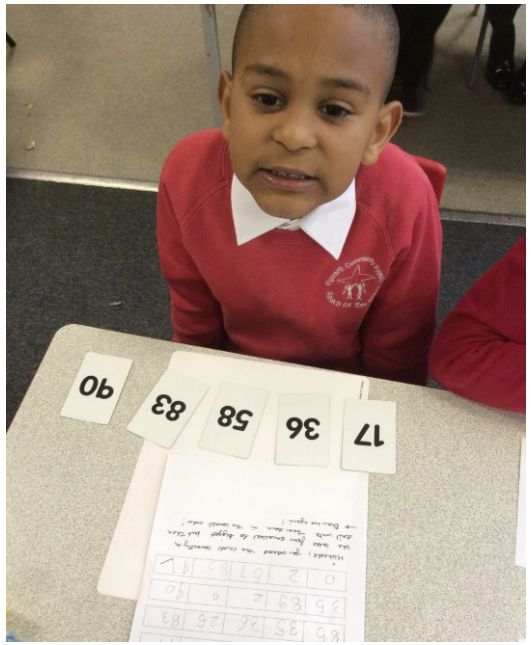
How do we know our children are making good progress?

Work Scrutiny

- Every half term, leaders take a focused look at books and carry out a work scrutiny to make sure standards are high and good practice is shared across the school. Staff receive whole school feedback on strengths and areas for development as well as personalised feedback.
- *Marking, Feedback and Appropriate Praise*
- *High Expectation and Challenge*
- *Presentation and lesson Design*



Whole School Feedback



Book Scrutiny Monitoring Autumn Term 2				Subject: Maths	Whole School Feedback		Date:	
MAIN FOCUS: High Expectations and Challenge								
	Tasks are based on appropriate year group expectation	*Pre learning tasks or assessments are carried out on a regular basis to ensure work is pitched at an appropriate level*	*There is challenge for all groups of learners to deepen learning – including the most able*	*Regular planned opportunities for the mastery of skills – e.g. pop backs, quizzes, investigations, puzzles, statements to test, prove its*	*Many children achieve identified next steps in marking*	*Most children are achieving success criteria*	*Teachers and other adults correct children's incorrect use of English when necessary e.g. when children are writing explanations*	*Children are making expected progress (or better)*

Strengths	**Areas for Development**
Teachers use recent summative assessment data to teach and plan lessons that are at the appropriate next levels of attainment for groups, including the most able. Tasks are mostly based on the appropriate year group expectations, but the teacher ensures all groups are challenged to deepen learning. The teacher plans regular opportunities for the mastery of skills or understanding and their application in contexts that move learning forward – using and applying skills learned, including investigations, puzzles and statements to test. Most work is acknowledge marked. Most WILFs are ticked off. Some modelling and scaffolding when an error is made.	Marking Feedback – we need to return to the feedback policy as a school to address some of the issues related to post learning feedback (we will do this in training day in Jan 2022) Still need to develop the use of reasoning through written explanations and using the correct vocabulary e.g. giving children stem sentences or vocabulary prompts Little evidence of TA input – if working with a group are there opportunities for them to model and scaffold in the children's books?

Individual Feedba

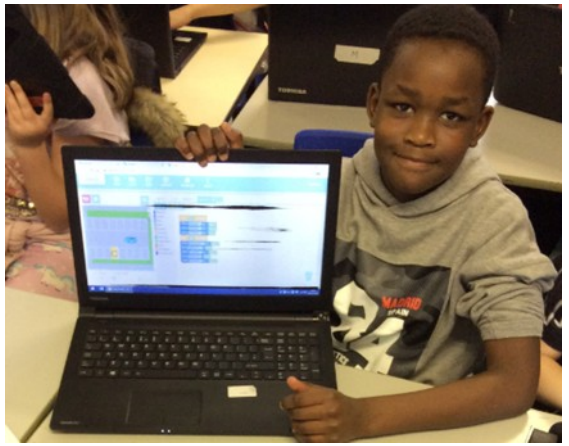
Book Scrutiny Monitoring Autumn Term 2				Subject: Maths	Teacher:		Date: 8.12.21	
MAIN FOCUS: High Expectations and Challenge								
	Tasks are based on appropriate year group expectation	*Pre learning tasks or assessments are carried out on a regular basis to ensure work is pitched at an appropriate level*	*There is challenge for all groups of learners to deepen learning – including the most able*	*Regular planned opportunities for the mastery of skills – e.g. pop backs, quizzes, investigations, puzzles, statements to test, prove its*	*Many children achieve identified next steps in marking*	*Most children are achieving success criteria*	*Teachers and other adults correct children's incorrect use of English when necessary e.g. when children are writing explanations*	*Children are making expected progress (or better)*
Name:							No evidence	
Name:							No evidence	
Name:							Number reversals identified and practised	

Strengths	Areas for Development
Teachers use recent summative assessment data to teach and plan lessons that are at the appropriate next levels of attainment for groups, including the most able. Targets and success criteria are set for children based on challenging but realistic progress measures, appropriate to groups of children. Many children are achieving next steps identified in marking. Tasks are mostly based on the appropriate year group expectations, but the teacher ensures all groups are challenged to deepen learning. The teacher plans regular opportunities for the mastery of skills or understanding and their application in contexts that move learning forward – using and applying skills learned, including investigations, puzzles and statements to test. Prove its Opportunities to start on apply for HAP pupil	Marking to move the learner on

Lesson Observations

- Each term, leaders visit classrooms for a formal lesson observation, where the staff team receive feedback on how to improve their practice.

Individual Lesson Feedback



Evidence form					
Observed	**Observer**	**Date**	**Time of day**	**Length of Observation**	30 mins
		18.11.21	11.30am		

Focus (inspection trail or main purpose of the activity)	**Context** (lesson objective or description of activity)
Quality of teaching and learning Behaviour	Writing a script for an advert FDP MATHS

Information gathered for lesson observations only

Year group (s)	6	**Grouping** (see footnote[1])	**MC SU SA SL O**	**Subject**	MATHS	**Present /NOR**	14

Previous Targets	**Whole School Targets**
-Think about how to involve and support EAL/SEN pupils more during teacher delivery.	**behaviour, engagement, the use of questioning and the use of reviews/popbacks within the lesson, to ensure progress by the end of the lesson'**

Evidence

Pop Back to start the lesson
Took feedback from children, Modelled their answers/thinking on IWB, Corrected misconceptions

Circulated the room well, giving feedback or prompts if children were struggling, modelled using jottings on mini whiteboards to support children and move their thinking/learning on

Children all engaged in task and could work through at their own pace – challenge questions to engage and move HAP learners on

Time warnings so pupils knew how long they had to work on a question and kept them motivated throughout

Teacher supported EAL pupils with direct and personal feedback – challenged them to give answers and work through their thinking when giving responses

Fractions, Decimals, Percentages

Quick recap on recent learning

Instant feedback so children knew if they were correct or not and misconceptions quickly addressed

Introduced new method for working out percentages – gave children a few quick questions to practise on their whiteboards to see who could do them and then moved onto another method

Climate of mutual understanding and feedback – children confident to ask questions e.g. What if you can't divide by 100? And answers were respectfully worked through with the class with teacher modelleing how to do it.

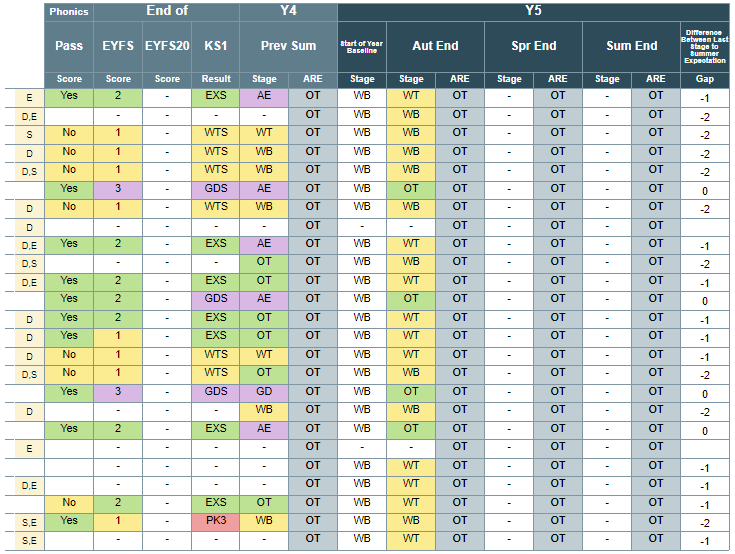
Behaviour for learning good throughout the lesson – all pupils engaged and knew how well they were doing which motivated them as learners
Good teacher modelling
Great pace kept throughout the lesson with good balance between teacher input and independent tasks – not time wasted so behaviour for learning remained good thorugout
Pop Backs used well to recap on previous learning from some time ago and also more recent learning ie. FDP TARGET
Ask children to come out and model how they worked it out for the rest of the class to give them more opportunites to talk mathematically.

Overall quality of teching judgement based on evidence:					
Evidence		**Behaviour**		**Learning and Progress**	

[1] Grouping codes: MC = Mixed ability class; SU = Setted, upper ability; SA = Setted, average ability; SL = Setted, lower ability; O = Other

Target Setting

- At the beginning of each school year, teachers and the assessment lead meet to set aspirational targets for each child in the core subjects. Every 10-12 weeks, teachers and leaders meet to discuss each child's progress towards these targets. If it looks like a child may not reach their target, interventions are put in place. These interventions are evaluated at the end of each term. The data from these meetings, along with any evaluations of interventions are shared with staff and governors termly. We use an online tracking tool, called O'Track, to collate this data.



	Phonics	End of			Y4		Y5							
	Pass	EYFS	EYFS20	KS1	Prev Sum		Start of Year Baseline	Aut End		Spr End		Sum End		Difference Between Last Stage to Summer Expectation
	Score	Score	Score	Result	Stage	ARE	Stage	Stage	ARE	Stage	ARE	Stage	ARE	Gap
E	Yes	2	-	EXS	AE	OT	WB	WT	OT	-	OT	-	OT	-1
D,E		-	-	-	-	OT	WB	WB	OT	-	OT	-	OT	-2
S	No	1	-	WTS	WT	OT	WB	WB	OT	-	OT	-	OT	-2
D	No	1	-	WTS	WB	OT	WB	WB	OT	-	OT	-	OT	-2
D,S	No	1	-	WTS	WB	OT	WB	WB	OT	-	OT	-	OT	-2
	Yes	3	-	GDS	AE	OT	WB	OT	OT	-	OT	-	OT	0
D	No	1	-	WTS	WB	OT	WB	WB	OT	-	OT	-	OT	-2
D		-	-	-	-	OT	-	-	OT	-	OT	-	OT	
D,E	Yes	2	-	EXS	AE	OT	WB	WT	OT	-	OT	-	OT	-1
D,S		-	-	-	OT	OT	WB	WB	OT	-	OT	-	OT	-2
D,E	Yes	2	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
	Yes	2	-	GDS	AE	OT	WB	OT	OT	-	OT	-	OT	0
D	Yes	2	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
D	Yes	1	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
D	No	1	-	WTS	WT	OT	WB	WT	OT	-	OT	-	OT	-1
D,S	No	1	-	WTS	OT	OT	WB	WB	OT	-	OT	-	OT	-2
	Yes	3	-	GDS	GD	OT	WB	OT	OT	-	OT	-	OT	0
D		-	-	-	WB	OT	WB	WB	OT	-	OT	-	OT	-2
	Yes	2	-	EXS	AE	OT	WB	OT	OT	-	OT	-	OT	0
E		-	-	-	-	OT	-	-	OT	-	OT	-	OT	
		-	-	-	-	OT	WB	WT	OT	-	OT	-	OT	-1
D,E		-	-	-	-	OT	WB	WT	OT	-	OT	-	OT	-1
	No	2	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
S,E	Yes	1	-	PK3	WB	OT	WB	WB	OT	-	OT	-	OT	-2
S,E		-	-	-	-	OT	WB	WT	OT	-	OT	-	OT	-1

Please note: *The overall summaries are on the following page.*

Year Group	Reading	Writing	Maths
1	63%	55%	57%
2	61%	60%	67%
3	53%	53%	55%
4	73%	62%	66%
5	75%	73%	73%
6	75%	77%	71%

% of pupils to be on track or above by year end

Target Setting meetings/ Termly PPM

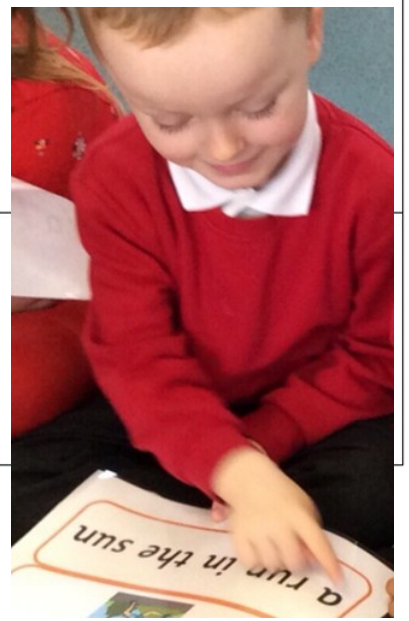
	Phonics	End of			Y4		Y5							
	Pass	EYFS	EYFS20	KS1	Prev Sum		Start of Year Baseline	Aut End		Spr End		Sum End		Difference Between Last Stage to Summer Expectation
	Score	Score	Score	Result	Stage	ARE	Stage	Stage	ARE	Stage	ARE	Stage	ARE	Gap
E	Yes	2	-	EXS	AE	OT	WB	WT	OT	-	OT	-	OT	-1
D,E		-	-	-	-	OT	WB	WB	OT	-	OT	-	OT	-2
S	No	1	-	WTS	WT	OT	WB	WB	OT	-	OT	-	OT	-2
D	No	1	-	WTS	WB	OT	WB	WB	OT	-	OT	-	OT	-2
D,S	No	1	-	WTS	WB	OT	WB	WB	OT	-	OT	-	OT	-2
	Yes	3	-	GDS	AE	OT	WB	OT	OT	-	OT	-	OT	0
D	No	1	-	WTS	WB	OT	WB	WB	OT	-	OT	-	OT	-2
D		-	-	-	-	OT	-	-	OT	-	OT	-	OT	
D,E	Yes	2	-	EXS	AE	OT	WB	WT	OT	-	OT	-	OT	-1
D,S		-	-	-	OT	OT	WB	WB	OT	-	OT	-	OT	-2
D,E	Yes	2	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
	Yes	2	-	GDS	AE	OT	WB	OT	OT	-	OT	-	OT	0
D	Yes	2	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
D	Yes	1	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
D	No	1	-	WTS	WT	OT	WB	WT	OT	-	OT	-	OT	-1
D,S	No	1	-	WTS	OT	OT	WB	WB	OT	-	OT	-	OT	-2
	Yes	3	-	GDS	GD	OT	WB	OT	OT	-	OT	-	OT	0
D		-	-	-	WB	OT	WB	WB	OT	-	OT	-	OT	-2
	Yes	2	-	EXS	AE	OT	WB	OT	OT	-	OT	-	OT	0
E		-	-	-	-	OT	-	-	OT	-	OT	-	OT	
		-	-	-	-	OT	WB	WT	OT	-	OT	-	OT	-1
D,E		-	-	-	-	OT	WB	WT	OT	-	OT	-	OT	-1
	No	2	-	EXS	OT	OT	WB	WT	OT	-	OT	-	OT	-1
S,E	Yes	1	-	PK3	WB	OT	WB	WB	OT	-	OT	-	OT	-2
S,E		-	-	-	-	OT	WB	WT	OT	-	OT	-	OT	-1

Please note: The overall summaries are on the following page.

Target Setting Meeting : DATE

Year _____

Subject	Actions	Achieved
Reading	**Daily Readers** **Phonics Intervention** **Target Group in Class**	
Writing	**Target Group In Class** **Handwriting Group**	
Maths	**Target Group In Class** **Intervention Group** **Pre Teach Group**	



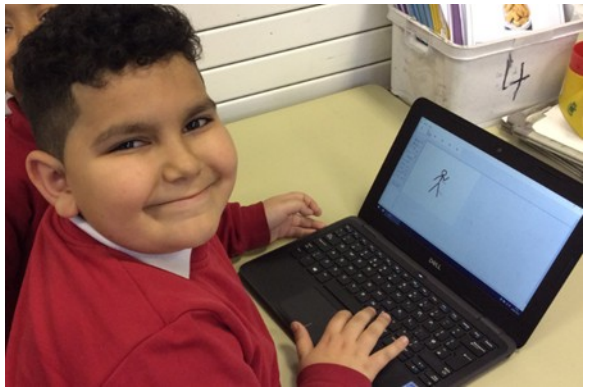
Moderation

- Each half term, we carry out internal moderations and each term we carry out external moderations. We work with other schools in our locality and an outstanding school across the city to moderate our teaching assessment judgements. Different year group teams work together in school for moderation purposes so that staff are aware of the curriculum before their year group and after, so that it sharpens staffs subject knowledge and practice.

CURRICULUM AREA TO BE MODERATED:WRITING	WAS SUPPORT GIVEN?	ELEMENTS OF OT	NEXT STEPS FOR THIS CHILD
Year 1	Unclear	Consistent spelling/phonetically plausible Good punctuation Consistent handwriting Sentences in order	For nonfiction writing vary sentence openers Using more conjunctions Capital letters for places Using prefixes and suffixes
Year 2:	Independent	Writes coherent narratives Commas in a list (greater depth) Some suffixes Making simple revisions 9greater depth) Spellings	Handwriting – correct size/relationship to each other/descenders Variety of coordination Vary sentence openers and styles

RAG Review

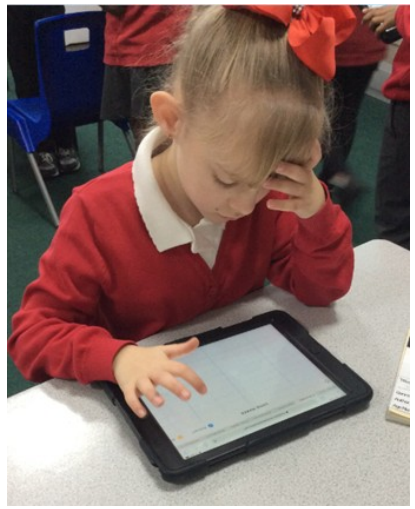
- In addition to this, we carry out subject reviews. Each subject has a ‘deep dive’ RAG document, which is updated regularly. Within this, pupil voices are recorded, it is important to us to hear the children talk about their learning; their strengths, areas to work on and the progress they have made. The content of these RAG documents are then formulated into an annual action plans and sometimes whole school professional development, and acted upon.
- *Learning in Computing*.
- *How good is the teaching of computing in your school?*
- *Use of Resources to Develop Ability.*
- *Leadership and management of Computing*.
- *Creativity and Independence in Computing*.
- *The Computing Curriculum*
- *Online safety*



Pipworth Community Primary School Computing School Overview and Action Plan 2021-22

Name of designated Computing Coordinator	

Area of Development	Rating	Statements of Development Red = Emerging Amber = Established Green = Embedded	Current Position Please Shade Green / Amber / Red	Brief comment on school's current level of development in this area, related to evidence and where it may be found.
1. Learning in Computing. (Link to NC PoS)		Knowledge, skills and understanding are inconsistently developed through school or/and within the three strands. There is little evidence of pupils' use of knowledge and understanding to explain and solve problems. There is little or no evidence that pupils are learning to: ▪ understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ become responsible, competent, confident and creative users of information and communication technology.		Adopting the Sheffield Primary Computing Scheme of Work has given us the structure to ensure coverage of all three strands of the computing curriculum. The scheme is broken down into 6 blocks for each year group (1-6) to be completed over the school year. All following the same scheme of work ensures consistency and progression (for example in Y2 'How do I create a multimedia story?' Y4 'What makes an excellent multimedia story?').
		Pupils in most year groups demonstrate good understanding of important concepts in all three strands of the computing curriculum. They are able to make some connections within the subject, but this is not consistent across school. Pupils use their subject knowledge and understanding to explain and solve problems, but not consistently in every year group. Pupils: ▪ are beginning to understand the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have some practical experience of writing computer programs in order to solve such problems ▪ can evaluate information technology, including new or unfamiliar technologies ▪ are developing responsibility, competent, confidence and creativity.		Th lor we to
		Pupils in all year groups demonstrate good understanding of important concepts in all three strands of the computing curriculum and are able to make connections within the subject because they have highly developed transferable knowledge, skills and understanding. Pupils consistently use their subject knowledge and understanding very effectively in written and verbal explanations and can solve challenging problems. Pupils are learning to: ▪ understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ become responsible, competent, confident and creative users of information and communication technology.		Alt pr sti im ou ex eff wo pr



Pipworth Community Primary School Computing School Overview and Action Plan 2021-22

Priority Areas For Development	Context and Evidence of Current Position	Priority Areas For Development	Action Point	Details of Action Points achieved with date	Funding Implications
1	Staff training needs need to be addressed. Gaps need to be identified and training provided.	All teachers and TAs to be encouraged to sign up to teachcomputing.org There are lesson plans and resources for all modules. Free and paid training courses are timetabled and can be signed up for, including the following FREE online courses: - Supporting SEND pupils in computing - Getting Started: Teaching Primary Computing - Programming Pedagogy in Primary Schools - Teaching Programming in Primary Schools	Funding for the face-to-face courses will need to be released, where needed.	Staff Meeting 17th March 2022.	Courses currently either free (online) or £35 per person (face to face).
2	Consistency in assessment procedures and the subject lead to track progression through each strand of the curriculum.	Assessment: Staff need to be using the skills ladders and Unit assessment statements to justify assessments made. Build a bank of 'On Track' evidence in each computing strand, to be shared with staff and governors. This will make progression easier to evidence and enable us to clearer identify what constitutes 'good' work in each year group.	1) Introduce a standardised method of recording computing across the school. Ideally, this will include the use of 'pupil voice' as well as files and photographs. 2) Regular moderation in computing needs to be introduced and class books compared.	Summer 2	
3	Currently, we have most of Year 6 working on Chromebooks (all of Y6 will be on them by Summer Term). The rest of the school are working on laptops.	The intention is that Chromebooks are rolled out to other year groups, as funding allows new purchases to be made. This will require potentially significant changes to be made to:	1) This rollout must be managed carefully to minimise disruption and ensure teachers are confident in	JK has attended training on how to implement, monitor and assess a change such as this and is seeking support from the Ed Tech	

External Visits

- Representatives form Learn Sheffield and SIPs pay regular visits into school to support us with subject reviews. We have recently had a subject review into Computing, SEND provision and Behaviour Management.

Pipworth Passports

- It is important to us that pupils progress, not just academically but as citizens of the world. Our school values such as Aspiration, Respect, Teamwork and Courage are developed and nurtured. We educate pupils through events, visits, breaking personal bests, charity work and within the preparation for the next educational transition – this is all gathered in our ‘Pipworth Passports.’ Pupils achievements, dreams and personal bests are recorded.

Leadership and Personal Challenge	
Over 95% attendance in term 1 this year	
Been a role model or mentor to other children e.g. playground buddy, reading ambassador, mentoring KS1 pupil	
Taken part in a residential visit-Kingswood	
Tried something new	
Part of a school responsibility- milk monitor, book monitor, librarian etc.	
Presented or taken part in an assembly	
I have completed a personal challenge or acquired a new skill	
I have completed my homework most weeks	
I am a playtime buddy	
I am able to talk about my strengths and weaknesses in my character and in my learning	
Other personal acheivements:	

Cultural and Community	
Taken part in a school show	
Taken part in 'Young Voices'	
Read a recommended book	
Visited an aquarium, art gallery/ exhibition	
Watched a play/pantomime, musical or dance event	
Seen a recommended film	
Read a poetry book	
Visited an Islamic place of worship-Medina Mosque	
Spoke in another language	
Learnt something about local history	
Experienced food from another culture	
Contributed to a local charity	
Represented Pipworth at a community event	
Completed a river walk	
Visited the countryside-a contrasting locality to my own	
Picked up litter	
Worn uniform correctly	
Listened to a careers talk and thought about my future aspirations for employment	

Physical	
Attend an after school club session or sports club outside school	
Represented your house team or school in one sporting competition e.g. sports day	
Participated in a whole school performance	
Competed in sport at a local, regional or national level for school or externally	
Completed a challenging run (in less time than Y3)	
Designed a warm up / exercise for others to follow	
Completed a set of swimming lessons/able to swim 25 metres	

Ready for Year 5	
Prepare an activity and teach others	
Achieve the reading challenge for a term	
Be secure in my times tables	
Be able to talk about my strengths and weaknesses in character and learning	

Pupil Voice

- We listen to feedback from pupils and act on it!

My teacher tells me that I have improved on my skills

I need to go back to the WILF.

The Critique palette helps me to improve on a part of my work and tells me the good skills I have achieved too'

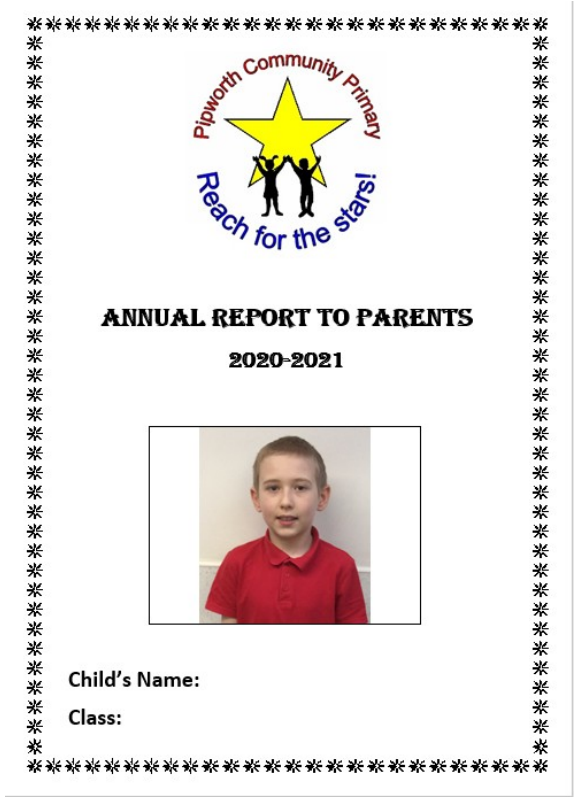
I just need more time to do my work!

I need my teacher to model it for me on a whiteboard.

Annual Report

- We will discuss your child's performance with you at parent's evenings and through annual reports home.

Below is a template of our annual report home.



Pipworth Community Primary

Reach for the stars!

ANNUAL REPORT TO PARENTS

2020-2021

Child's Name:

Class:

Your child as a learner

xxxx has been a delight to teach this year and has a fantastic attitude to school. She is extremely thoughtful, hardworking and kind to everyone. She has made excellent progress this year and is a high flier across all subjects, and she knows it. She has a confident attitude which sometimes can come across as over confidence to other pupils. She is extremely conscientious towards any task she is given and always puts in 100% effort. In Literacy she shows her maturity when writing in a variety of styles confidently and clearly expressing how and what she wants to say to a very high level. In Maths she has worked so hard and it is evident in the progress she has made. You have been a pleasure to teach this year xxxx. Keep smiling and keep up the hard work in Y5.

Mr C

Gaps/ Your next steps

Reading

- Continue trying to use more explained answers during reading comprehension sessions.

Writing

- Continue daring to use new vocabulary and punctuation in your writing to make it even better!

Maths

- Keep using high level vocabulary in your explanations and reasoning.

Science

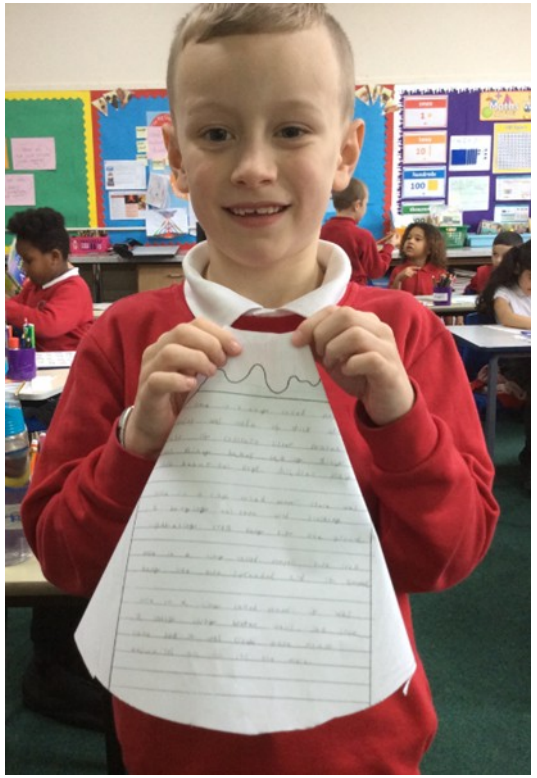
- Dare to question why/how we things happen around us.

National Curriculum Subjects

Key	Effort and progress
	Good
	Varies
	Needs to improve

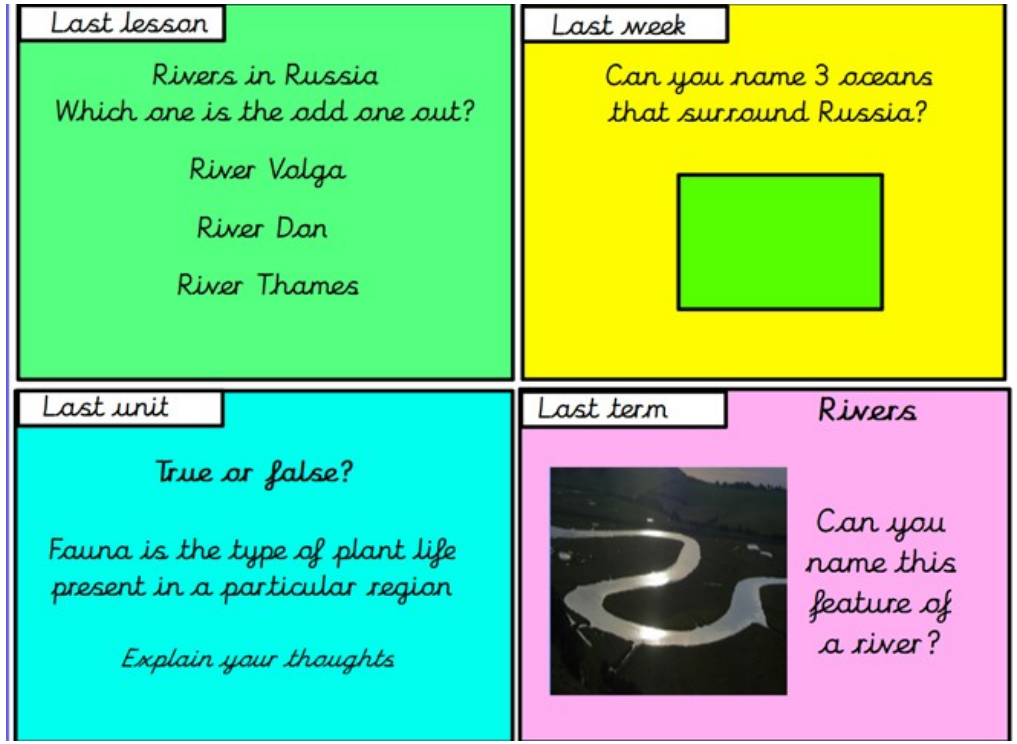
Attainment	Your child is working-
GD	working at greater depth
AE	above the expected level
OT	at expected level
WT	working towards expected
WB	well below the expected level

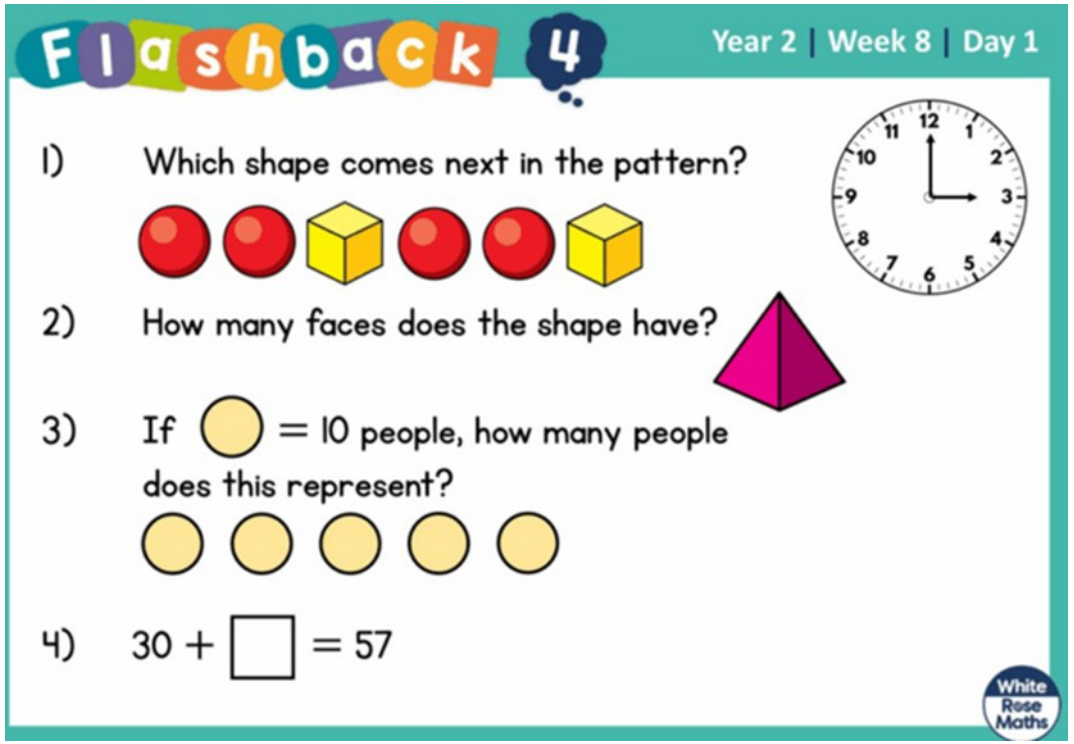
Subject	Effort	Attainment	Progress
English- Reading		GD	
English- Writing		GD	
English- SPAG		GD	
Maths		GD	
Science		AE	
Computing		AE	
History		AE	
Geography		AE	
PE		OT	
Religious Studies		AE	
Foreign Language		AE	
Art		AE	
D.T.		AE	
Music		AE	



Attendance	
Punctuality	
Participation in Remote Learning	

- We take teachers professional development very seriously, educational research helps develop teachers into being the best versions of themselves. Recent research, into cognitive load and ‘Rosenshine’s Principles of Instruction’ talks about the importance of ‘reviews’ within the lesson. ‘Popping back’ to previous learning and retrieving information from long-term memory. Now, all teachers use pop backs/ reviews within their teaching. All teachers are members of the ‘National College’ to keep up with international, as well as national updates of good practice from educational research.





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