Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment

- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment. This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1. To ensure teacher workload has been considered, the policy has been informed by the research report Workload Challenge research projects: overall summary by NCTL, March 2018.

Roles and Responsibilities Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The Headteacher is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy. Teachers are responsible for ensuring that the policy is adhered to by their colleagues who support pupils in their class or take lessons for their class e.g. in PPA.

Monitoring

All teaching staff are expected to read and follow this policy. The Headteacher is responsible for ensuring that the policy is followed.

The Phase Leaders, Deputy Headteacher and Headteacher will monitor the effectiveness of assessment practices across the school, through: moderation, lesson observations, book scrutiny's, pupil voice, pupil progress meetings, planning scrutiny.

Definitions:

Assessment for learning

The term assessment for learning refers to those activities undertaken by teachers and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged (Black and William).

Assessment for learning (formative assessment) is different from assessment of learning (summative assessment), which judges children's performance against national standards. Test results indicate the pupils' performance in terms of levels. However, an important aspect of assessment for learning is the formative use of summative data.

Assessment for learning focuses on what is needed to promote pupils' learning and progress. It identifies strengths and weaknesses in children's learning and how learning can be improved further. Good assessment for learning enables responsive teaching to take place. Various strategies can be used to promote progress and achievement for every child. At Thomas Bullock CE Primary school we have adopted the following:

Learning objectives (WALT) or sharing learning goals

Learning objectives (WALT), that explain to the children what they are going to learn and what is expected of them, are shared with the children. At Thomas Bullock CE Primary School the learning objective (WALT) is made to be 'child friendly' through the language used in every lesson. The children should understand them and be able to re-tell them at a level appropriate to them. For each piece of work children are given the learning objective (WALT). For example WALT- divide fractions. The teacher can then mark the piece of work to this learning objective (WALT) and linked success criteria (WILF).

Pupil self-assessment

Children achieve more when they are engaged in the learning process and our children use a variety of self-assessment procedures show how they have understood a piece of work. Children should also be assessing their own work for strengths and weaknesses, and developing an understanding of how they will improve their work, with guidance from the teacher. At Thomas Bullock CE Primary School, this is consistent across year groups and is closely related to the age and stage of the pupil completing the self- assessment.

Marking and feedback to pupils:

Intent:

Feedback marking at Thomas Bullock is meaningful, manageable and motivating. It is personalised to each child, depending on their age and stage. When marking and giving feedback, the intention is:

- to move learning on for each pupil so that all can achieve their potential (See Appendix for examples)
- to address misconceptions as soon as possible so that children gain the knowledge and skills appropriate to their year group expectations
- to inform teacher judgements and future teaching, whether that be 'in the moment' or after the lesson in preparation for the following day
- to show the value of the efforts pupils make to progress in their knowledge and understanding

- to acknowledging the importance of pupil engagement in the process of learning

Implementation:

- Class teachers review pupils' work during and after lessons to inform responsive teaching, future planning and target setting for their pupils
- Every pupil has feedback of some kind in every subject studied over the course of the week: this will result in every child receiving a variety of feedback every week
- Work is marked with the pupil wherever possible
- Verbal feedback is indicated with adult initials inside a speech bubble next to the work – if it helps the pupil or teacher, there could be an additional comment e.g. finger spaces
- Where children do not receive verbal feedback on a piece of work within a lesson, the teacher will give written feedback on their work after the lesson e.g. highlighting, and next steps; incorrect spellings indicated
- Teachers and TAs initial books to indicate marking and when they worked with pupils
- Written feedback consists of:
  - o Blue handwriting or highlighting is a signal of FWR (Further Work Required).
  - o Green highlighting for positive elements of work that meet the Learning objective (WALT) and success criteria (WILF)
  - o Pink highlighting to show areas that require improvement or to indicate a next step
  - o The codes on the feedback guide which are used as shorthand e.g. S for supported work, GG for guided group, SP for an incorrect spelling or a squiggle
  - o Next step comments, where appropriate, that are concise e.g. Check punctuation, add an adverb, check addition in Q2
- Where individuals or small groups need further work, this should take place on the next available occasion - on the same day as the lesson where possible
- Where a group of children need the same next step, it may be written on the board or covered in an FWR group where pupils can act upon it rather than being written in each individual book
- Where a large group of pupils have FWR or a common misconception, this is best covered collectively in the following whole class teaching session rather than being written in each individual book
- Children use green pen to edit their original work e.g. to improve punctuation

- Children use pencil or pen if adding whole sentences or sections of text as a result of feedback from an adult
- Peer marked work will be completed on a post-it note and added to work.
- If pupils work with a partner to complete a piece of work or solve a problem, the initials of their partner will be written on the work by the pupil.
- Extended written pieces in any subject are highlighted in green, incorrect spellings are identified and if verbal feedback has not been given, there is pink highlighting to action
- Gold (final), written tasks are always marked: using green to highlight where the learning objective (WALT) and success criteria (WILF) have been met; incorrect spellings are indicated according to the age and stage of the child; a target is set, which should be able to be actioned in the subsequent piece of writing.
- Incorrect spellings are indicated by writing 'sp' in the margin. Depending on the age and stage of the pupil this is accompanied by the correct spelling; the word/rule practised 3 times by the pupil; the word underlined with a wiggly line and the incorrect section highlighted in pink; the word partially spelled correctly for the pupil to complete e.g. an oyin ly; the word left unidentified so the pupil has to independently identify and correct the word. Priority is given to spellings the pupil has learnt and should have embedded or that appear in the pupil's current word list and to subject specific vocabulary taught as part of the theme.
- If there are more than 4 incorrect responses in a piece of work, FWR should be additionally indicated as there is a clear misconception. In this situation, the FWR will replace the need for every incorrect response to be corrected by the child (the FWR can take place as part of a group as outlined above). If there are fewer than 3 incorrect responses, teacher discretion will decide if correcting them will benefit the pupil.

Impact:

When gauging the impact of feedback marking, the following will be considered:

- Future application – can the pupil, in the future, show they have acquired a skill or knowledge by using it in their work?
- Responsive teaching - does the teaching focus change in the lesson and/or in the subsequent lesson due to feedback from the learning?
- Progress – does the pupil make progress over time?

- Engagement - does the pupil understand that skills and knowledge are constantly developing?
- Targets – does the pupil have a clear understanding of what it takes to be successful and make progress in their work?
- Teacher focus – Does the teacher spend more time planning as a result of learning taking place than they do giving feedback?
- Therapy Focus- Is this an area that required specific teaching in a supported therapy group?

We use a variety of other marking indications which are outlined below:

Feedback Marking Guide

Highlighted in pink = Area to improve
Highlighted in green = Work has met the success criteria (WILF)
FWR = Written or highlighted in blue. Further Work Required with adult
V(Ini) = Verbal feedback was given initialled
I = Independent   GG = Guided Group work
S = Support was given by adult
Sp = Spelling needs correction—the word will be underlined
√ -WALT is partially met
√√ -WALT is fully met
Children edit in green pen Adults write in green pen
Children write in blue pen

EYFS Feedback Marking

Highlighted in pink = Area to improve
Highlighted in green = Work has met the success criteria (WILF)
FWR = Highlighted in blue. Further Work Required with adult
V(IN) = Verbal feedback was given initialled
I = Independent   CI = Child Initiated Independent work
S = Support given   AI = Adult Initiated Independent work
SV = Support verbally given (initials)
√ Correct answer
Children begin to edit in green
Adults write in purple pen

Peer assessment

Peer assessment is a useful activity for assessment for learning as children are encouraged to be involved in the assessment procedure. Children commenting on other's work show that they

understand what is important about the piece and give the work an 'audience'. Peer assessment is to be done on a post-it note and shared with the pupil peer.

Talk Partners

Talk or response partners are another aspect of assessment for learning. The children talk to a neighbour or allocated peer to discuss questions and any issues raised by the teacher during the lesson. With their talk partner, the children are then asked to feedback what they have discussed to the rest of the class. The purpose of a talk partner should be to give the children an opportunity to work with others, share ideas and give children greater confidence to share their ideas in front of the class. It is essential that when a teacher sets up a talk partner task, that the task is very clearly defined.

Rich Questioning

Learning is enhanced by the use of rich questioning and associated procedures. Rich questions may begin "what do you think …?" "How …?" "What would happen if …?" etc. These are open-ended questions to generate thinking, prompt reflection and aid discussion with response partners. By using open-ended or multiple choice questions, teachers gain insight into pupils' learning, assess understanding and any misconceptions. Pupils have the opportunity to show teachers what they understand and have learnt.

Success Criteria (WILF- What I am looking for)

Success Criteria are the steps that children will need to take during the lesson in order for them to achieve their learning objective (WALT). These can be either given to the children at the start of a task, or they can work with the teacher to compile steps to success together. Success criteria can span a single lesson or a series of lessons, and may not appear in pupil books, but be visible in the classroom instead as working points of reference. Referring back to steps to success regularly will support pupils in their self-assessment.

Editing and pupil engagement in learning

Our aim, as educators, must be to lead pupils towards higher levels of attainment and ownership of their learning and future development. This depends, to a certain extent on the age and the

ability level of individual pupils but must be intrinsic to the learning process in all classrooms at Thomas Bullock CE Primary School.

From Early Years onwards children can begin to review their own work, initially with an adult beside them. As a pupil progresses through the school this will develop to a stage where each child checks their work against the success criteria.

Further Work Required

All pupils at times need extra support and this is indicated in marking with blue highlighting to show FWR. This will be followed by extra support following the lesson, provided by a teacher or TA and will usually be followed by a verbal or written response from pupils to indicate their understanding of the learning after the additional support has taken place. If a child is unable to give a written response, an adult may annotate for them.

Structure of Feedback at Thomas Bullock

Assessment of learning

Assessment of learning (summative) is the statutory and non-statutory testing that we carry out in school, such as: Key Stage 1 phonics assessment, PiXL tests and end of Key Stage 2 SATs.

Assessment of Learning (formative) is frequent assessment that impacts immediately on planning and support given to individuals or groups of learners, such as: spelling tests, open-ended or multiple choice questions, verbal questioning and work in books.

*Please see the Assessment and Reporting Framework, SOO and operational overview for the current year for specific Assessments alongside of timeframe.

Early Years Foundation Stage

As the children enter our school an informal Baseline assessment is completed. Over the year evidence is collected through regular observations, discussion, planned and independently led activities. This evidence is used to complete the EYFS profile which summaries and describes attainment at the end of the EYFS. This relates to the three prime, and four specific, areas of learning together with the three characteristics of effective learning.

There are seventeen Early Learning Goals and at the end of the year each child will be judged to be meeting the level of development expected at the end of reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

A formal baseline assessment will be taken later in the Autumn term.

The completed EYFS will be sent to parents and a full copy will be filed in the pupil's individual profile. The children's achievements are revised every half term. They are shared with parents at parents' evenings and at the end of the school year. The views of the children are also collected and recorded.

Year 1

Teacher assessments in mathematics and English are supported by regular bench marking of children's progress in reading. All year 1 children will complete the National phonic screening.

Regular assessments are made to ensure that all children are positioned correctly within Letters and Sounds and therefore maximum progress is being made.

PiXL Assessments will be taken in SPAG, Reading, Writing and Maths from the beginning of the Spring term.

Year 2

Teacher assessments are made as well as the administration of Standard Assessment Tasks (SATS) in English and mathematics to aid teacher assessment. Science is teacher assessed. Year 2 SATs are used to support teacher assessment and are implemented throughout the year as one means of assessment.

Year 2 will sit tests via PiXL throughout the year. Any pupils who did not pass the Phonics Assessment will re-sit this at the end of Year 2.

Years 3, 4 and 5

PiXL tests are used during the year. The QLA from these tests are analysed to identify gaps and strengths for each child and the cohort as a whole. These can inform future teaching. Up to date information is entered into the schools tracking programs where it is used to inform both class, group and subject progress. Results are analysed four times a year and then discussed during pupil progress meetings when strategies are suggested to move learning on or ways to support vulnerable children are discussed.

Year 6

Practice SATS in English and mathematics are administered and marked internally throughout the year. PiXL tests are used also during the year. These tests are analysed to identify gaps and strengths for each child and the cohort as a whole.   Externally marked SAT tests are sat at school in May.

Weekly Arithmetic

Arithmetic tests are completed and shared with the Maths lead weekly to ascertain trends in teaching and gaps in learning.

Comparative Judgement

At Thomas Bullock CE Primary it is our intention from 2020-21 to use the portal 'No More Marking' to enable each year group to take part in comparative judgement for writing, once in an academic year. This involves pupils writing from a set stimulus. Once their work is uploaded teachers can compare pieces of writing until they are all placed in ascending order by use of a scaled score. The school then receives a report from No More Marking comparing the scaled scores of pupils at Thomas Bullock with those nationally. This process enables analysis of the results and acts as an additional element in the moderation process.

PIXL

PIXL is a portal which is used by schools to analyse and support the learning of all pupils.

At assessment points in the year, pupil progress is assessed and gaps in learning identified. PIXL is then used to pinpoint fine areas of misconception and enables these to be addressed systematically, both in class and therapy groups. In Years 1-6, PIXL is used to track the progress of pupils who have fallen behind or are at risk of falling behind. Tests taken by children are analysed on the PIXL system with Question Level Analysis, enabling fine-tuning of any interventions required to support the children.

PIXL offers three SAT type tests which are administered termly in most year groups to aid teacher assessment and enable children to become comfortable with the style of SAT papers. Question Level Analysis is performed after these tests.

Tracking the progress of pupils on PIXL is done alongside the tracking on Pupil Asset. Teachers assess against end of Key Stage statements in years 2 and 6 and they along with other year groups use KPI grids to enable them to ensure that children have the opportunity to succeed fully.

PiXL uses its own language of assessment which is used to enable a common understanding of their current progress. These are as follows:

A1: based on current rate of progress, will secure Above Expected Standard

A2: Based on current rate of progress will securely achieve Expected Standard. With the right support, has the potential to achieve Above Expected Standard (Above Expected Key marginal)

E1: Based on current rate of progress will secure Expected Standard

E2: Based on current rate of progress and with Quality First Teaching, will achieve Expected Standard

B1: Based on current rate of progress will not achieve Expected Standard but with the right support, has the potential to do so

B2: not expected to achieve Expected Standard/requires specialist support.

In-school summative assessment

In all year groups Pupil Asset is used as a means of collecting teacher assessments in core subjects. Pupil Asset is used to record the progress of a selection of identified pupils on KPI grids or DNA ticks. In core subjects, KPIs (Key performance Indicators) are used to record the progress of: all pupils working at B; any pupils who have fallen behind and been identified in Pupil Progress meetings (PiXL language B1 or A2); a pupil working at the expected standard; any other

pupils who the class teacher feels it would be beneficial to record statements for. The aim of this is to keep workload at a manageable level while still making KPI grids and useful part of the assessment process. Staff meeting time is routinely given to enable the management of this workload.

Within Pupil Asset attainment is assessed through a system of steps that is consistent from EYFS to the end of year 6. The terminology aims to provide consistency and clarity while avoiding judgements when describing the attainment of pupils working below the expected band for their year group.

Each year band has been broken down into four steps:
1. BPKS Below Pre-Key Stage: working significantly below the standard of the year group expectations
2. PKS- Pre Key Stage: working significantly below the standard of the year group expectations
3. B- Below EXS working below the standard of the year group expectations
4. JB – Just Below EXS- working just below the standard of the year group expectations
5. EXS - working at the standard of the year group expectations
6. SE- Securely EXS- working securely at the year group expectations
7. Working at Greater Depth- Working above the year group expectations
8. Securely Greater Depth- Working securely above the year group expectations
9. Exceptional- working exceptionally above the year group expectations

These sections may be thought of in these terms:
1. Below – pupil learning is focused on the criteria for the year group expectations, however the pupil requires significant support to access this and may have large areas of the previous year's expectations which require more work to become embedded.
2. Emerging – pupil learning is mostly focused on the criteria for the year group. There may be minimal elements of the previous band still to gain complete confidence in. Excellent QFT will be needed to secure the learning.
3. Expected – pupil learning is fully focused on the criteria for the band
4. Exceeding – the pupil has confidence in all areas of the band and learning is focused on exploring the curriculum in many different contexts to embed and extend learning.

At 4 assessment periods per year, practitioners select a step to show where each pupil is working. Lower achieving pupils may be working at a band outside of their current year and will be recorded as 'B'. For children to be working at age related expectation, they would need to reach the expected step at the end of the appropriate year.

Exceeding effectively represents the consolidation of a band and it allows us to identify pupils who, while still operating at age related expectations, have attained a more thorough and wide ranging grasp of the content and concepts. It is important for children to have opportunities to apply their understanding in a range of challenging, real life contexts and to demonstrate their skill at a deep and thorough level before moving on.

Target Setting

Target setting, from whole school down to the individual, impacts on learning, as children are able to understand where they are going next and what they need to do to get there. Also teachers use targets to help focus on areas that the children are not so confident in and also for areas that have been identified as a weakness in teaching or curriculum coverage. Achieving targets set at these levels helps to ensure that we are continuously improving the opportunities we give to the children and we are personalising their learning.

Target setting, where possible, is driven by children's end points from the previous phase. For example, targets for the end of key stage 2 are set against attainment at the end of key stage 1. Target setting from EYFS to KS1 is managed carefully as the children move from the Early Learning Goals to the National Primary Curriculum, and makes full use of teacher knowledge of pupils learning to ensure that the level of challenge for each pupil is appropriate.

The target setting process at Thomas Bullock CE Primary School

Individual pupil targets are set in a number of ways.

- In early years, the Foundation Stage Profile and our own Baseline Assessment allows very detailed individual pupil target setting for all aspects of the Foundation Stage curriculum.
- In Key Stage 1 and 2, formal end of year targets are set for each pupil for reading, writing and maths. In Year 6, targets are informally set for Grammar, Punctuation and Spelling.

Targets relate to starting points and also take into account the progress made during the key stage. They are formed with aspiration in mind, resulting in targets taking into account the possibility for accelerated progress.

- Target statements for reading, writing and maths are reported to parents twice a year as part of our 'reporting to parents' arrangements.
- Pupils on the SEN register have an additional specific target on reports sent home to parents, these come from the NAPs assessments.
- Pupils are made aware of next steps in their daily work by the verbal or written feedback they receive in work, by the learning objective (WALT) of each lesson and by the success criteria which is either given or co-created for each piece of work. These small, proximal goals enable children to reach the distal goal of their end of year (age related) target.
- Please see performance Management Policy for teacher targets.

Collecting and using Data

At 4 assessment points in the year, each class teacher will update their data for class or groups onto "Pupil Asset and then the data will be analysed carefully by teacher, phase and subject leaders as well as SLT during pupil progress meetings. DNEAT will also analyse against other schools across the trust.

The school will then react to the needs of the children in order to maintain the desired outstanding progress across the school. Work in books and test results, alongside teachers' own records of assessment will be the focal point for such assessments and these will then give rise to the targets for the children providing the next steps in their learning. Records are retained in Pupil Asset and on PiXL by the school only while the pupil is on roll. The information is shared with parents at parents meetings and via school reports.

Reporting to parents

There are 3 opportunities each academic year for parents to be invited to discuss their child's progress.

October – Review how your child has settled into the new year group and consider progress so far after the first round of assessment. Teachers to share these assessment points with the child
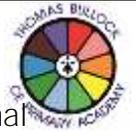
and their parents and provide appropriate information to support their understanding of National Expectations and give parents a copy of their discussions. The PiXL progress RAG will be shared with parents in Years 2-6 during these meetings. These may be phone, virtual or in persons dependent upon Risk Assessments.

February/March – review progress towards English and maths targets and look carefully at expected progress and new progress achieved by individuals. How can this be extended with support from home? This reporting to be shared with the child and their parents and provide appropriate information about the progress of their child. The PiXL progress RAG will be shared with parents in Years 1-6 during these meetings. These may be phone, virtual or in persons dependent upon Risk Assessments.

June/July – Annual Report to parents including assessment point attained and opportunity to set new targets for next academic year. Parents are given the opportunity to meet and discuss with teachers, these may be virtual or phone meetings.

In addition to this we provide an 'open door policy' where parents can arrange to meet teachers or phase leaders to discuss their child's work at any other time during the year. This may be a phone or virtual meeting at the discretion of our policy and procedures to support the Health and Safety of the School.

At Thomas Bullock CE Primary School, we provide equal opportunities and are fully inclusive. We follow and include all pupils with appropriate assessment procedures to suit the particular needs of every child.

An intervention/therapy PiXL policy is in place which tracks children's individual progress and provides appropriate strategies for each individual child.

Inclusion
The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

We use small steps progress via Norfolk Assessment Pathways (NAPs). These support teachers and the SENCO to support and unpick small steps progress for pupils with additional needs. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

Teachers are given a considerable amount of support to enable successful use of assessment, which includes the following:

- Frequent CPD to support in the use of Pupil Asset.
- Termly reminders regarding the exact information required on Pupil Asset.
- Support from SLT to input and analyse all data input.
- Regular moderation within year teams, across phases, with local schools within DNEAT and across Norfolk.
- Attendance of SLT at moderation briefings for KS1 and KS2.
- Attendance of Subject Champions and SLT at Core training which includes Assessment, Moderation and Feedback.
- Attendance of SLT at PiXL conferences, supported by visit from a PiXl associate.

Links to other policies:

This policy should be read together with the school's policies on:

Special Educational needs (SEN)

Intervention

Equal Opportunities

Recording and Reporting

Curriculum policy

Appendix

Feedback Marking Examples

Maths Next Step Marking Ideas
** and *- look at the next * objective- set a challenge aimed at this.
Use the progression grids- look at the above expected column and use this for ideas.
Now write a word problem involving; write me a word problem for '342 + 213'?
Now, ask me a question about...?
I think I have made a mistake in my calculation (give bad example), can you tell me where? Can you correct it?
Think of a real life example where we might use this.
When could you use this strategy?
Turn the question around, for example if about 154 + 8, then: 123 + ____ = 127
What tips would you give someone who is learning how to ....?
Encourage reflection, e.g. could there be a quicker way of this?
Encourage checking, e.g. Now, use the inverse to check your answer.
Apply to a problem, e.g. use this method to solve...
Ask an open question. What number could go here? 2 < __ < 3 Name 3 shapes that have no right angles?
Ask a closed question.   What is 64 – 32   How many odd numbers are there between 20 and 40 ? Which is biggest, 1.5 or 1.15 ?
Reason it' Explain to your partner how you know. Remember to use the mathematical language! Ask for an explanation. Explain why a number ending in 3 cannot be a multiple of 4.
'Prove it!' Convince me that you are right. Finish a sentence. All multiples of 5 end in ____ or ____. An acute angle is _____.
'Empty box question' What goes in the empty box(es)? Such as + 4 = 7, + + = 9
'Find a pattern' Can you see a pattern (in the numbers)? Can you see a pattern in the answers? Continuing this pattern, what would happen if...?
'Before and after' What came before? What comes next? Explain how you know
'Tell a story' Make up a real-life story using your equation/numbers or shapes.

Feedback Examples in EnglishWhen they have achieved against the WALT/ Success Grid:
Now > complete the sentence * (Marked with a pink star)
Now> add a more interesting opener..... _____*the terrifying monster crept in the room.*
Now> write a 2Adjective noun phrase- Silently the _____, _____gate opened in the _____, _____garden.
Now> Can you write a story prediction?
Now> highlight an example of_____?
Now> Try using a different fronted adverbial * (Marked with a star)
Now> Finish the last sentence.
Now> SP-Improve spelling of **dge** words; write three more words in the **dge spelling family.**
Now> Go back and look at your tense. Change the incorrect tense in your writing.
Now> Add an All the W's Rhetorical Question to your introduction _____.
Now extend to a double (ly) double adverb opener> Quickly and _____
Now> Write a Noun, which/who: Cakes, which are _____, taste _____.
Now> add commas to this sentence: Suddenly the patchy grey fog began to fill the transparent window.
When they haven't achieved use the Success Grid to give them a target:
Now> write a sentence to describe _____ using an adverb.
Now> write a sentence to using a range of adjectives to describe...
Now> write a 3ed ending sentence
Excited,_____,_____ the boy....

Now> use a more interesting opener- _____ she realised
Now use an ed, ing, ly sentence starter.
Now> improve your use of apostrophes (then give eg)
Can you appropriately use **dashes** to replace your commas?
Peer: Now> Highlight examples of _____sentences in your book.
Now> Go back and read and edit for punctuation and grammar. Have your partner peer assess after.

Applying Bloom's Taxonomy

Knowledge		
Useful Verbs	Sample Question Ideas	Possible outcomes
Tell List Describe Relate Locate Write Find State Name	What happened after...? How many...? Who was it that...? Describe what happened at...? Find the meaning of...? Who spoke to...? Can you name the...?	*A list of the main events* *A timeline* *A facts chart* *A list of remembered information* *Reciting a poem* *A chart showing...*

Comprehension		
Useful verbs	Sample Question Ideas	Possible Outcomes
Explain Interpret Outline Discuss	Write in your own words Write a brief outline What do you think could have happened next?	*Pictures to show a particular event* *An illustration of the main idea*

Distinguish Predict Translate Compare Describe	What was the main idea? Who was the key character? What differences exist between? Can you provide an example of what you mean? *Provide a definition for...*	*A cartoon strip of a sequence of events* *A performance of a play based on the story* *Flow chart* *Summary report*

Application

Useful verbs	Sample Question Ideas	Possible Outcomes
Solve Show Use Illustrate Construct Complete Examine Classify	Do you know another instance where...? *Could this have happened in...?* Can you group characteristics such *as...?* What factors would you change *if...?* Can you apply the method/ ideas to some experience of your own? What questions would you ask *of...?* Using the information, can you *write a set of instructions about...?*	*A book / leaflet about...* *A model made from instructions* *A report in a similar style* *A presentation about a particular point* *A collection of photographs or annotated diagrams about a subject* *A map which includes relevant information about an event*

Useful Verbs	Sample Question Ideas	Possible outcomes
Analyse Distinguish Examine Compare Contrast Investigate Categorise Identify Explain Separate Advertise	If...happened, what might the ending have been? How was this similar to...? What was the underlying theme of...? What do you see as other possible outcomes? Can you explain what happened when...? How is... similar to...? What were the motives behind...? What was the turning point in the plot?	A questionnaire to gather information A flow chart to show critical stages A play about the study area A biography A prepared report about a particular topic A review

Useful Verbs	Sample Question Ideas	Possible Outcomes
Judge Select Choose Decide Justify Debate Verify Argue Recommend Assess Discuss Prioritise Determine	Is there a better solution to...? Judge the value of...? Can you defend your position about...? Do you think... is a good thing or a bad thing...? How would you have handled...? What changes would you recommend...? How would you feel if...? How effective are...? What do you think about...?	A list of criteria to judge something by A debate A school council A reading group/ workshop An end of term/ unit report A letter of persuasion/ argument

Date:		S.A	T.A
WALT			
Success criteria (What I am looking for WILF)			

	Monday 7th September 2020	
WALT: WILF:	To edit and improve my work.	
*:	I can improve spelling.	
**:	I can improve language choices.	
***:	I can improve sentence structure.	

Synthesis		
Useful Verbs	Sample Question Ideas	Possible Outcomes
Create	Can you design a... to...?	*An invention*
Invent	Can you compose a piece of music	*A new product, named, and*
Compose	for...?	*marketed*
Predict	What would happen if...?	*A record, book, magazine*
Plan	How many ways can you...?	*cover*
Construct	Can you create new and unusual uses	*A musical composition to*
Design	for...?	*accompany prose*
Imagine	If you had access to all resources how	*A performance*
Propose	would you deal with...?	*A newspaper*
Devise	Can you write a tasty new recipe for...?	*A stall at the fete*
Formulate		