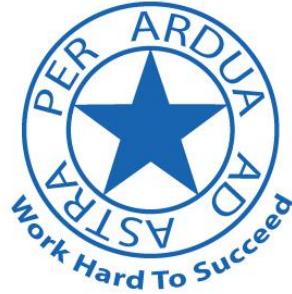


Garden Suburb Junior School



Assessment, Marking and Feedback Policy

June 2025

The principles and aims of assessment

Effective assessment provides the information needed to improve learning and teaching to raise standards across the school. The National Curriculum underpins the school's curriculum plan, which details what is to be taught in each year group.

We are committed to:

- Acknowledging achievement of all pupils
- Ensuring pupils are aware of their next steps for learning
- Ensuring early and accurate identification of individual needs
- Involving all staff, pupils and parents/carers in the process
- Regularly monitoring progress to ensure that all pupils, including those who are falling behind in their learning, receive appropriate additional support
- Working, when necessary, with other agencies

Baseline assessment- the following will be used to inform baseline assessments:

- Data from assessments at Key Stage 1, where available
- Teacher assessments of pupil attainment and progress during the first few weeks of each academic year (or when a child joins the school)
- Any internal assessments
- Outcomes in books

Year 4 MTC- multiplication tables check

- The MTC is a key stage 2 assessment to be taken by pupils at the end of year 4.
- The MTC is focused on the fluent recall of multiplication facts. This is included in the national curriculum statutory programme of study for mathematics at KS2.
- The MTC will be delivered as an online, on-screen digital assessment. Under standard administration, the check will take each pupil less than 5 minutes to complete. It will be automatically scored, and results will be available to school once the assessment window closes.

End of Key Stage 2 Assessment

At the end of Year 6 pupils take the following National Tests

- Maths
- Reading
- Spelling Punctuation and Grammar
- **Writing and Science are teacher assessed**

Each pupil registered for the tests will receive:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they have met the national standard

A scaled score of 100 will represent the 'national standard'. The scale will have a lower end point below 100 and an upper end point above 100.

Subject	Scaled Score Grade	Teacher Assessment
Maths	<ul style="list-style-type: none">• Does not meet the standard• Working at the expected standard	
Reading	<ul style="list-style-type: none">• Does not meet the standard• Working at the expected standard	
Spelling, Grammar, Punctuation	<ul style="list-style-type: none">• Does not meet the standard• Working at the expected standard	
Writing		<ul style="list-style-type: none">• Foundations for the expected standard• Early development of the expected standard

		<ul style="list-style-type: none"> • Growing development of the expected standard • Working towards the expected standard • Working at the expected standard • Working at greater depth within the expected standard
Science		<ul style="list-style-type: none"> • Does not meet the standard • Working at the expected standard

Formative assessment for learning

“Formative assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” (Primary Framework)

Clear learning objectives and transferable skills, which are based on the teacher’s detailed knowledge of each subject, are taught within each lesson. During each lesson, activities are differentiated to allow for each pupil to achieve their full potential. Regular feedback is given to children throughout the learning process, so they understand their next steps in order to make progress.

Planning for Assessment

Focusing on learning at the planning stage means:

- Being clear about the learning and teaching objectives in planning and sharing them with the children
- Being clear about the specific skills the children will be using
- Planning the key focus points for the teaching and learning and a clear understanding of the success criteria
- Making sure that the context is designed to enable the learning objective/skills to be fulfilled
- Being confident to adapt the planning and reshape the teaching at any time if the learning objective, based on assessment in the lesson, is not being fulfilled or that children are unable to access it.

Medium-term Planning

Medium term planning for any subject will provide teachers with a planned route for covering key objectives and skills across half a term.

When planning the following factors need to be considered:

- The content of the national curriculum
- Work scrutiny/moderation of outcomes, analysis of class review meetings, internal test scores, summative outcomes and observations of children during lessons
- Planning needs to be adapted so that each year group is covering the skills needed to achieve the national expectations
- Provision of focused teaching to enable groups of children and individuals to achieve their targets
- Cross curricular links are made where possible
- Ensure the complete range of subjects is covered over the four-year cycle.

Short-term Planning

At the short-term planning stage, the focus needs to be both on the skills, learning objectives and the success criteria. Screens are created for each lesson. During each lesson the teacher will:

- Share the skill objective of the lesson in language that the children can easily access. This must include discussing what the children already know and any previous learning
- Develop success criteria which will provide a framework for dialogue with the children. Sharing success criteria for individual lessons enables the teacher to focus on the learning rather than the activity. Skill objectives and the success criteria are displayed as a point of reference for self/peer assessment
- Observe what the children can do as a result of their learning both during and at the end of the lesson in order to reshape where necessary and inform next steps for individuals.

- Create and add to 'working walls' for both English and Maths supporting children with their current learning in the classrooms. This is to enable independence, help them make connections with new information and build on concepts in more depth in order to remember more and develop working memory.

Feedback

Pupils should be given precise, regular feedback to support and involve them in their learning. We mark work and provide feedback to pupils in order to:

- Show that we value the children's work and encourage them to value it too
- Boost the pupil's self-esteem and raise aspirations, through the use of praise and encouragement
- Give the children feedback on how far they have come in their learning, guide them as to how they can improve in the future
- Give the children feedback on their attitude to learning- including references to Learning Powers
- Offer the children specific information on the extent to which they have met the lesson objective
- Facilitate for self-assessment, whereby the children acknowledge their achievements and recognise their difficulties
- Facilitate for peer assessment where children are encouraged to accept and benefit from guidance from others
- Provide a basis to inform summative and formative assessment
- Provide the ongoing assessment that should inform our future lesson planning.

Feedback to the children is provided in a variety of ways:

- Verbal feedback during lessons in order to inform children of their progress and also to reshape tasks if necessary
- Questioning- pupils have regular opportunities to engage in rich question and answer sessions to demonstrate their understanding and deepen their learning
- Observing e.g. watching children and listening to their discussions to assess their learning as it is happening, making planned observations of particular children to support their learning in the classroom
- Discussion about previous learning at the beginning of each lesson, giving the children time to read and respond to the comments made and reflect upon next steps for improvement. They should be encouraged to indicate that they have read and engaged with the feedback
- Stickers reward outcomes and contributions with some specifically referring to learning powers
- Positive written comments written on the children's work during marking reflect good outcomes as well as contributions and engagement during lessons. The detail of which can vary between subjects.

English- reading comprehension

- Correct answers are ticked (including precise stickers)
- Positive comments written where appropriate
- Wishes/ next steps provided where appropriate

English- grammar skills

- Correct answers are ticked (including precise stickers)
- Positive comments written where appropriate
- Wishes/ next steps provided where appropriate

English- writing and editing

Self- marking

- At the end of a writing lesson, children must be given time to read their work for meaning and correct aspects of spelling and punctuation independently.
These corrections are made in '**blue pen** or pencil (Y3)' **not** in green pen.

Teacher marking

- Aspects of the writing, which meet the success criteria, are ticked
- Work is marked using the marking code (see appendix 2)
- The amount of spellings corrected will depend on the individual child and lesson focus
- Stars and wishes are used to inform next steps e.g.



A positive comment



An area to improve on

The national curriculum states: *'Children in Key Stage 2 should be taught to enhance the effectiveness of their writing as well as their competence.'*

In order for pupils to fully engage with their own learning and improve their written work, we include an 'edit' lesson where they are given time to read their marked work and act upon it. This is usually within phases 3/4 of the writing process.

This may take the form of:

- Spelling/punctuation corrections
- Editing a phrase/sentence/section for improvement
- Making an aspect of change with reference to the success criteria of the piece of work
- Redrafting whole paragraphs
- Rewriting a piece of work
- Copying up accurately for display.

These may be identified as a numbered task in the marking for the children to complete during the edit lesson. These edits **are** made in green pen.

Maths

- All work is marked as correct or incorrect in every lesson.
Correct answers are ticked either in red pen by the teacher or green pen by the children.
Incorrect answers are crossed either in red pen by the teacher or green pen by the children.
- Positive comments (stars) are written a minimum of once a week in every child's book.
- Wishes are written a minimum of once a week in every child's book.
- In lessons where stars and wishes aren't used, ticks, crosses and/or stickers must be used.
- In some cases, it may be appropriate to give a written comment for 'self-esteem' feedback in these lessons, but this is at the teachers' discretion.
For example, 'Great concentration today' 'excellent effort' 'good try'
- It may be appropriate to use a 'challenge question' as a written comment. These are designed to move learning on. (See Appendix 6 for guidance.)
- Poor presentation always requires a written wish.

Science/foundation subjects

- Aspects of the work, which meet the success criteria, are ticked (including precise stickers)
- Positive comments written where appropriate
- Wishes/ next steps provided where appropriate
- Spellings of key words are highlighted/corrected

During lessons, the teacher will address misconceptions and reshape tasks for individuals. This would be done verbally. House points are given to support verbal feedback but not recorded in books.

SEND/Targeted Groups

The amount of adult support required for an individual in a targeted group or during a one-to-one activity is indicated through a written comment or precise sticker. The comments written by the LSAs are taken from the 'scale of independence' (see appendix 4).

Short Term Supply Teachers

All supply teachers are expected to mark work in books with ticks or a written comment where appropriate.

Long Term Supply Teachers

Marking is in line with the school's marking policy.

Presentation of work

The children are always expected to present their work neatly and keep their books in very good condition. Books should be labelled neatly with the child's first name, surname and subject. The school has clear rules that apply to the presentation of all pieces of work (eg: date and objective/focus of the lesson underlined at the start of a piece of work). Inappropriate presentation should be addressed in the marking. Examples of correct presentation are in the year group planning box.

Self-assessment

We facilitate for children to demonstrate what they know, understand and can do. Children edit and assess their own work on completion where relevant. They should be asked to show their understanding of a particular aspect of the lesson in their self- assessment. They may be asked to review their work in relation to the skill of the lesson and record a self-assessment in their book.

Peer assessment

We value children working alongside each other to identify strengths and areas for improvement together. Therefore, we facilitate for the children to assess each other's work according to the success criteria for the task, where appropriate.

Measuring and Mapping Progress

We measure the progress of children's learning in order to help them achieve their full potential. Progress is measured in each class and across the year group. Class review meetings are held termly to analyse class data, identify any barriers to learning/progress and plan for further progress. A class teacher and members of the leadership team/ assessment coordinators are present at these meetings.

Moderation

The process of moderation is an essential part of the teacher assessment. Teams meet regularly to discuss and moderate outcomes. An aspect of the curriculum is chosen to monitor and moderate and create action points. This is formally recorded once a term. (See appendix 5)
The senior leadership team carry out work scrutiny of different subjects throughout the year to ensure consistency and challenge for all. These outcomes are recorded and fed back to teams to inform future planning.

Target Setting

Percentage targets of children predicted to achieve the expected standard at the end of each year or phase will be set and recorded on Arbor. Venn diagrams will be completed to identify those at risk of not meeting the floor standard in Reading, Writing and Maths

Year Group	Autumn Term	Summer Term
Y3	Targets set for end of KS2	Review targets set for end of KS2
Y4	Review targets set for end of KS2	Review targets set for end of KS2
Y5	Review targets set for end of KS2	Review targets set for end of KS2
Y6	Review targets set for end of KS2	Teacher assessments in May

Teacher Assessments

Teachers record assessments about children termly in order to plan work that accurately reflects their needs in each curriculum subject. These assessments are recorded on Arbor using the following categories

- BLW** Below the national standard
- WTS** Working towards the national standard
- EXS** National standard
- GDS** Greater depth within the national standard

Results of end of term tests based on completed units of work and outcomes of work scrutiny are used to support teacher assessment. Raw scores and percentages are recorded on spreadsheets. These results are used in year group planning meetings to identify strengths and areas where further coverage is needed.

Reporting to parents

We provide regular information for parents to enable them to support their child's learning.

The website is kept up to date with policy information and curriculum content.

There are a range of strategies for keeping parents fully informed of their children's progress:

- Parent teacher consultations take place in the autumn and spring terms
- Parents are given Spring Term assessment data at consultations
- In the summer term, parents are given a written report of their children's progress and achievements during the year
- At the end of Year 6 parents are provided with SATs results- a raw score in Reading, Grammar and Maths. They are also informed as to whether their child has met the expected standard.

Equal Opportunities

Specific consideration must be given to the assessment of children within the school who have English as an additional language. Staff must be aware of the cultural and linguistic backgrounds of children in their class and bilingual and multicultural resources should be provided.

Children with Special Educational Needs have the same entitlement to assessment as all other children. They should have as many opportunities as possible to demonstrate their progress and appropriate support should be provided wherever possible. Special education provision will be provided for children who have learning needs which are additional to, or different from, the educational provision made generally for children of their age in mainstream schools. These children will have an EHCP which will identify specific, small, achievable targets against which their progress will be assessed in certain curriculum areas. Advice from the SENDCO, support staff and outside agencies will be sought as necessary.

Guidelines for Planning

It is the role of the Year Group Leader to lead the team during planning sessions and to ensure:

- All members of the team are actively involved in the weekly planning session and that jobs are shared out amongst the team working to the strengths and experience of team members
- Time is used effectively and workload managed, with support given to team members where necessary
- All members of the team to prepare aspects of planning beforehand so that they can bring ideas to the planning session e.g., subject co-ordinators could look at their subject areas and check resources
- Typing role should be rotated
- The needs across the year group e.g., EAL, SEN, HLT, PP are clear to the whole team
- Class review documents should be referred to regularly
- Creative planning for the week is completed ensuring challenge for all pupils
- Opportunities for practical, engaging activities should be found where possible
- Standards across the year group are consistently high for all pupils
- Monitoring/moderation of work across the year group takes place regularly where possible

Things to do before planning session:

- Look at the long-term plans
- Look at the medium-term plan
- Look at past planning and resources
- Set up the digital planning folders for the week
- Pre plan or create screens for allocated subject area for that week
- Everyone in the team should check the online diary for events that will impact on the year group e.g., special events, PPA swaps, members of the team and LSAs that are not going to be in

The planning box should contain:

- Copies of text books
- Examples of children's work from previous years
- Formative assessment notes

During the planning session:

- After looking at the diary fill out a blank timetable together with the number of Maths /English sessions etc that need to be planned for to avoid over planning and to ensure that a realistic amount of marking is planned for. **This should be at least five English and five Maths lessons per week.**
- Create a jobs list to share out tasks across the team and spread the workload
- Use the agreed colour codes on screens:

Blue	Key questions
Green	Cross curricular links
Pink	Skills
Red	Differentiation
Pink	online safety

- Consider opportunities for engaging hooks to open each lesson
- Consider using a range of questioning styles to support children remembering and retaining knowledge
- Ensure each lesson begins with references to previous learning and pupils' existing knowledge. This will create a pupil led focus and allow for the lesson to be reshaped according to what the children already know and ensure challenge for all
- Ensure starting activities help them make connections with new information and build on concepts in more depth in order to remember more and develop working memory
- Ensure that a discussion takes place about the planning for the needs of EAL, SEN and HLT across the year group
- Ensure that a discussion takes place on role of LSAs during lessons and that this is recorded on the planning weekly for each lesson
- Discuss moderation/monitoring focus for further sessions. (This may not necessarily be decided at the planning session but may result from discussions about issues that may have come up during the week.)

Appendix 2

Marking Code

○ = missing punctuation

SP = spelling mistake in margin

P = punctuation mistake in margin

Λ = missed word

~~~~~ = this work does not make sense

\* = add some extra information

NP = new paragraph

NL = new line

○ = better word choice

WO = word order for effect

| <b>Appendix 3</b><br><b>National Curriculum Programme of Study Statements</b>                                                             | <b>date</b> |        |        |
|-------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|--------|
|                                                                                                                                           | Autumn      | Spring | Summer |
| <b>Composition</b>                                                                                                                        |             |        |        |
| I can use examples of structure, vocabulary and grammar in different texts to plan my writing                                             |             |        |        |
| I can plan my writing by discussing and recording ideas                                                                                   |             |        |        |
| I can use a wide range of vocabulary                                                                                                      |             |        |        |
| I can use a wide range of sentence structures                                                                                             |             |        |        |
| I can organise my writing into paragraphs                                                                                                 |             |        |        |
| I can create settings, characters and plot in narrative                                                                                   |             |        |        |
| I can use simple organisational devices in non-narrative e.g. headings and subheadings                                                    |             |        |        |
| I can suggest improvements to my writing                                                                                                  |             |        |        |
| I can suggest improvements to others' writing, proposing changes                                                                          |             |        |        |
| I can proof-read for spelling and punctuation errors                                                                                      |             |        |        |
| I can read aloud my writing using intonation and volume to a group or whole class                                                         |             |        |        |
| <b>Vocabulary, Grammar and Punctuation</b>                                                                                                |             |        |        |
| I can use and identify a range of clauses including subordinate clauses in a sentence using different conjunctions e.g. when, if, because |             |        |        |
| I can choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition                                                 |             |        |        |
| I can use and identify the present perfect form of verbs in contrast to the past tense e.g. He has eaten his lunch vs. He ate his lunch   |             |        |        |
| I can use and identify conjunctions, adverbs and prepositions to express time and cause                                                   |             |        |        |
| I can use fronted adverbials using commas correctly                                                                                       |             |        |        |
| I can show possession using the possessive apostrophe                                                                                     |             |        |        |
| I can mark plural possession with an apostrophe correctly. E.g. girls' names                                                              |             |        |        |
| I know the grammatical difference between plural and possessive -s                                                                        |             |        |        |
| I can use and punctuate direct speech using inverted commas                                                                               |             |        |        |
| I can use other punctuation as well as inverted commas to indicate direct speech, e.g. The conductor shouted, "Sit down!"                 |             |        |        |
| I can use the determiners, 'a' or 'an', according to whether the next word begins with a consonant or vowel                               |             |        |        |
| I can use noun phrases by modifying adjectives                                                                                            |             |        |        |
| I know the standard English forms of verb inflections instead of local spoken forms. E.g. 'we were' instead of 'we was'                   |             |        |        |

| <b>Transcription/Spelling</b>                                                                                                                                |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|
| I can use prefixes and suffixes and understand how to add them                                                                                               |  |  |  |
| I can spell homophones                                                                                                                                       |  |  |  |
| I can use possessive apostrophes accurately in regular and irregular plurals e.g. girls' football, children's books                                          |  |  |  |
| I can spell words which are often misspelt                                                                                                                   |  |  |  |
| I can use the first two or three letters of a word to check its spelling in a dictionary                                                                     |  |  |  |
| I can write from memory simple sentences dictated by the teacher that include words and punctuation taught so far                                            |  |  |  |
| I know how words are related in form and meaning – word families e.g. solve, solution, dissolve                                                              |  |  |  |
| <b>Handwriting</b>                                                                                                                                           |  |  |  |
| I can use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined |  |  |  |
| I can write letters which are legible and consistently the same size                                                                                         |  |  |  |
| I can write ascenders and descenders accurately on the line                                                                                                  |  |  |  |

## Scale of Independence

*Independent work*

**Task understood and completed independently.**

*Assisted reading*

**Supported with reading the question, explanation given if required. Completed work independently once the task was understood.**

*Some adult support*

**Supported with reading, practical demonstration, scaffolding or some scribing.**

*Adult support*

**Work completed with significant adult support.**

**Appendix 5- Moderation proforma for individual subjects**

**SUBJECT: Maths**

|                                                                                                                               | Consistently | sometimes | not at all | Notes |
|-------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|------------|-------|
| Presentation - date and skill/margin/1 number per box, rulers used, sheets stuck in neatly, crossing out with one single line |              |           |            |       |
| Marking addresses presentation where necessary                                                                                |              |           |            |       |
| Quantity of work                                                                                                              |              |           |            |       |
| Range of challenges (M, S, H)                                                                                                 |              |           |            |       |
| Challenge question once a week                                                                                                |              |           |            |       |
| Reasoning questions evident across all challenge levels                                                                       |              |           |            |       |
| Reasoning challenges are answered in sufficient detail with workings out and/or written explanations                          |              |           |            |       |
| Varied fluency evident across all challenge levels                                                                            |              |           |            |       |
| Evidence of self-marking in green pen                                                                                         |              |           |            |       |
| Evidence of addressing errors and responding to feedback                                                                      |              |           |            |       |
| Marking for self-esteem is specific                                                                                           |              |           |            |       |
| Marking acknowledges contributions to the lesson                                                                              |              |           |            |       |
| LSAs contributing to the marking of their target children                                                                     |              |           |            |       |
| Marking identifies whether work is independent or supported                                                                   |              |           |            |       |
| Stickers are used to reward                                                                                                   |              |           |            |       |
| Evidence of self-assessment and peer assessment                                                                               |              |           |            |       |

**SUBJECT: English**

|                                                                                                                                                         | Consistently | sometimes | not at all | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|------------|-------|
| Presentation - date and skill, writing is on the line, rulers used, sheets stuck in neatly, crossing out with one single line, indenting for paragraphs |              |           |            |       |
| Handwriting - cursive handwriting, correct joining of letters, writing is on the line, finger spaces                                                    |              |           |            |       |
| Editing – evidence of blue pen edit/pencil edit<br>evidence of green pen edit                                                                           |              |           |            |       |
| Marking – evidence of numbers being used to give wishes                                                                                                 |              |           |            |       |
| Marking addresses presentation where necessary                                                                                                          |              |           |            |       |
| Marking for extended writing follows marking code.                                                                                                      |              |           |            |       |
| Quantity of work                                                                                                                                        |              |           |            |       |
| Range of challenges (M, S, H)                                                                                                                           |              |           |            |       |
| Evidence of self-marking in green pen for closed tasks                                                                                                  |              |           |            |       |
| Evidence of addressing errors and responding to feedback                                                                                                |              |           |            |       |
| Marking for self-esteem is specific                                                                                                                     |              |           |            |       |
| Marking acknowledges contributions to the lesson                                                                                                        |              |           |            |       |
| LSAs contributing to the marking of their target children                                                                                               |              |           |            |       |
| Marking identifies whether work is independent or supported                                                                                             |              |           |            |       |
| Stickers are used to reward                                                                                                                             |              |           |            |       |
| Evidence of self-assessment and peer assessment                                                                                                         |              |           |            |       |
| Evidence of an extended piece of writing twice every three weeks                                                                                        |              |           |            |       |
| Evidence of a range of grammar skills being taught                                                                                                      |              |           |            |       |

**SUBJECT: Science**

|                                                                                                                                                         | Consistently | sometimes | not at all | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|------------|-------|
| Presentation - date and skill, writing is on the line, rulers used, sheets stuck in neatly, crossing out with one single line, indenting for paragraphs |              |           |            |       |
| Handwriting - cursive handwriting, correct joining of letters, writing is on the line, finger spaces                                                    |              |           |            |       |
| Editing – evidence of blue pen edit/pencil edit<br>evidence of green pen edit                                                                           |              |           |            |       |
| Marking addresses presentation where necessary                                                                                                          |              |           |            |       |
| Quantity of work                                                                                                                                        |              |           |            |       |
| Evidence of differentiation                                                                                                                             |              |           |            |       |
| Evidence of self-marking in green pen for closed tasks                                                                                                  |              |           |            |       |
| Evidence of addressing errors and responding to feedback                                                                                                |              |           |            |       |
| Marking for self-esteem is specific                                                                                                                     |              |           |            |       |
| Marking acknowledges contributions to the lesson                                                                                                        |              |           |            |       |
| LSAs contributing to the marking of their target children                                                                                               |              |           |            |       |
| Marking identifies whether work is independent or supported                                                                                             |              |           |            |       |
| Stickers are used to reward                                                                                                                             |              |           |            |       |
| Evidence of self-assessment and peer assessment                                                                                                         |              |           |            |       |
| Evidence of scientific vocabulary                                                                                                                       |              |           |            |       |
| Evidence of experiments                                                                                                                                 |              |           |            |       |
| Topic assessments are done at the beginning and end of each unit                                                                                        |              |           |            |       |

**SUBJECT: Geography/History**

|                                                                                                                                                         | Consistently | sometimes | not at all | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|------------|-------|
| Presentation - date and skill, writing is on the line, rulers used, sheets stuck in neatly, crossing out with one single line, indenting for paragraphs |              |           |            |       |
| Handwriting - cursive handwriting, correct joining of letters, writing is on the line, finger spaces                                                    |              |           |            |       |
| Editing – evidence of blue pen edit/pencil edit<br>evidence of green pen edit                                                                           |              |           |            |       |
| Marking addresses presentation where necessary                                                                                                          |              |           |            |       |
| Quantity of work                                                                                                                                        |              |           |            |       |
| Range of tasks to cover national curriculum objectives                                                                                                  |              |           |            |       |
| Evidence of differentiation                                                                                                                             |              |           |            |       |
| Evidence of self-marking in green pen for closed tasks                                                                                                  |              |           |            |       |
| Evidence of addressing errors and responding to feedback                                                                                                |              |           |            |       |
| Marking for self-esteem is specific                                                                                                                     |              |           |            |       |
| Marking acknowledges contributions to the lesson                                                                                                        |              |           |            |       |
| LSAs contributing to the marking of their target children                                                                                               |              |           |            |       |
| Marking identifies whether work is independent or supported                                                                                             |              |           |            |       |
| Stickers are used to reward                                                                                                                             |              |           |            |       |
| Evidence of self-assessment and peer assessment                                                                                                         |              |           |            |       |
| Evidence of historical/geographical vocabulary                                                                                                          |              |           |            |       |

**SUBJECT: Art/DT**

|                                                                                                                                                         | Consistently | sometimes | not at all | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|------------|-------|
| Presentation - date and skill, writing is on the line, rulers used, sheets stuck in neatly, crossing out with one single line, indenting for paragraphs |              |           |            |       |
| Handwriting - cursive handwriting, correct joining of letters, writing is on the line, finger spaces                                                    |              |           |            |       |
| Editing – evidence of blue pen edit/pencil edit<br>evidence of green pen edit                                                                           |              |           |            |       |
| Marking addresses presentation where necessary                                                                                                          |              |           |            |       |
| Quantity of work                                                                                                                                        |              |           |            |       |
| Range of tasks                                                                                                                                          |              |           |            |       |
| Evidence of self-marking in green pen for closed tasks                                                                                                  |              |           |            |       |
| Evidence of addressing errors and responding to feedback                                                                                                |              |           |            |       |
| Marking for self-esteem is specifically related to the skill of that unit at the end of each unit                                                       |              |           |            |       |
| Marking acknowledges contributions to the lesson                                                                                                        |              |           |            |       |
| LSAs contributing to the marking of their target children                                                                                               |              |           |            |       |
| Marking identifies whether work is independent or supported                                                                                             |              |           |            |       |
| Stickers are used to reward                                                                                                                             |              |           |            |       |
| Evidence of self-assessment related to their sense of improvement                                                                                       |              |           |            |       |
| Range of skills covered in Art/DT                                                                                                                       |              |           |            |       |

**SUBJECT: RE**

|                                                                                                                                                         | Consistently | sometimes | not at all | Notes |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------|------------|-------|
| Presentation - date and skill, writing is on the line, rulers used, sheets stuck in neatly, crossing out with one single line, indenting for paragraphs |              |           |            |       |
| Handwriting - cursive handwriting, correct joining of letters, writing is on the line, finger spaces                                                    |              |           |            |       |
| Editing – evidence of blue pen edit/pencil edit<br>evidence of green pen edit                                                                           |              |           |            |       |
| Marking addresses presentation where necessary                                                                                                          |              |           |            |       |
| Quantity of work                                                                                                                                        |              |           |            |       |
| Range of tasks                                                                                                                                          |              |           |            |       |
| Evidence of British Values being taught                                                                                                                 |              |           |            |       |
| Evidence of self-marking in green pen for closed tasks                                                                                                  |              |           |            |       |
| Evidence of addressing errors and responding to feedback                                                                                                |              |           |            |       |
| Marking for self-esteem is specific                                                                                                                     |              |           |            |       |
| Marking acknowledges contributions to the lesson                                                                                                        |              |           |            |       |
| LSAs contributing to the marking of their target children                                                                                               |              |           |            |       |
| Marking identifies whether work is independent or supported                                                                                             |              |           |            |       |
| Stickers are used to reward                                                                                                                             |              |           |            |       |
| Evidence of self-reflection                                                                                                                             |              |           |            |       |

## Appendix 6 Challenge question guidance in Maths

### Encouraging reflection

- Could there be a quicker way of doing this?
- Do you think that this would work with other numbers?
- When could you use this strategy?
- Have you thought of all the possibilities? How could you be sure?
- Why did you decide to use this method?
- Could you think of another method that might have worked?
- Why did you decide to use this method?

### Ask for an explanation

- Would a chocolate bar lover rather have  $\frac{1}{2}$  or  $\frac{3}{5}$  of a chocolate bar? Explain your answer.
- What tips would you give for someone who is learning how to round numbers to the nearest 10 or 100?
- Explain why a number which ends in three cannot be a multiple of four.
- Explain why two of the three angles in my triangle can't be obtuse.
- Explain why 16 is a square number.
- How could you subtract 37 from 82?

### Finishing a sentence

- 36 can be partitioned into... and...
- Two numbers  $< 200$  are ... and ...
- All multiples of five end in ... and ...
- Two fractions equivalent to a half are... and...
- Capacity can be measured in... or...
- Acute angles are...
- A pencil weighs about...

### Remember...

- 'one hundred and two is 102 not 1002'
- 'to count on from the larger number'

### Ask a closed question

- If you start with 93 and count back in 10s, what would be the smallest number you would reach on a 1 to 100 grid? Would 14 be one of the numbers you say?
- Put these numbers in order:  
835, 535, 538, 388, 508
- What would the third number be?
- Which of these numbers is closest to the answer of  $342 - 119$ ?  
200 220 230 250 300
- I buy six books that cost £4.99 each. How much will I pay to the nearest pound?
- There are 28 children in the class.  $\frac{3}{7}$  are girls. How many girls are there?
- A film starts at 6.30pm and ends at 8.10pm. How many minutes does the film last?
- What is the difference between 1999 and 4003?
- What number is 30 less than 64?
- What is the missing digit?

$$\begin{array}{r} 511 \\ + 8 \\ \hline 496 \end{array}$$

- Shade  $\frac{2}{8}$  of the shape.



- Fill in the numbers on the 100 grid

|    |  |    |
|----|--|----|
|    |  |    |
| 45 |  |    |
|    |  | 57 |

### Self-Correcting

- Can you see where you have made your mistake?
- Check your place value in question 5.
- I have shown the answer to this question... check that I'm right.
- Two of your numbers are wrong, spot which ones they are and correct them.

### Ask an open question

- Tell me two two digit numbers with a difference of 12.
- What even numbers lie between 10 and 20?
- Find three ways of completing  $\dots\% \text{ of } \dots = 30$
- $\dots \times 0 = 20$  What could the missing numbers be?
- These numbers are in order largest to smallest.  $56 \square 45 \square 37 \square 33$  Think of a number that could go in each of the empty boxes.
- Draw a triangle with a line of symmetry that does not have a right angle.
- If  $7 \times 8 = 56$ , what is  $0.07 \times 8$ . Give some other decimal facts that are linked to this fact.
- Give me three division questions that have a remainder of 1.
- Suggest sensible units you might use to measure the height of your table.
- Tell me two lengths that together make 1 metre.
- Write what the missing digits could be:

$$\square \square + 10 = 3 \square$$

### Rewrite or remodel an example

|                               |                                 |
|-------------------------------|---------------------------------|
| $52 - 38 =$                   | $52 - 38 =$ corrected recording |
| $50 - 30 = 20$ child recorded | $52 - 30 = 22$                  |
| $8 - 2 = 6$                   | $22 - 2 = 6 = 14$               |
| $52 - 38 = 26$                | Now you try this one .....      |