



# Clarendon Primary School & Children's Centre

## Assessment Policy

*'Doing our best to achieve our best'*

### Introduction

At Clarendon Primary School assessment is seen as a continuous process integral to high quality teaching and learning. It should be consistently and systematically incorporated into all teaching in order to track and build on the progress, understanding and attainment of all children as well as promote better than expected outcomes for individuals, groups and cohorts.

At Clarendon, we also believe that effective and systematic assessment can be used to diagnose emerging problems and chart progress. We use the National Curriculum as the starting point for all of the teaching and learning experiences provided to the children as well as to strengthen all aspects of learning across the curriculum.

### Aims

At Clarendon assessment is used to ensure:

- The progress and attainment of individuals, small groups and cohorts of children are accurately recorded and systematically monitored.
- A consistent and accurate approach to assessment supports the identification of 'In School Summative Assessments' as well as 'Nationally Standardised Summative Assessments.'
- Consistent ongoing teacher assessment is an integral part of everyday classroom practice that is used to guide and refine teacher's planning, identify the best teaching strategies to use, select the most appropriate resources to support learning and identify any additional interventions that will help accelerate the progress of specifically identified individuals.
- Assessment supports informative and productive conversations with pupils, parents and other professionals.
- Children are able to take increasing responsibility for their achievements and are better able to reflect on their own progress, understand their strengths and identify what they need to do to improve further.
- The school's Governing Body have a clear and accurate understanding of the school's overall progress and attainment.

### Types of Assessment used in school

In school we use two main forms of assessment – formative and summative.

#### Formative assessment

Formative assessment is the ongoing day-to-day assessment practices that are carried out by all teachers. They are key to delivering effective lessons as it informs current and future planning as well as the selection of appropriate resources and level of support required by individuals/small groups of children.

Formative assessment is repeated throughout a lesson by:

- Using ongoing teacher questioning and pupil feedback throughout the lesson.
- Using ongoing individual, small group or whole class interaction.
- Reviewing children's independent and small group work as lessons progress.
- Using ongoing mini-plenaries to identify, review and move on children's learning.
- Reviewing the outcomes obtained from peer / pupil self-assessment opportunities.
- Undertaking the marking of children's work.

Effective formative assessment also involves sharing learning outcomes with the children, who can then use this information to support and further develop their own learning.

#### Summative assessment

Summative assessment relates to the level of attainment each child is working at at a given point in time. This information is generally summarised by class teachers each half term and is used to provide an

indication of a child's overall level of attainment as well as an indication to the amount of progress they have made during a given period of time.

As a school this information is recorded on the school's data management system. Analysis of the data is used to identify children who are making good or outstanding progress, children who are possibly 'causing concern' and subsequent interventions / strategies that may help to address this.

Information to support accurate summative assessments is gained by reviewing a variety of evidence. Sources include the use of tests and other diagnostic assessments, children's independent work, reflection on discussions held with children, review of observations made by staff and consideration of the child's overall class performance.

At the end of the Early Years Foundation Stage (EYFS), Year 1 (phonics screening) Key Stage 1 (SATs) and Key Stage 2 (SATs) children are formally assessed against 'national expectations' set by the government. Whilst the methodology used for arriving at these judgements varies, depending on age, outcomes are formally shared with parents, the Department for Education (DfE) and a child's future school.

### **Roles and Responsibilities**

- The governing body – they monitor whole school attainment and progress data.
- The governing body's data group – they review and analyse whole school attainment and progress data, along with the attainment and progress being made by different groups of learners. During the autumn term, they consider provisional targets for pupils who will be completing their Key Stage 1 and 2 SATs and agree end of year targets for pupils in year 1 to year 5. (These will be subsequently monitored by the assessment lead, SLT and class teachers, with progress reported back to the governing body's data group.)
- Headteacher – holds teaching staff to account for pupil attainment and progress through the monitoring of assessment data and performance management targets. He ensures external end of Key Stage assessments are administrated and reported correctly.
- Assessment leader – uses pupil progress meetings to discuss individual children's progress and attainment as well as the progress of different groups of learners. They analyse subject data and data trends to monitor the performance of individuals, groups and specific cohorts of children as well as the performance of the school as a whole. (Groups of learners include: boys and girls; children with SEN; children in receipt of FSM or pupil premium; children with English as an additional language (EAL); children who are in the care of the local authority; children who are either higher or lower attaining.)
- Teachers – carry out regular, accurate assessment of pupils; provide high-quality feedback and use assessment information to inform planning, differentiation and specific interventions.
- Support staff – they deliver specific interventions and support children with their learning as directed by class teachers as well as provide feedback on the learning of these children.
- Data administrator – they order and manage required external assessment materials, register children for appropriate external assessments and ensure accurate data returns are submitted to the local authority by the required submission dates.
- The children – they are expected to always do their best; listen, read and respond to the feedback provided; work hard to self-assess their own learning, as directed by their class teacher; and work hard to achieve their next steps in learning.
- Parents/Carers – they support their child with their home learning and feedback to teachers if any concerns arise.

### **Key principles associated with effective assessment for learning**

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion with children, through listening to them and by analysing their work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to improve further. To achieve this teachers draw on a wide range of evidence to provide a complete picture of what each child can do. Assessment for learning should also recognise the full range of achievements of all learners.

### **At Clarendon Primary School we believe that effective assessment for learning involves:**

- Sharing learning intentions and success criteria with the children.
- Helping children recognise and understand the criteria being used to measure success.
- Ensuring a lesson's success criteria links directly to the planned learning intention and relates to the use or application of required skills, concepts or knowledge.

- Encouraging children to evaluate their own work against the lesson's success criteria.
- Providing children with ongoing verbal feedback and marking that helps identify how to improve further, i.e. next steps in learning, as this enables children to understand the strengths and weaknesses demonstrated in their work, identify and explore next steps in learning and provide important opportunities for children to build on their previous achievements.
- Helping children learn important self-assessment techniques that they can use to review their own work, discover areas that can be improved and then act on them.
- Teaching and modelling the use of effective self-assessment techniques and strategies, e.g. editing work using 'green' pens and evaluating pieces of work using the lesson's success criteria.
- Using effective questioning to continually assess children's progress and level of understanding as well as move learning forward.
- Enabling the teacher and child to review and reflect on progress and performance together and identify next steps in learning.
- Recognising that both motivation and self-esteem are crucial for effective learning and can be increased by the use of effective assessment techniques.
- Teachers evaluating pupils learning in order to identify children with particular needs, (including those who are 'able') so that any issues can be addressed quickly.
- Using knowledge from assessment to adjust plans in order to meet the needs of all children, differentiating learning where appropriate.
- Incorporating a range of assessment opportunities, both formative and summative, into medium and short term planning.

**The general model of assessment used in school:**



**In school ongoing assessment will be done through:**

- Talking and listening to children.
- Allowing pupils thinking time before responding.
- Testing and observing children at work.
- Using high quality questioning skills to clarify understanding, review knowledge and help children move their learning on.
- Providing opportunities for paired talk and paired work.
- Keeping notes of important observations.
- Ensuring assessment for learning informs planning.
- Providing written and verbal feedback to children about their work and their attitude to learning.

- Identifying personal and meaningful next steps in learning. (This is often done with the children during lessons.)
- Keeping examples of work as evidence of achievement.
- Talking with parents and other children who work with the children.
- Keeping up to date records of results and progress.

### Summative assessment Criteria used in school

Following the implementation of a new National Curriculum, the government has removed the level descriptors which were previously used to measure children's progress and attainment. With levels removed and the focus on securing progress for every child, we now have a new way of recording and measuring pupil attainment and progress. Children will now be assessed against 'age related expectations' for their year group. (A summary of these can be found on the school website.)

As you can see from the table below each year group's expectations have been divided into 4 developmental stages. To help monitor whether a child is making progress, these have then been further divided into 2 parts. The 4 developmental bands are:

1. Secure within the year band of the previous year
2. Beginning in the year band
3. Working within the year band
4. Secure within the year band

**N.B** – The green band on the table illustrates where the 'average' child would be expected to be working at different points in the academic year.

Attainment against year group expectations								
Term	The 4 Developmental Stages for each year group							
	Secure within the year band of the previous year		Beginning in the year band		Working within the year band		Secure within the year band	
	Secure	Secure Plus	Beginning	Beginning Plus	Working Within	Working Within Plus	Secure <i>Attainment of all concepts</i>	Secure Plus <i>Deep understanding of all concepts</i>
Baseline (End of autumn term 1)								
End of autumn term								
End of spring term								
End of summer term								

Whilst most children are working within the 'expected development band' for year group, some will be working above and some will be working below. There are often many reasons why a child may be working 'below' the level expected. Where this occurs, this is closely monitored with appropriate support and interventions implemented where required.

## Assessment within the Foundation Stage

At Clarendon we believe that all children should have the opportunities required to be able to achieve their full potential – academically, socially and emotionally. As learning with us starts the moment a child joins school, we are committed to ensuring our school provides a safe and inclusive environment where learning is nurtured and encouraged.

On entry to the Nursery and Reception, staff will use their professional judgement to assess each child against the age band they are working 'within' against each of the 17 areas of learning which are divided to the 3 prime areas of learning, (Personal, Social & Emotional development; Physical development; and Communication and Language) and the 4 specific areas of learning, (Literacy; Mathematical development; Understanding the World; and Expressive Arts and Design development)

Through the use of continuous assessment throughout the year children's progress and attainment will continue to be monitored within each of these areas of development by completing frequent observations, reviewing samples of children's work, collecting photographic evidence of learning, reviewing small assessment activities completed by the children, collecting outcomes of individual or small group activities completed with the teacher and engaging in ongoing daily discussions with the children. This evidence is collated and kept in each child's Learning Journey journal which is shared with parents and other staff working with the class.

At the end of the nursery phase children's achievements and level of attainment is assessed against the developmental age bands that can be found in the EYFS 'development matters' document and against the Early Learning Goals that can be found within the Foundation Stage Profile for children in reception. This information is then passed on to the Local Authority, parents, the Headteacher and Year 1 teacher.

To ensure assessments made are accurate, moderation activities take place with other staff within the school, local schools and other school's within Surrey as well as periodically with Surrey Early Year's Consultants.

By the end of each phase, the 'Expected Standards for Early Years' are:

### Nursery

At the end of the nursery phase, a child's level of development, within each of the areas of learning and against the 3 key characteristics of learning, (Playing and exploring; creating and thinking critically; and active learning) are classified within the government's 'development matters' document in the form of age bands. Whilst the 'expected standard' at the end of the nursery phase can vary slightly from child to child, (due to their chronological age) 'typically' the expected standard is:

- Secure within the 40-60 months age band = working above Age Related Expectations.
- Emerging or developing within the 40-60 or secure within the 30-50 months age band = Working in line with Age Related Expectations.
- Emerging or developing within the 30-50 or secure within the 22-36 months age band = Working below Age Related Expectations.
- Any other lower age band below = Working significantly below Age Related Expectations.

### Reception

At the end of reception, a child's level of development, within each of the areas of learning and against the 3 key characteristics of learning will be measured against the Early Learning Goal. This is done by identifying whether the child is exceeding, meeting or emerging within the standard identified for each area of learning.

- Exceeding the Early Learning Goal = Working above Age Related Expectations.
- Achievement of the Early Learning Goal (also known as 'expected') = Working in line with Age Related Expectations.
- Emerging within the Early Learning Goal = Working below Age Related Expectations.

**N.B** - Often children working **just** below the expected standard for children at the end of the EYFS phase, (reception year) will quickly develop the skills required during their time in year 1 as the reason

for not reaching the 'expected' standard may have been more to do with, e.g. being one of the youngest in the class. For each of these children careful monitoring of attainment and progress will take place, with additional intervention / support strategies implemented as and when required.

Where a child reaches at least the expected standard within the early learning goals for the prime areas of learning, (personal, social and emotional development; physical development; and communication and language) and the early learning goals in the specific areas of mathematics and literacy, the government classifies the child as having reached a 'Good Level of Development' (GLD).

### **Moderation**

Moderation of children's work is an important part of the assessment process and is used to ensure a consistent and accurate approach in being applied throughout the school. To support this process, it is important that when teacher assessments are carried out, there is evidence to justify any judgement being made. The school uses a range of activities and materials to ensure all assessments are accurate and consistent. These include:

- The use of national exemplification materials to benchmark and moderate children's work.
- The use of ongoing informal discussions between teachers about individual children's work and level of attainment.
- Regular moderation of work, particularly writing, in staff meetings.
- Moderation of work through planning and book scrutinies, feeding findings back to members of staff.
- Collection of relevant evidence to back up teacher assessments. *(Subject leaders also collect examples of children's work within their subject area, using them as future exemplification material for moderation.)*
- Moderating samples of work with other colleagues from other schools. *(This is organised by the Spelthorne Confederation.)*
- Participation in moderation activities organised by the Local authority for foundation stage and end of KS1 and KS2 year groups.
- Periodic external verification by Local Authority representatives / consultants.

### **An inclusive approach to assessment**

In addition to the assessment processes identified above, the school also makes use of additional diagnostic assessments, such as dyslexia screening tests and assessments completed by the educational psychologist, specialist advisory teachers and those requested by children's paediatric consultants. Results from these are then used to contribute to the early and accurate identification of a child's special education need and to help target the use of any additional support requirements and interventions that will be beneficial.

### **Reporting to parents**

Reporting to parents / carers provides the opportunity for communication about each child's achievements, abilities and future next steps. Parents/carers are informed about their child's progress at parent /teacher meetings, (held during the autumn and spring terms) through on-going informal discussions and any additional meetings requested by parents or the school as well as through a termly progress and attainment report. (See appendix 1)

During the summer term 'Records of Achievement' will be written for each child and sent to parents, with time made available, via appointment, should they wish to discuss it further.

These reports are written so that they have a positive effect on the child's attitude, level of motivation and self-esteem. It will also include information about them as a learner, as well as things they can do well and their next steps in learning.

### **Training for staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practices.

The school makes significant use of technology to support accurate ongoing assessment. In order to support staff with this, training in the use of Target Tracker will be given.

Further professional development activities may take various forms including the provision of direct face to face/online training as well as the provision of in house support from colleagues.

Throughout the year the Assessment Lead will ensure that changes in assessment procedures and development in best practice recommendations are shared with all staff.

### **Monitoring and Evaluation**

Monitoring of assessment procedures within subject areas will be carried out by the subject leaders, with quality assurance provided by the Head and Deputy Headteacher. Monitoring procedures will include lesson observations, ongoing moderation activities, discussions at pupil progress meetings, work sampling, learning walks and data analysis.

Evaluation of these procedures will be carried out by the Leadership Team, who in turn will report to the Governing Body.

### **Policy Review:**

Date reviewed: Summer term 2016

Review date: Spring term 2019

# **Appendices**

**Appendix 1** - Termly progress and attainment report.

**Appendix 2** – Early Learning Goals

**Appendix 3** – Key characteristics of effective assessment



Name:

Reading – attainment against year group expectations										Attitude to learning & effort
Term	Year group attainment is being measured	The 3 Developmental Stages for each year group								
		Previous year		Beginning in the year band		Working within the year band		Secure within the year band		
		Secure	Secure Plus	Beginning	Beginning Plus	Working Within	Working Within Plus	Secure <i>Attainment of all concepts</i>	Secure Plus <i>Deep understanding of all concepts</i>	
Baseline (Aut 1)										
Autumn										
Spring										
Summer										

Writing – attainment against year group expectations										Attitude to learning & effort
Term	Year group attainment is being measured	The 3 Developmental Stages for each year group								
		Previous year		Beginning in the year band		Working within the year band		Secure within the year band		
		Secure	Secure Plus	Beginning	Beginning Plus	Working Within	Working Within Plus	Secure <i>Attainment of all concepts</i>	Secure Plus <i>Deep understanding of all concepts</i>	
Baseline (Aut 1)										
Autumn										
Spring										
Summer										

Reading – attainment against year group expectations										Attitude to learning & effort
Term	Year group attainment is being measured	The 3 Developmental Stages for each year group								
		Previous year		Beginning in the year band		Working within the year band		Secure within the year band		
		Secure	Secure Plus	Beginning	Beginning Plus	Working Within	Working Within Plus	Secure <i>Attainment of all concepts</i>	Secure Plus <i>Deep understanding of all concepts</i>	
Baseline (Aut 1)										
Autumn										
Spring										
Summer										

**N.B** – By the end of the year most children are expected to be working within either the ‘working within plus’ or the ‘secure’ band, with a small proportion of children working within the ‘secure plus’ band.

- Key**
- Attainment colours**
- Working within the year group expectation band for that point in the year
- Attitude to learning and effort**
- A** - Excellent effort and attitude towards learning
  - B** - Consistently good effort and attitude towards learning
  - C** - Inconsistent attitude and effort towards learning

**Attendance and Punctuation**

	Autumn	Spring	Summer
<b>Attendance</b>			
<b>Punctuality</b>			

**N.B** - Our school attendance target this year was 96%.

## Appendix 2 Early Learning Goals

Area of learning		Aspect	Attainment
Communication and language	ELG 01	Listening and attention	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
	ELG 02	Understanding	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
	ELG 03	Speaking	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Physical development	ELG 04	Moving and handling	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
	ELG 05	Health and self-care	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
Personal, social and emotional development	ELG 06	Self-confidence and self-awareness	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>
	ELG 07	Managing feelings and behaviour	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
	ELG 08	Making relationships	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>

Literacy	ELG 09	Reading	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>
	ELG 10	Writing	<p><b>Explanation of this Early Learning Goal (ELG):</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>

Mathematics	ELG 11	Numbers	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
	ELG 12	Shape, space and measures	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Understanding the world	ELG 13	People and communities	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
	ELG 14	The world	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
	ELG 15	Technologies	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>
Expressive arts and design	ELG 16	Exploring and using media and materials	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	ELG 17	Being imaginative	<p><b>Explanation of this Early Learning Goal (ELG):</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

## **Appendix 3**

### **Key characteristics of effective assessment**

#### **Sharing learning goals/intentions**

Children should be taught to recognise the difference between a task and its learning intention, (i.e. separating what they have to do from what they will learn).

To involve children fully in understanding the planned learning outcomes teachers may:

- Explain clearly the reasons for the lesson or activity in terms of learning intentions.
- Share the specific assessment criteria with the children, either verbally or in writing.
- Help children understand what they have done well and what they need to do in order to develop further.

Looking at a range of other completed responses to a task can help children understand how to use the lesson's learning intention and related success criteria to review and evaluate their own learning.

#### **Use of clear success criteria, either written or verbal**

A lesson's success criteria may be evident in:

- Teacher's planning
- Written form in a child's book
- Visual form on a the classes whiteboard or working wall
- A verbal explanation to a class/group/individual

A lesson's success criteria will link directly to the planned learning intention and relates to the use or application of required skills, concepts or knowledge.

#### **Feedback and Marking**

Pupils benefit from opportunities for formal feedback through individual, group and plenary sessions as well as through review of their independent work. Giving feedback enables pupils to understand the strengths and weaknesses demonstrated in their work, identify and explore next steps in learning and provide important opportunities for children to build on their previous achievements.

Types of feedback include:

- Oral Feedback - Teachers and practitioners should ensure that there is a continuous dialogue with children throughout the lesson. This enables children to reflect upon, improve, refine and ultimately be successful in their learning. The use of open ended questioning is vital to this process.
- Written Feedback - Marking should be specifically linked to the learning objective and success criteria (I can...). It should identify elements of success and either an area to improve upon or a next step target. Children should be given time to read their feedback or have a discussion with a key member of staff to enable them to carry out any improvements.
- Peer and Self-Assessment - Peer and self-assessment are important ways in which children can be taught to become self-critical and independent. Teacher modelling and whole class marking enables children to identify their own successes and improvement needs. A recommended technique within peer assessment would be to give two positive comments and an area to improve upon. This helps create a mutually supportive atmosphere.

Characteristics of effective feedback:

- Feedback is most effective when it confirms that children are on the right track and when it stimulates correction or improvement of a piece of work.
- Suggestions for improvement should act as 'scaffolding', i.e. children should be given as much help as they need to use their knowledge and emerging skills. They should not be given the complete solution as soon as they get stuck as they should learn to think things through for themselves.
- Children should be helped to find alternative solutions if repeating an explanation leads to failure.
- Feedback on progress over a number of attempts is more effective than feedback given once and in isolation.
- The quality of dialogue in feedback is important – timely oral feedback is as effective as written feedback.
- Teachers and support staff should encourage children to ask for help

### **Using effective questioning**

Teachers may:

- Use questions to find out what children know, understand and can do.
- Analyse children's responses and their questions in order to find out what they know, understand and can do.
- Use questions to find out what children's specific misconceptions are in order to target teaching more effectively.
- Use children's questions to assess their understanding.

Consideration of how a question is phrased should be based on:

- The age of the child / cohort.
- The thought processes the children need to go through.
- The language demands made on the children.
- The extent to which children reveal their understanding.
- The number of questions needed to make an assessment of children's current understanding.

Types of questions may include;

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is...true?
- Etc.....

### **Target setting**

Teachers set next steps in learning with the children using the requirements identified in the National Curriculum as this will help them move their learning forward.

Pupils will be given opportunities to:

- Reflect on their own work.
- Be supported to admit problems without risk to their self-esteem.
- Be given time to work problems out.

Children may look at examples of other children's work that does and does not meet the lesson's success criteria as this can help them understand what was required from the task and provide them with opportunities to identify possible next steps that could be taken to further improve it. Furthermore, looking at different responses may help children understand different approaches that could have been taken to complete a task. It is often helpful if the work is from children they don't know.