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Education

Assessing without Levels

Advanced techniques for assessing mastery

The removal of levels

Why have they been removed?

Expert panel on curriculum reform recommended their removal.

Pressure to race through levels without securing deep understanding.

Best fit, average levels based on test scores, and 'just in' a level have low validity.

What will replace them?

Reception
Baseline test (scored)

Key Stage 1
Performance Descriptors

Key Stage 2
Performance Descriptors

Progress measure will be
Reception score to Year 6 score.

Beyond tests, schools will need
to decide their own progress
measures.



Assessment principles

Give reliable information to parents.

- Provides meaningful tracking of pupils towards end of Key Stage expectations.
- Provides easily understood qualitative and quantitative information.
- Differentiates attainment between pupils of differing abilities.

Help drive improvement for pupils and teachers.

- Improves the quality of teaching.
- Ensures feedback to pupils improves learning and is focused on specific and tangible objectives.
- Provides comparison against expected standards.

Keep up with best practice and innovation.

- Benchmarked against international best practice.

Source: DfE April 2014



Assessment challenges

Although arranged in year groups, only end of Key Stage expectations exist.

Each subject has a different year group format for Programme of Study.

Each Programme of Study has a differing mixture of coverage and expectations.

Expectations contain a mix of 'processes' and 'outcomes'.

It is only compulsory to teach content by the end of a Key Stage.

Difficult to develop a consistent approach.

Attainment can only be judged on expectations, not coverage.

It is important to define tangible expectations.



Explore...



Compare the differing layouts of the Programmes of Study.



Which parts are 'coverage' and which are 'expectations'?



For writing, identify an example of 'processes' and example of 'outcomes'.



Programmes of study

Subject	Nature of the Programme of study					
Writing	Year 1	Year 2	Years 3 & 4		Years 5 & 6	
	mostly expectations with some coverage					
Reading	Year 1	Year 2	Years 3 & 4		Years 5 & 6	
	mostly expectations with some coverage					
Maths	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	only expectations					
Working Scientifically	Years 1 & 2		Years 3 & 4		Years 5 & 6	
	a mixture of coverage and expectations					
Science Areas	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	a mixture of coverage and expectations					
Others	Key Stage 1			Key Stage 2		
	mostly coverage					

Attainment target: Pupils should be familiar with the matters, skills and processes within the Programmes of Study by the end of the Key Stage.



Writing in the new National Curriculum

Area	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Composition	<ul style="list-style-type: none"> write sentences by: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes consider what they are going to write before beginning by: <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> plan their writing by: <ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: <ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

- Coverage
- Ongoing processes
- Outcomes



Writing in the new National Curriculum

Area	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Transcription	<ul style="list-style-type: none"> spell: <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> spell by: <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with ‘silent’ letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.



Maths in the new National Curriculum

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Multiplication & Division	<ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. 	<ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 	<ul style="list-style-type: none"> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. 	<ul style="list-style-type: none"> Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers. Identify common factors, common multiples and prime numbers. Use knowledge of the order of operations to carry out calculations involving the four operations.



Working Scientifically

Years 1 & 2	Years 3 & 4	Years 5 & 6
<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. 	<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. 	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.



Science: Year 1

Plants	Animals, including humans	Everyday materials	Seasonal changes
<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.



History

History Key Stage 1	History Key Stage 2
<p>Look at:</p> <ul style="list-style-type: none">• The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.• Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.• Significant historical events, people and places in their own locality.	<ul style="list-style-type: none">• Changes in Britain from the Stone Age to the Iron Age.• The Roman Empire and its impact on Britain.• Britain's settlement by Anglo Saxons and Scots.• The Viking and Anglo Saxon struggle for the Kingdom of England.• A local history study.• A study of a theme in British history.• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.• Ancient Greece.• A non- European society that contrasts with British history chosen from:<ul style="list-style-type: none">• Early Islamic Civilization• Mayan Civilization• Benin.



Should we...

		+	-
1	Follow the National Curriculum layout to define standards?	<ul style="list-style-type: none"> · Aigns standards with the way the National Curriculum is laid out. 	<ul style="list-style-type: none"> · Inconsistent across subjects. · Does not involve depth of learning.
2	Create single year group expectations for all subjects?	<ul style="list-style-type: none"> · Easy to follow · Parents would understand. 	<ul style="list-style-type: none"> · Not easy to spilt 3/4, 5/6 into single year groups. · Difficult to find related strands across year groups. · Does not involve depth of learning.
3	Keep 'levels'?	<ul style="list-style-type: none"> · Familiar approach. · Fits with progress tracking systems already in place. 	<ul style="list-style-type: none"> · Not based on new strands. · Does not involve depth of learning.
4	Explore commercial packages?	<ul style="list-style-type: none"> · Easy to implement. 	<ul style="list-style-type: none"> · May not match the approach to teaching. · May not involve depth of learning.
5	Re-structure the curriculum to provide clarity for our teachers?	<ul style="list-style-type: none"> · The way that teachers plan matches the way they assess. · A consistent approach for all subjects. · A clear set of criteria. · A quantitative and qualitative approach to tracking. 	<ul style="list-style-type: none"> · A very different approach to current systems.



The nature of the new National Curriculum

2000

Breadth of study
Coverage

Programme of study
Learning Objectives

Level Descriptors
Expectations

2014

Purpose and aims of study

Programme of study



Chris Quigley Essentials Curriculum

Essential Range of Opportunities

The things we will cover

Essential Learning Objectives

The things we want pupils to make progress in

Essentials for Progress

Defining the milestones of progress



Range of opportunities

	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).



'Essentials' for writing

Composition



To write with purpose



To use imaginative description



To organise writing appropriately



To use paragraphs



To use sentences appropriately

Transcription



To present neatly



To spell correctly



To punctuate accurately

Analysis and presentation



To analyse writing



To present writing



Essentials for progress - Milestones

Composition	Milestone 1	Milestone 2	Milestone 3
To write with purpose	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. 	<ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas.
To use imaginative description	<ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification. • Interweave descriptions of characters, settings and atmosphere with dialogue.
To organise writing appropriately	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation and propose changes to improve clarity. • Ensure correct use of tenses throughout a piece of writing.
To use paragraphs	<ul style="list-style-type: none"> • Write about more than one idea. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone.
To use sentences appropriately	<ul style="list-style-type: none"> • Write so that other people can understand the meaning of sentences. • Sequence sentences to form a short narrative. • Convey ideas sentence by sentence. • Join sentences with conjunctions and connectives. • Vary the way sentences begin. 	<ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. 	<ul style="list-style-type: none"> • Write sentences that include: <ul style="list-style-type: none"> • relative clauses • modal verbs • relative pronouns • brackets • parenthesis • a mixture of active and passive voice • a clear subject and object • hyphens, colons and semi colons • bullet points.



Essentials in Maths

Essential opportunities:

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Count and calculate in a range of practical contexts.• Use and apply mathematics in everyday activities and across the curriculum.• Repeat key concepts in many different practical ways to secure retention.• Explore numbers and place value up to at least 100.• Add and subtract using mental and formal written methods in practical contexts.• Multiply and divide using mental and formal written methods in practical contexts.• Explore the properties of shapes.• Use language to describe position, direction and movement.• Use and apply in practical contexts a range of measures, including time.• Handle data in practical contexts.	<ul style="list-style-type: none">• Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.• Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.• Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.• Explore numbers and place value so as to read and understand the value of all numbers.• Add and subtract using efficient mental and formal written methods.• Multiply and divide using efficient mental and formal written methods.• Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.• Describe position, direction and movement in increasingly precise ways.• Use and apply measures to increasingly complex contexts.• Gather, organise and interrogate data.• Understand the practical value of using algebra.



Essential learning objectives



To know and use numbers



To use fractions



To use measures



To add and subtract



To understand the properties of shapes



To use statistics



To multiply and divide



To describe position, direction and movement



To use algebra



Essentials for progress

To know and use numbers	Milestone 1	Milestone 2	Milestone 3
Counting	<ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Count in steps of 2, 3, 5 and 10 from 0 or 1 and in tens from any number, forward and backward. 	<ul style="list-style-type: none"> Count in multiples of 2 to 9, 25, 50, 100 and 1000. Find 1000 more or less than a given number. Count backwards through zero to include negative numbers. 	<ul style="list-style-type: none"> Read numbers up to 10 000 000. Use negative numbers in context and calculate intervals across zero.
Representing	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations, including the number line. Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words. 	<ul style="list-style-type: none"> Identify, represent and estimate numbers using different representations. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 	<ul style="list-style-type: none"> Write numbers up to 10 000 000 Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
Comparing	<ul style="list-style-type: none"> Use the language of: equal to, more than, less than (fewer), most and least. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. 	<ul style="list-style-type: none"> Order and compare numbers beyond 1000. 	<ul style="list-style-type: none"> Order and compare numbers up to 10 000 000.
Place value	<ul style="list-style-type: none"> Recognise the place value of each digit in a two-digit number (tens, ones). 	<ul style="list-style-type: none"> Recognise the place value of each digit in a four-digit number. (thousands, hundreds, tens, and ones) Round any number to the nearest 10, 100 or 1000. 	<ul style="list-style-type: none"> Round any whole number to a required degree of accuracy. Determine the value of each digit in any number.
Solving problems	<ul style="list-style-type: none"> Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> Solve number and practical problems with increasingly large positive numbers. 	<ul style="list-style-type: none"> Solve number and practical problems.



Essentials for progress

To add and subtract	Milestone 1	Milestone 2	Milestone 3
Complexity	<ul style="list-style-type: none"> Solve one-step problems with addition and subtraction: <ul style="list-style-type: none"> Using concrete objects and pictorial representations including those involving numbers, quantities and measures. Using the addition (+), subtraction (-) and equals (=) signs. Applying their increasing knowledge of mental and written methods. 	<ul style="list-style-type: none"> Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why. 	<ul style="list-style-type: none"> Solve multi-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.
Methods	<ul style="list-style-type: none"> Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> One-digit and two-digit numbers to 20, including zero. A two-digit number and ones. A two-digit number and tens. Two two-digit numbers. Adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 	<ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Add and subtract numbers mentally, including: <ul style="list-style-type: none"> A three-digit number and ones. A three-digit number and tens. A three-digit number and hundreds. 	<ul style="list-style-type: none"> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers.
Checking	<ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. 	<ul style="list-style-type: none"> Estimate and use inverse operations to check answers to a calculation. 	<ul style="list-style-type: none"> Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
Using number facts	<ul style="list-style-type: none"> Represent and use number bonds and related subtraction facts within 20. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. 	<ul style="list-style-type: none"> Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction. 	<ul style="list-style-type: none"> Add and subtract negative integers.



Aims and Purposes of Study give us Learning Objectives

Aims and Purposes of Study

English: Purpose of study

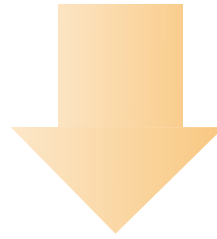
English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.





Composition



To write with purpose



To use imaginative description



To organise writing appropriately



To use paragraphs



To use sentences appropriately

Transcription



To present neatly



To spell correctly



To punctuate accurately

Analysis and presentation



To analyse writing



To present writing



Essential objectives

(Taken from the Aims and Purposes section of the new National Curriculum)

Art and Design	Computing	Design and Technology	Geography	History	Languages	Music	PE
<ul style="list-style-type: none"> • To develop ideas • To master techniques • To take inspiration from the greats (artists, artisans and designers) 	<ul style="list-style-type: none"> • To code • To connect • To communicate • To collect 	<ul style="list-style-type: none"> • To master practical skills • To design, make, evaluate and improve • To take inspiration from design throughout history 	<ul style="list-style-type: none"> • To investigate places • To investigate patterns • To communicate geographically 	<ul style="list-style-type: none"> • To use evidence to find out about the past • To build an overview of world history • To understand chronology • To communicate historically 	<ul style="list-style-type: none"> • To read • To write • To talk • To understand culture 	<ul style="list-style-type: none"> • To perform • To compose • To transcribe • To describe musically 	<ul style="list-style-type: none"> • To develop practical skills • To be physically active • To compete



The benefits of pre-defining learning objectives



1 Provides **planning** foci

2 Provides **assessment** foci

3 Provides **feedback** foci

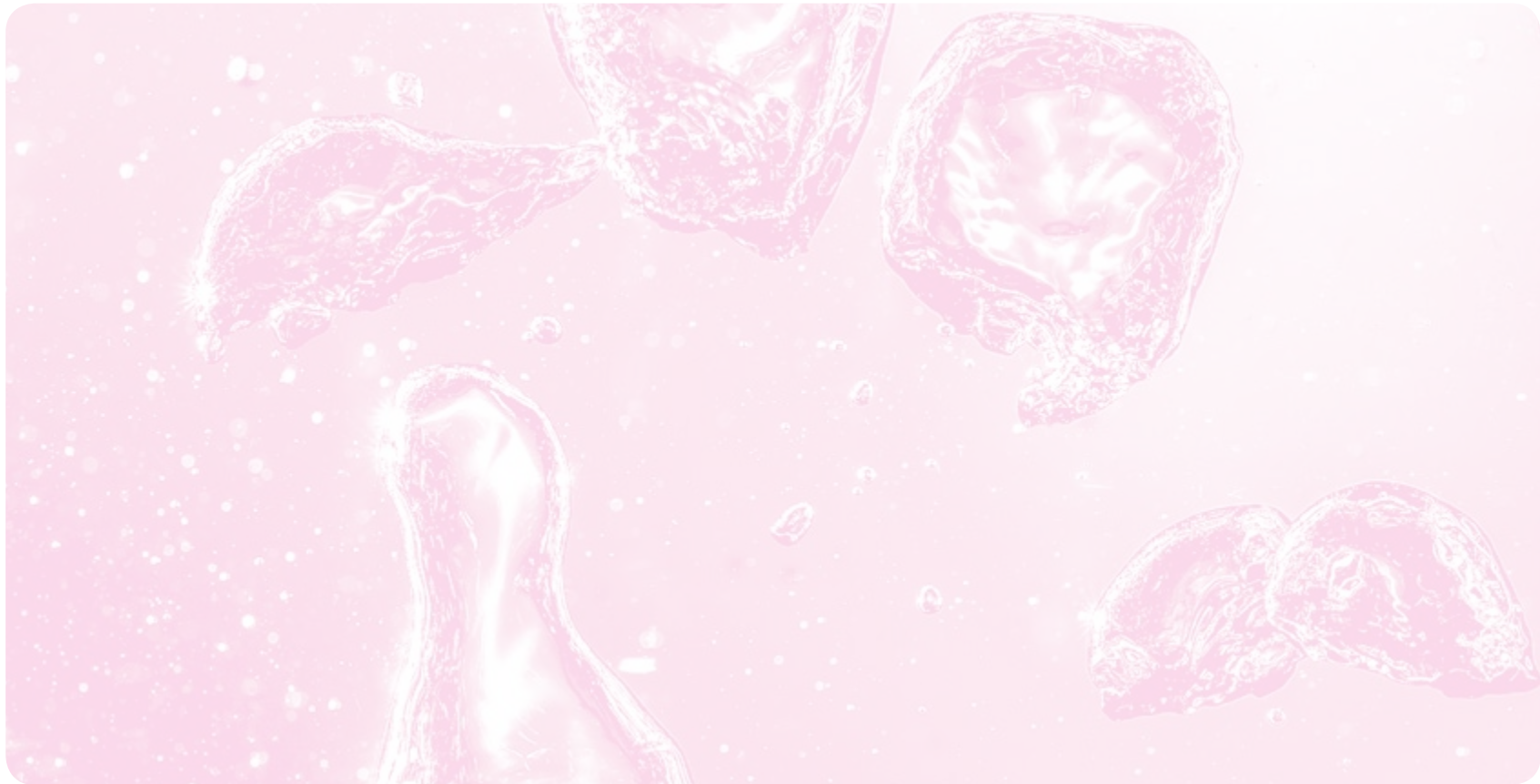
4 Provides **reporting** foci

5 Provides **differentiation** foci



Tracking progress begins with defining the word 'Progress'

How would you define Progress?



Assessment without levels using milestones

A good assessment system should tell us two things:

Breadth

How much learning
do we see?

Depth

The level of
fluency, ability to apply
and level
of understanding

Progress **MUST** involve
increased cognitive challenge.



Defining Depth

Depth of Learning	Cognitive challenge	Predominant teaching style	Type of success criteria	Nature of progress	Support	Quantity*	Typically, pupils will
Basic	Low level cognitive demand. Involves following instructions.	Modelling Explaining	Instructional (e.g. Steps to Success)	Acquiring	High	Some	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Guidance (e.g. Remember to include)	Practising	Medium	Most	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Coaching Mentoring	Learner generated	Deepening understanding	Low	All	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

* Quantity judgements should be used when a large amount of knowledge needs to be learnt. For example, phonic knowledge and times tables.



Defining depth

Paddling



Snorkelling



Diving



Describing depth: writing - milestone 1

Learning Objectives	Key Indicators	Basic	Advancing	Deep
Composition				
To write with purpose	Use some of the characteristic features of the type of writing used.	A writing frame or structure provided by the teacher is used.	When reminders are provided (for example, in the form of success criteria), knowledge of characteristic features is used.	Knowledge of characteristic features is applied independently without prompts or guidance.
	Use well-chosen adjectives to add detail.	With the support of a teacher adjectives are used.	Adjectives are generally chosen well for effect.	Adjectives are imaginative and chosen well to give interest to the reader.
To use imaginative description	Use names of people, places and things.	With the support of a teacher, names are added to provide extra detail.	Generally, sufficient detail is provided to help the reader understand the main people, places and things.	Well-chosen detail is provided at the right point within writing to enhance the readers' understanding.
	Use nouns and pronouns for variety	With the support of a teacher, pronouns are used.	Generally, pronouns are interspersed with nouns to avoid repetition.	There is a good understanding and use of a mixture of nouns and pronouns.
	Use adverbs for extra detail.	With the support of a teacher, adverbs are used.	Generally, adverbs are used to provide the reader with extra detail.	Well-chosen adverbs add relevant and exciting information for the reader.



To organise writing appropriately	Re-read writing to check it makes sense.	There is an awareness of the need for writing to make sense. When help is provided, writing is read and changes are made if necessary.	Writing generally makes sense to the reader.	Writing is re-read and changed, if necessary, so that it makes sense to the reader.
	Use the correct tenses.	Tenses are used inconsistently.	Tenses are generally used correctly.	Tenses are used correctly and consistently throughout.
	Organise writing in line with its purpose.	When help and structure are provided, writing is organised in line with its purpose.	Writing is generally organised appropriately.	Writing has a clear organisational structure. Prompts and guidance are not required.
To use paragraphs	Write about more than one idea.	When guides or prompts are provided, writing includes more than one idea or step.	When reminders are provided, ideas are split into paragraphs.	Writing is clearly organised into paragraphs that contain a definite theme.
	Group related information.	When guides or prompts are provided, writing includes more than one idea or step.	Paragraphs contain clearly related information.	A number of themes are developed.
To use sentences appropriately	Sequence sentences to form a clear narrative.	When help or structure is provided, writing includes a number of related sentences.	When reminders are provided, writing includes a number of related sentences that flow and make sense as a short narrative.	Writing is fluent and includes a series of well-constructed sentences that engage the reader.
	Join sentences with conjunctions and connectives.	When help or structure is provided, sentences are linked with conjunctions and connectives.	When reminders are provided, sentences are linked with a good range of conjunctions and connectives.	Sentences are linked with a good range of conjunctions and connectives.
	Vary the way sentences begin.	When help or structure is provided, sentences begin with a range of words other than 'and' or 'then'.	When reminders and ideas are provided, sentences begin in a variety of ways.	Sentences begin in ways appropriate for the purpose of the writing and include imaginative variety.



Learning Objectives	Key Indicators	Basic	Advancing	Deep
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Transcription

To present neatly	Begin to form lower-case letters correctly and of consistent size.	When help and support are provided, some letters and digits are beginning to show correct formation.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Form capital letters correctly and of consistent size.	When help and support are provided, some letters and digits are beginning to show correct formation.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Form digits 0–9 correctly and of consistent size.	There may be inconsistencies in the size of letters.	Letters and digits are generally formed correctly and consistently.	Letters and digits are correctly formed, with a definite sense of control.
	Begin to join some letters.	When help and support are provided, some letters are joined.	Some letters are joined.	Most letters are joined.
	Use spacing between words that reflects the size of the letters.	When help and support are provided, words are beginning to be spaced appropriately.	Words are usually spaced appropriately.	Words are spaced evenly and letters are well spaced both above and below the line.



To spell correctly	Spell words containing 40+ learned phonemes.	When help is provided, some of the 40+ learned phonemes are applied in writing.	Most of the 40+ learned phonemes are applied correctly in writing.	Almost all simple words are spelled correctly.
	Spell common exception words.	Some of the days of the week are attempted and the words 'said' and 'the' are sometimes written correctly.	Most of the common exception words are spelled correctly.	All common exception words are spelled correctly.
	Add prefixes and suffixes.	Both -s and -es are beginning to be used for plurals.	Some prefixes (such as un-) and suffixes (such as -ing, -ed, -er, -ing, -er and -est) are used.	Writing includes a good range of prefixes and suffixes.
	Use the possessive (singular) apostrophe.	Apostrophes may sometimes be used.	When reminders of the rules are provided, the possessive apostrophe is used correctly.	The possessive apostrophe is generally used correctly.
	Distinguish between homophones and near-homophones.	Common homophones are sometimes confused and so misspelled.	Common homophones are generally distinguished and so spelled correctly.	Common homophones are almost always spelled correctly.
To punctuate accurately	Begin to use a capital letter for the names of people, places, the days of the week and I.	When word banks and reminders are provided, capital letters are beginning to be used appropriately.	When reminders are provided, capital letters are generally used appropriately.	Capital letters are used consistently and appropriately.
	Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.	When help or structure is provided, full stops and capital letters are beginning to be used. Other punctuation is used in structured activity that is designed to practise these marks.	When reminders are provided, most sentences are punctuated and include a range of punctuation. Apostrophes for the contracted form of words are generally used correctly.	Punctuation is accurate. Apostrophes for the contracted form of words are understood and used correctly.



Learning Objectives	Key Indicators	Basic	Advancing	Deep
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Transcription continued

To punctuate accurately	Use subordination (when, if, that, because).	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing.	Subordination and coordination are used effectively to give extra meaning and clarity to writing.
	Use coordination (or, and, but).	When writing frames or other support is provided, subordination and coordination are used to provide extended clarity to sentences.	Subordination and coordination are generally used in writing.	Subordination and coordination are used effectively to give extra meaning and clarity to writing.

Analysis and Presentation

To analyse writing	Use and understand grammatical terminology in discussing writing: Year 1: Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.	When help is provided, some of the terminology listed is beginning to be used correctly.	When reminders are provided, most of the terminology listed is used correctly.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
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To analyse writing	Use and understand grammatical terminology in discussing writing: Year 2: Verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	Some of the features listed can be identified in questions about writing.	Most of the features listed can be identified in questions about writing.	A good grasp of all of the terminology listed is displayed and this is applied in answering questions about writing.
To present writing	Read aloud clearly enough to be heard by peers and the teacher.	When support and encouragement are given, reading aloud is audible to others.	When reminders are provided, reading aloud is clear and audible to others.	Reading aloud is confident and fluent.
	Read aloud with some intonation.	When support and encouragement are given, there is some intonation when reading aloud.	There is generally good intonation.	There is good control and intonation.



Discover depth: methods of assessment

Alternatives to tests

Learning Talks

Discussions designed to find out about pupil's understanding of the subject.

Learning Walks

Watching pupil's behaviours to look for mastery characteristics.

Learning Pokes

Specific activities, targeted to test out pupils' level of mastery.



Designing learning talks

Basic

name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.

Advancing

apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.

Deep

solve non-routine problems, appraise, explain concepts, hypothesis, investigate, cite evidence, design, create, prove.

Questions

Questions

Questions



A learning talk: reading milestone 1

Basic

Choices and attitudes

- Who chose this book? Did you choose it yourself or did someone choose it for you?
- Have you read it before today or is it a new book?
- Do you know anything about it already?
- Do you know any of the characters/people in this story?

Decoding

- What do you do if you get stuck on a word?
- What part of the word would you look at first
- Can you show me what you do?
- What sound does this letter make? And this one? And this one?
 - What word is that when we put those-sounds together?
 - Say the word for me.
- Can you tell me what this word is?

Fluency

- Check for fluency of reading.

Advancing

Choices and attitudes

- How often do you read for pleasure?
- Do you read with someone at home?

Comprehension

- Why do you think X [a character] did that?
- Why do you think Y [an event] happened?
- What do you think will happen next?

Response

- Do you like this book? Why?
- What are your favourite sorts of books?
- Do you feel you are a good reader?

Fluency

- Check for fluency of reading of common exception words.

Deep

Choices and attitudes

- How often do you like to read?
- What are the usual types of book you like to read?
- Tell me about one of your favourite books.
- What sort of characters do you like best?
- Are there any similarities between any books you have read?

Comprehension

Using examples from books, explore some of the themes. Here are some examples...

- This character is a bully...Do you agree?
- 'Winter was knocking at the door' ... what could that mean?

When responding to a pupil's point, try:

- What makes you say that?
- Go on, tell me more
- Can you show me how you know that?

To see if pupils understand characters, plots, intentions etc:

- Could you write a diary entry for this character
- the night after he did x ?
- What do you think this character's home is like?



Learning walks: looking for mastery characteristics

a geographer

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

an historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

a mathematician

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.



A writer?



Learning pokes: activities to test out levels of mastery - maths

To add and subtract - Methods
Milestone 1

To develop fluency:

Mastery involves a deep understanding of the concepts of addition and subtraction rather than procedures.

Give frequent opportunities to calculate using addition and subtraction in a wide variety of contexts, using lots of different ways to represent quantities.

Link to games and problem solving activities wherever possible.

To develop reasoning:

True or false?

- $64 + 50 = 113$
- $78 - 18 = 50$
- $46 + 88 = 134$
- Subtraction of two numbers can be done in any order.

What are the possibilities?

- $[\] + [\] + [\] = 29$
- $50 - [\] - [\] - [\] = 26$
- $6[\] - 3[\] = 34$
- I have 2 even numbers < 50 that have a difference of 4. What could they be?

Tell me about:

- How 13, 87 and 100 are related.

Always, sometimes or never?

- Adding 10 to a number will only change the tens digit.
- Subtracting 1 from a number will only change the ones (units) digit.

What else do you know if?

- $64 = 100 - 36$
- $13 + 27 = 40$

Which symbol is missing?

(+ - =)

- $70 [\] 30 [\] 100$
- $100 [\] 62 [\] 38$



To use fractions - recognising fractions

Milestone 2

To develop fluency:

Use the language of fractions in lots of practical situations so that the concept of a fraction is understood.

Make links to work in addition, subtraction, multiplication and division.

Make links to place value, ordering and comparing, rounding, estimating and checking.

To develop reasoning:

Is there a pattern?

- $\frac{1}{10}$ of 10 is 1.
- $\frac{1}{10}$ of 100 is 10.
- continue...

Use known facts:

- $\frac{1}{10}$ of 200 = 20, so...
- $\frac{4}{10}$ of 200 =

True or false?

- $\frac{6}{10}$ of 200 > 110.
- $3.33 > 3.03$
- $0.25 > 0.26$
- $\frac{1}{4} > \frac{2}{5}$

Make your own:

- 3 fractions $< \frac{1}{2}$.
- put them in order, smallest to largest.
- A fraction $> \frac{1}{2}$ and < 1 .



To describe position, direction and movement

Milestone 3

To develop fluency:

Link to work done in the computing curriculum. Ensure there are frequent opportunities to use mathematical vocabulary in a range of contexts. make links to the geography curriculum.

To develop reasoning:

Visualise:

- Two triangles have the following coordinates: Triangle A: (1,1) (3,1) (2,5) Triangle B: (7,4) (7,6) (2,5) Describe the rotation of Triangle A to Triangle B.
- Two squares have the following coordinates: Square A: (3,2) (6,2) (6,5) (3,5) Square B: (3,-2) (6,-2) (6,-5) (3,-5). Describe the movement of square A to square B. Reflect square B in the 3rd quadrant of the co ordinate grid.



Problem solving

from *Mastery Maths* by Chris Quigley coming soon.

Bake off

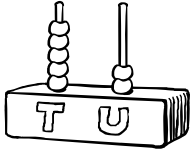
You have reached the finals of a baking competition. The winner must make a cake that weighs exactly 98g. You must have equal weights of sugar and flour.

Complete the table to show how much you will measure out for the three sizes of egg available.

Sugar:			
Flour:			
Eggs:	17g	21g	26g
	Small	Medium	Large



What's it worth?



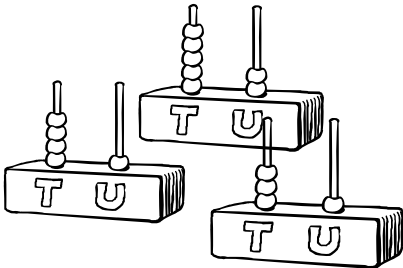
What is the value of the tens beads on the abacus?



What is the difference between the values of the 2 and 6 digits in these numbers?



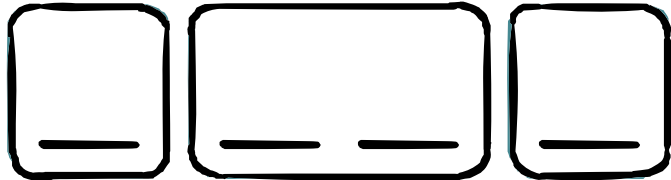
What is the sum of the value of the lowest 2 digits plus the highest digit?



What is the difference between the highest and lowest numbers on these abacus?



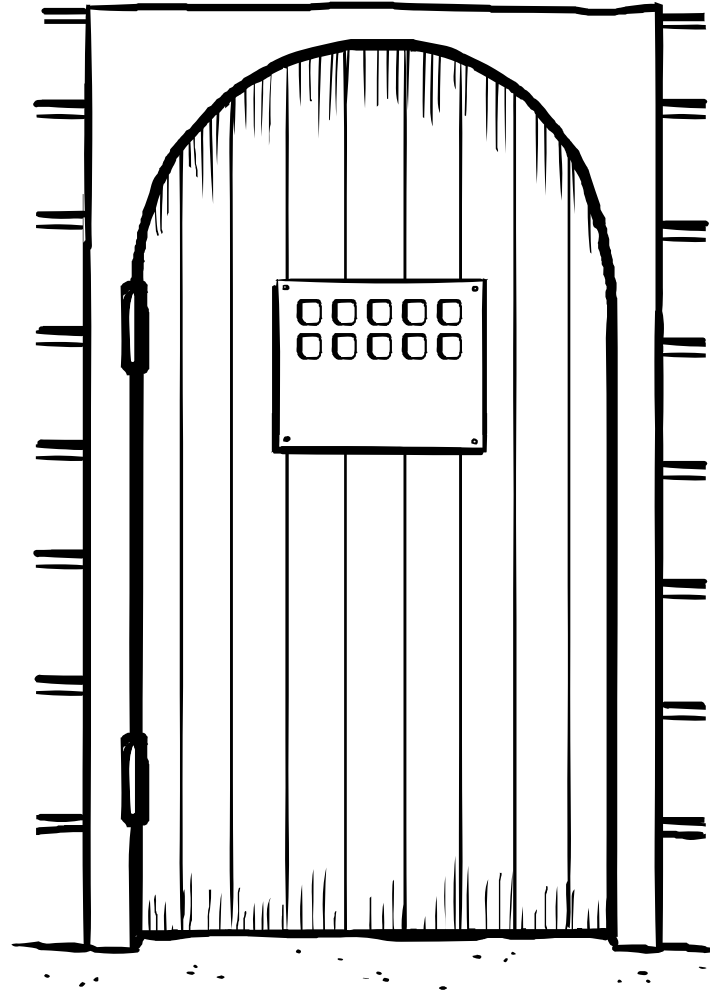
Secret hideout



Can you crack the code to enter the secret hideout?

- There are 3 numbers
- One number has 2 digits
- It is >15 but <20
- It is even
- The other two numbers each has 1 digit
- One is odd, the other even
- The total of all 3 numbers is 29

What could the code be?

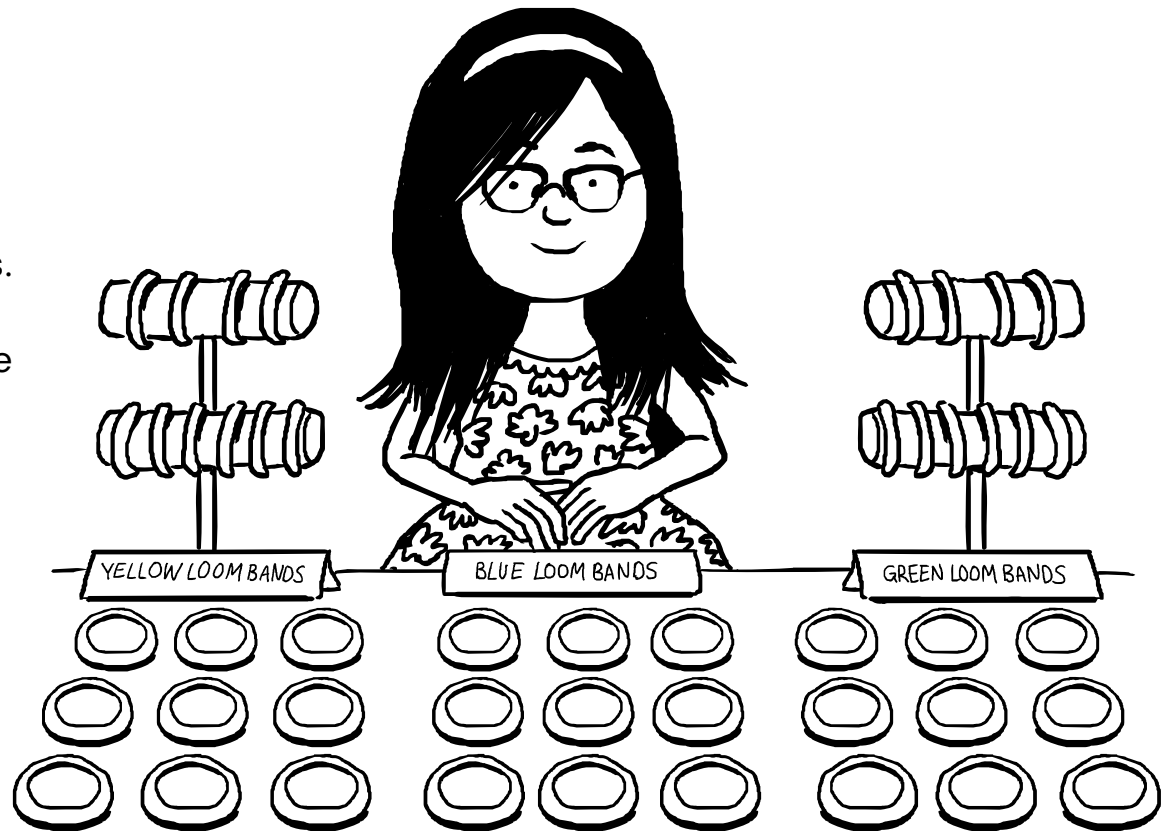


Loom band bother

You have:

30 yellow loom bands
10 blue loom bands
17 green loom bands
and 13 multi-coloured loom bands.

- 90 people would like to buy one each. Will you have enough?
- Half of the people want a yellow band. Will you have enough yellow?



Learning pokes: activities to test out levels of mastery - reading

To read words accurately - Milestone 1

Fluency and vocabulary

Set up book corners in classrooms that engage the children and make sure that they are easily assessable. Arrange the corner so that children can self-select books at their level. Ensure there is a wide range of books of both fiction and non-fiction. It is important to change the range of books on a regular basis.

Read aloud to children daily from different types of texts: Fiction, Poetry, Plays, Comics, Multimodal, Film, Digital, Reference and Non-fiction texts.

Encourage the children to re-read favourite books to develop fluency Encourage children to make their own books and display them prominently.

Ensure you use the library on a regular basis and monitor the books the children choose so that you can help guide them in their choices. Make links with the library service and arrange story-telling sessions.



Arrange to visit a bookshop at least once each year. Access an author to come and speak with the children.

Support children to develop into independent readers with books that are consistent with their developing phonic knowledge.

Systematically teach phonics and ensure there are many opportunities for applying this knowledge in both decoding and encoding across the curriculum.

Choose books that have contractions in the content so that these can be taught in context.

Plan extra sessions for children who are not making expected progress in phonics.

Engage with parents to help their children read at home. If this is not possible find extra help in school.

Set up mechanisms for children to recommend particular books or reading materials to their peers.

Ensure the children read daily at home and at school and provide reading diaries to keep an ongoing dialogue with home.



To read words accurately - Milestone 2

Reading widely

Provide a range of reading materials for the children to access in both the classroom and the school library.

Find ways to reward children for using the library in their local area. Visit the library, if it is possible, and make links with the service. Encourage the librarian to set up story-reading/story telling times.

Invite a story-teller into school to work with the children for the day.

Visit a book-shop (on a book signing day if possible).

Get the children to cook cakes or make things to sell to raise funds so that they can choose books from the shop and purchase them for their classroom.

Invite parents in to view some of the quality books you have in school and encourage them to purchase them for their children or borrow them from the library.



Ensure the classroom has a range of reading materials that the children can access: For example:

- Children's newspapers (First News)
- Comics (The Phoenix has just won an award)
- Webcomics and Comics for Kids (kidsites.com)
- On-line books (magickeys.com)
- Old maps
- Consensus data
- Multimodal texts
- Kindle books



To understand texts - Milestone 3

Love of reading

Give children many opportunities to share their love of reading with friends and other adults, always articulating why they love reading and thinking about how their passion can influence others

Share your own passion of reading by sharing a wide range of materials with children on a regular basis.

Give children the opportunity to choose books that interest them and get them to articulate why.

Challenge children to read books out of their comfort zone so that their reading is wide and varied.

Share with children how they can treasure books and keep them beautiful.

Share information about authors with children, especially those authors who talk about how much they love reading.

Ask other adults to come and talk to the children about their love of reading.



Ask the children to research websites that encourage a love of reading (eg: <http://hogswarslive.wizards.pro>, <http://www.kidsatrandomhouse.co.uk/jacquelinewilson/>)

Ask the children to video each other about their favourite books and why they love reading. Edit the videos and ask if the short film can be placed on the school website or played on the Information Board in the entrance hall.

Ask the children to visit lovereading.com where they provide an extract for every book featured on their site. Ask the children to read some of the extracts and say which books they think they would like to read and why.

Set up a small 'reading club' for the most able readers. Ask them to read a book and then raise questions and find answers together.

Set up a 'summer reading challenge' so that children read consistently during the summer break.



Learning pokes: activities to test out levels of mastery - writing

To write with purpose - Milestone 1

Fluency

As many times as possible give children choice in their writing. Set up a print-rich environment that reflects the interests of the children.

Give the children a list of the genres of writing that they will be engaged in during this key stage. Challenge them to think of as many real situations and audiences they could use for each genre. This could be set as homework to involve ideas for parents and the wider family.

Ask to children to read aloud their writing to a peer when they perceive they have completed a task. Ask the peer to give feedback on the writing and how this could be improved. Ask the children to swap roles so that there are always two children improving one piece of work.



Letter

Challenge the children to write a letter to a local newspaper on a theme of their choice. Make sure that they have had the opportunity to read letters sent to a newspaper before they begin. Send the letter and see if it gets published.

Science report

Ask the children to send a science report to a children's magazine or newspaper. Celebrate if it gets published.

Poem, Rap, Ring-Tone

Ask the children to run a competition to find the best poem, rap, ring-tone etc. Get the children to set the criteria on how the writing will be judged. Ask the group to select a winner giving justification for their choice.



To present neatly - Milestone 2

Fluency

Exemplars

Ask the children to present a piece of writing that is beautifully presented. Get them to take their time with this so that there are no mistakes. Set the children the task of having high expectations of themselves when it comes to presenting their work. Have them place this exemplar piece in the front of their books for reference.

Encourage the children to practice their joined handwriting regularly, at home and at school explaining to them that fluent joined handwriting will make the process of writing easier and free them up to have creative ideas. Ask them to articulate why this is the case.

Ask the children to make a list of anything that is obstructing them from presenting their work effectively and then ask them to come up with a resolution to overcome the barrier. Ask them to find a way to monitor this.



Display in the classroom, end of year presentation writing from your previous class, so that the class have an example to aspire to. Ask the children to make a judgment about their presentation and the presentation on display.

Have them compare and come up with a personal target. Have high expectations of presentation from all children and develop a sense of pride in the children about the presentation of their work. Ask the children to articulate why presentation is so important.

Make sure there is extra practice for those children who find presenting their writing neatly a challenge. Set homework so that they do not fall behind their peers. Ask the children to articulate why some children may need more practice than others.



To spell correctly - Milestone 3

Purpose and audience

Design a Quiz

Ask the children to design a quiz about the use of prefixes and suffixes for the other children in the class. Explain that the quiz must have multiple-choice answers. Give them the opportunity to run the quiz and let them mark the papers and give feedback to the other children.

Give the children some examples of homophones and other words that are usually confused. Ask them to work as a group and challenge them to write a **song, poem, rap, role-play, story or some other writing of their choice** to explain the differences between the words, how they are spelt and what they mean (eg: prophecy / prophesy, guessed / guest, stationary / stationery)

Design a memory game

Challenge the children to design and make a fun memory game to help other children remember the key spelling words for years 5 and 6.

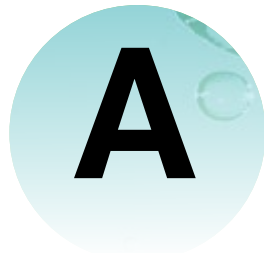
Pair the children so that they can help each other on a daily basis (for a short, sharp session) with the spellings from the year 5 / 6 list. Invite them to find ways to help each other with the tricky words.



The limitations of work sampling



Is it **R**epresentative?



What was the **A**ctivity?



How much **I**nput was there?



Over which **D**uration did the task last?



Planning as an assessment

Objective	Milestone Indicator(s)	Activities	Next steps
To use imaginative description (Today in the context of a poem about winter)	<p>Milestone 1</p> <ul style="list-style-type: none"> • Use adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	<p>Basic</p> <ol style="list-style-type: none"> 1. Match adjectives to pictures of winter. 2. Name the things in the picture. 3. In pairs write some sentences to describe the picture. 	
		<p>Advancing</p> <ol style="list-style-type: none"> 1. Look at pictures of winter and in groups generate words and phrases. 2. Share the success criteria: your poem must contain: <ul style="list-style-type: none"> • nouns and pronouns • well-chosen adjectives • adverbs <p>Discuss the meaning of the success criteria in groups and write ideas, followed by a poem.</p> 3. Read poems to each other and ask for feedback against the success criteria. 	
		<p>Deep</p> <ol style="list-style-type: none"> 1. Use a series of pictures of winter to generate ideas, words and phrases. 2. Write a poem and share with others. 3. Analyse the language features and suggest improvements. 	



Moderation of judgements

Is the pupil's current level of understanding

- Basic
- Advancing
- Deep?

What are your reasons for making this decision?

- Based on BAD criteria.
- Evident through walks, talks, pokes and planning.

What are the next steps for this pupil?

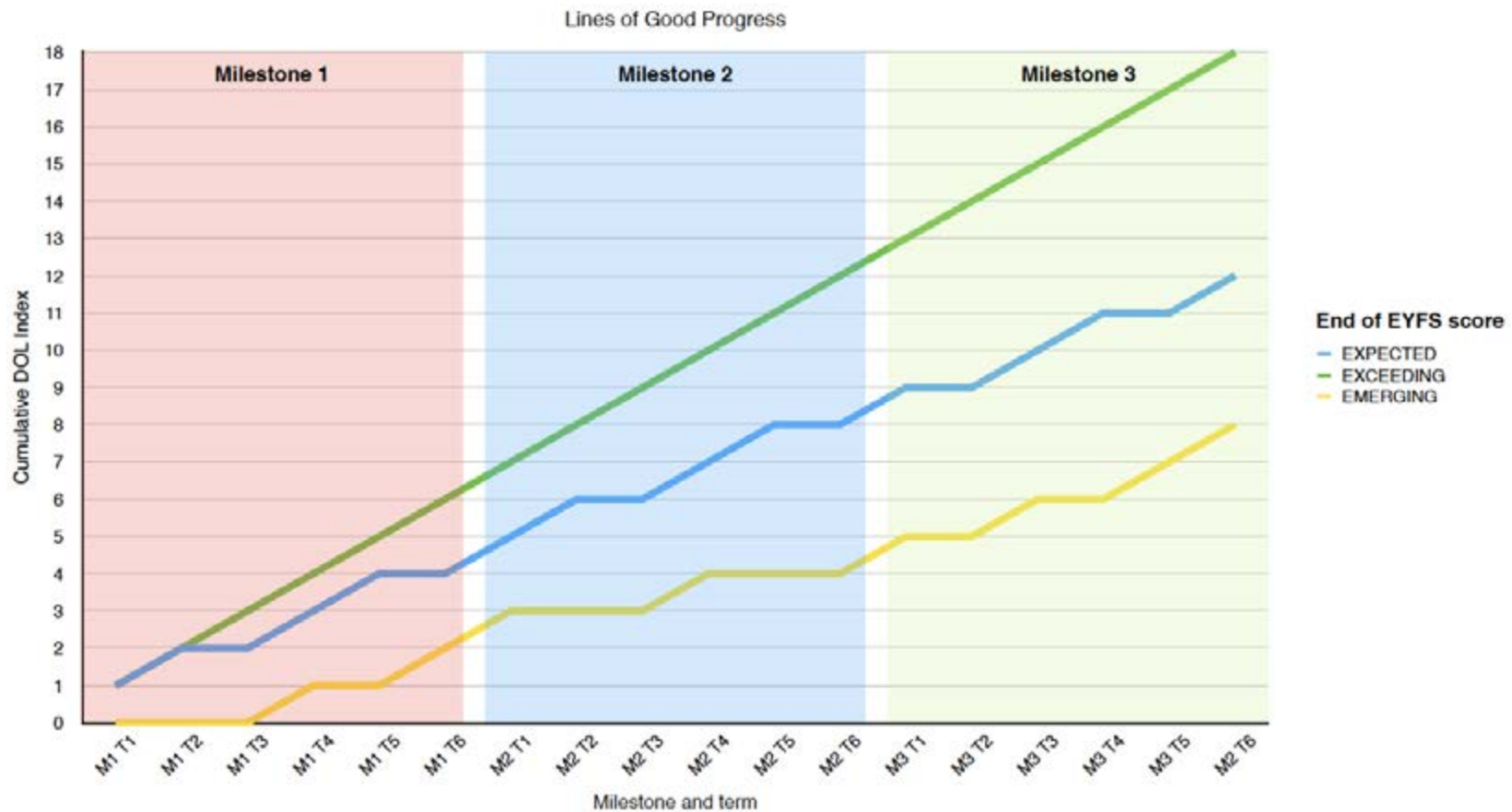


Tracking attainment: The Depth of Learning Index

Level of development	Teacher Certainty	DOL Index	What this means
Basic 1	Some examples	1	Working towards national expectations
Basic 2	Habit	2	Working towards national expectations
Advancing 1	Some examples	3	Meeting national expectations
Advancing 2	Habit	4	Meeting national expectations
Deep 1	Some examples	5	Mastering national expectations
Deep 2	Habit	6	Mastering national expectations



Tracking: lines of good progress



depthoflearning.com: track

The screenshot shows the 'TRACK' section of the depthoflearning.com interface. At the top, the user is logged in as Chris Quigley from Chris Dingley School. The navigation menu includes HOME, SETUP, TRACK (selected), TARGET, REPORT, PRESENT, and SUPPORT. The main heading is 'Tracking Entry' with an 'open filters' button. On the left, there are three filter panels: 'SUBJECT' (Writing, Reading, Maths, Science), 'MILESTONE' (Milestone 1 (years 1 & 2), Milestone 2 (years 3 & 4), Milestone 3 (years 5 & 6)), and 'TERM' (Term 1, Term 2, Term 3, Term 4, Term 5, Term 6). The 'PUPILS (16)' list includes names like Barker, Ian; Battersby, Ivan; Chisholm, Molly; Cox, Allison; Goodall, Amelia; Goodall, Will; Grayson, Richard; Grinstead, Bobby; Jackman, Jess; Julian, Chant; Keen, David; Macco, Millie; Maple, Diane; and Sherrshank, Callum. The main area displays a progress bar chart for 'Milestone 1' with columns for Basic 1, Basic 2, Advancing 1, Advancing 2, Deep 1, and Deep 2. Skills listed include WRITE WITH PURPOSE, IMAGINATIVE DESCRIPTION, ORGANISATION, PARAGRAPHS, SENTENCES, PRESENTATION, SPELLING, PUNCTUATION, ANALYSIS, and PRESENT WRITING. A 'Set Improvement Targets' button is at the bottom.



depthoflearning.com: individual report

Individual Report

open filters

SUBJECT

- Writing ✓
- Reading
- Maths
- Science

MILESTONE

- Milestone 1 (years 1 & 2) ✓
- Milestone 2 (years 3 & 4)
- Milestone 3 (years 5 & 6)

TERM

- Term 1 ✓
- Term 2
- Term 3
- Term 4
- Term 5
- Term 6

PUPILS (16)

- Barker, Ian
- Battersby, Ivan
- Chisholm, Molly
- Cox, Allison
- Goodell, Amelia
- Goodell, Will
- Grayson, Richard
- Gristead, Bobby
- Jackman, Jess
- Julian, Chant
- Keen, David
- Macco, Millie
- Maple, Diane
- Shawthank, Callum
- Wellingborough, Luke

Depth of Learning Report for Ian Barker

Attainment

Current Depth of Learning Index	▲ 1.2
Forecast Depth of Learning Index	2.2
Forecast end of key stage attainment	Working towards national expectations

Progress

Cumulative Depth of Learning Index	▲ 1.2
Expected Depth of Learning Index	0.25

TARGETS OFF

	Milestone 1						Milestone 2
	Basic 1	Basic 2	Advancing 1	Advancing 2	Deep 1	Deep 2	»
WRITE WITH PURPOSE	█						
IMAGINATIVE DESCRIPTION	█						
ORGANISATION	█						
PARAGRAPHS	█						
SENTENCES	█	█					
PRESENTATION	█						
SPELLING	█						
PUNCTUATION	█						



depthoflearning.com: class report

HOME SETUP TRACK TARGET REPORT PRESENT SUPPORT

Class Report

open filters

SUBJECT

- Writing ✓
- Reading
- Maths
- Science

MILESTONE

- Milestone 1 (years 1 to 2) ✓
- Milestone 2 (years 3 to 4)
- Milestone 3 (years 5 to 6)

FILTERS

None Selected

CREATE REPORT >

	Writing																									
	Milestone 1						Milestone 2						Milestone 3													
	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6			
	T1	T2	T3	T4	T5	T6	F	F	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6	T1	T2	T3	T4	T5	T6
Ian Barker	1.2	1.4	3.4	0.4	1.9	1.1	1.1	W																		
Ivan Battersby	1.5	2.3	2.9	2.9	3.9	4.8	6.0	Ma																		
Molly Chisholm	1.7	1.0	1.7		0.1			W																		
Alison Cox	1.7	1.7	1.7		0.1			W																		
Amelia Goodall	1.7	1.0	1.7		0.1			W																		
Will Goodall	1.7	1.7	1.7		0.1			W																		
Richard Grayson	1.7	1.7	1.7		0.1	1.2	1.8	W																		
Bobby Grinstead	1.7	1.0	1.7		0.1			W																		
Jess Jackman	1.7	1.7	1.7		0.1			W																		
Chant Julian	1.7	1.7	1.7		0.1			W																		
David Keen	1.7	1.0	1.7		0.1			W																		
Millie Macco	1.7	1.0	1.7		0.1			W																		
Diane Maple	1.7	1.7	1.7		0.1			W																		
Callum Shershank	1.7	1.7	1.7		0.1			W																		
Luke Wellingborough	1.7	1.0	1.7		0.1			W																		
Kia Woodman	1.7	1.7	0.6	2.0	2.0	2.0	3.0	W																		
Average	1.7	1.5	1.8	0.3	0.6	0.6	-	-																		



depthoflearning.com: group comparison

depthoflearning.com

CHRIS QUIGLEY SCHOOL
Chris Quigley [Logout](#)

There is 1 other user from your school logged in.

HOME SETUP TRACK TARGET REPORT PRESENT SUPPORT

Group Comparison

open filters

SUBJECT

- Writing ✓
- Reading
- Maths
- Science

MILESTONE

- Milestone 1 (years 1 to 2) ✓
- Milestone 2 (years 3 to 4)
- Milestone 3 (years 5 to 6)

TERM

- Term 1 ✓
- Term 2
- Term 3
- Term 4
- Term 5
- Term 6

FILTERS

None Selected

AVAILABLE ATTRIBUTES

- Gender
- Ethnicity
- EYF Exit Reading
- EYF Exit Writing
- EYF Exit Maths
- EYF Exit Science
- Mother Tongue Not English

SELECTED ATTRIBUTES

- Gender: FEMALE
- Gender: MALE

[CREATE REPORT](#)

Average Depth of Learning Index

Gender	Average Depth of Learning Index
GENDER FEMALE	1.8
GENDER MALE	1.5



depthoflearning.com: pupil portfolio

The screenshot shows the 'Pupil Portfolio' page on the depthoflearning.com website. At the top, the site name 'depthoflearning.com' is displayed. A user profile for 'CHRIS QUIGLEY SCHOOL Chris Quigley' is visible in the top right corner, with a 'Logout' button and a notification that 'There is 1 other user from your school logged in.' Below the navigation bar (HOME, SETUP, TRACK, TARGET, REPORT, PRESENT, SUPPORT), the 'Pupil Portfolio' section is active. On the left, a sidebar shows 'CLASS' options: 'Mr Quigley' (selected), 'Mrs Green', and 'PUPILS (17)' with a list of names including 'Battersby, Ivan' (selected). The main content area displays a portfolio for 'Ivan Battersby' with four entries, each featuring a thumbnail image, a date (06/03/2013 or 07/03/2013), a filename ('image.jpg'), and a title: 'Researching viewpoints - BASIC', 'Mining - BASIC', 'Milestone 1 Basic', and 'Writing Independently - Advancing'. Each entry has a red 'X' icon in the bottom right corner.

