

Primary School Experience Guidance Notes 3 Monitoring, Assessment and Recording



Academic Year 2018-2018

ASSESSMENT FOR LEARNING

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning ,where they need to go and how best to get there”. *Assessment Reform Group 2002*

Assessment is part of the cycle of assessment, planning, teaching and learning. The focus of your assessment will be the learning objectives of the lesson you teach. Your assessment notes and records will provide you with evidence, which will enable you to plan appropriately, give feedback to the children and report on progress to other professionals, parents and others.

MONITORING, ASSESSMENT AND RECORDING

Monitoring

Whilst you are teaching, and observing teaching, you should be checking for the quality of the children's learning, whether they are on task, how they interact with each other and the tasks they are given, what strengths or anxieties they demonstrate, how they behave and so on. Most of the time you will do this through informal/formal observation, listening to them, checking their work, talking with them and relating your observations all the time to the teaching and learning objectives.

Monitoring is not designed to measure, in the way that assessment is, but is a necessary pre-requisite to assessment and informs future planning.

You may find it useful to observe a particular child for a specific purpose, or review a child's work over a period of time to check for progress. SE Guidance Notes Booklet 1 gives advice on observation.

Monitoring is not designed to measure in the way that assessment is, but is a necessary pre-requisite to assessment.

Assessment

Assessment for Learning

This focuses on identifying the next steps, or improvements, in pupils' learning, as well as identifying and correcting weaknesses. Formative assessment –

- involves sharing learning objectives with learners
- involves informal observation, listening, questioning and inviting pupil feedback
- involves active participation by learners, focuses on identifying the next steps, or improvement in learning as well as correcting weaknesses
- feeds into identification of the next stages of teaching plan
- includes formal focused evaluation and marking
- aims to help trainee teachers recognise targets they are aiming for
- involves trainee teachers in self assessment/evaluation, or peer evaluation.

Summative assessment

For some purposes it is necessary to find out the level of attainment children have reached at a particular point. This may be for –

- handing on to subsequent teachers
- monitoring curriculum coverage
- measuring individual/school progress and success
- providing data for LEA and other external agencies.

Summative assessment is done on completion of a block of work, it draws on ongoing records, and may also involve a more formal assessment activity.

Focus of Assessment

The focus of your assessment on your block School Experience should be on how well the children have met the learning objectives you set for them.

You should aim to –

- share learning objectives with pupils in terms they understand
- actively involve pupils in their learning and assessment
- arrange effective assessment strategies
- adjust teaching plans to take account of the results of the assessments.

You should identify, in your lesson plans, the assessment criteria for **each** lesson, i.e. what evidence the children will produce to show that they have met the learning objectives and use these criteria to assess learning. You should also be clear about where you will gather that evidence, and how you will record and use it.

The first recorded assessment will be on your annotated lesson/teaching plans, where you will write comments on the teaching and learning as soon as possible after the teaching episode. This helps you to plan the follow-on teaching episode, based on your findings.

During your School Experience Blocks you will be expected to take on progressively more responsibility for assessing children's learning. You are expected to —

- show in your planning how the children's learning in that session could be assessed (Assessment criteria and strategies)
- use your observations of children to comment on their skills, knowledge and understanding
- use evidence from the children's work, through marking, or through what they say or do when you are working with them individually, to assess how well they can meet the learning objectives of the lesson and use to inform future planning. After the first school experience block you will be expected to collect examples of marking and feedback as evidence against the Teachers' Standards (2012).

Assessment notes and Recording

Assessment should take place at regular intervals throughout your School Experiences. Record keeping can be formal or informal. Sometimes brief jottings (such as on teaching plans) are appropriate, sometimes more detailed accounts and systematic tabular formats are needed. You may explore formats for recording used by your placement school or develop your own structure for recording. Do ensure that your assessment indicates learning objectives and is referenced to the appropriate Curriculum.

Remember to consider the value of involving children in their own self-assessment. This will tell you a lot about their understanding. These can be done quite simply with the youngest of children with a system like traffic lights or smiley faces. Ask your teacher for advice.

Records should be accessible, manageable, transferable and used to inform future teaching plans. Records should be reviewed frequently and shared with pupils to set targets. If possible, these targets should be shared with pupils to match their progress to future goals.

See your school experience module booklets for specific requirements on assessment and recording for each module or part of module. **There are examples of annotated lesson plans, assessment notes and records throughout this booklet.**

Reporting

Reporting has to be appropriate to the audience for whom it is intended. You should clearly identify the criteria used for assessment related to your learning objectives, and share this with the **children**. You should ask the children for their feedback through self assessment and you should give children feedback on their progress during and after teaching times.

You should be able to give the **class/nursery teacher, mentor** and, if permitted, the **parents** up to date feedback on learning. You should constantly share your assessment experience with the class/nursery teacher to ensure that there is on-going moderation regarding standards and expectations of children's learning. This collaboration, with the class/nursery teacher, will also assist you in monitoring children's progress. Where possible, the information given should be supported by evidence from records, children's work and your observational notes.

Reporting to **parents** is a statutory requirement for teachers. Parents need to know about their children's attainment and progress, their relationships with others, their behaviour, and their participation in class, or educational setting, and the school. You should familiarise yourself with the way in which reporting to parents takes place in your school. Do NOT talk to parents about their children's progress without permission.

When reporting back to the **children** about their progress/attainment. Be specific and honest about what they have done well, where they have met the learning objectives, and how they could improve their work. Marking is a valuable aid to this and is an opportunity to set targets for their next piece of work in the subject. Remember also to give children feedback about their behaviour, and ongoing personal objectives like sustaining concentration, improving presentation and so on.

Annotated Lessons

Annotating teaching plans is an effective way of recording your immediate thoughts and targets at the end of the teaching episode. You can comment for instance on timing, pace, clarity of your teaching, effectiveness of questioning/plenary. You can also comment on children's behaviour, their work rate and, most importantly, the learning achieved. It is sometimes necessary to annotate lessons before you teach them, to make the planning more pertinent.

Use the prompt lists in Guidance Notes 2 - Evaluating Lessons - to guide you.

The following annotated lesson plans have been provided by **Maggie Curry** and **Annamarie Crehan**. Annotations are typed in a 'handwriting style' font and put in bold. Maggie was on final practice, Annamarie on her first.

Annamarie changed some of her planning, after discussion with her class teacher, to clarify the focus of the lesson. She also notes what she will do in the follow-on lesson.

Maggie, as a final year trainee teacher, is still critical of her own planning and the level at which she pitched it. She is also focusing on individuals and you can see what she means to do in the next lesson.

Annamarie Crehan**Lesson Plan**

Subject Literacy	Focus Debates <i>Argument</i>	Context of Lesson 1 st of 3 lessons	Date 15 June
Number of adults 1	Year Group 4	Time Available 1hr	Number of Children 30
Learning Objectives 1. To write a plan for a debate? 2. 1. <i>To look at the written structure of a written argument</i>		Resources Overhead projector OHT 32 33 Scrap paper Pcm 57 (a writing plan for a debate. Arguments for and against.) x 33 Notes on debate that I'll use to model writing.	
Previous Learning I don't think that the children have done any work on debates before. It's not in NLS. <i>This was their first work on debates.</i>			
Literacy Strategy References T16 to read, compare and evaluate examples of arguments and discussions. T17 how arguments are presented, e.g. ordering points to link them together so that one follows from another. T21 to assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting, school rules. National Curriculum References Identify words associated with reason, persuasion, argument, explanation etc. Plan- note and develop initial ideas. To persuade, focusing on how arguments and evidence are built up language used to convince the reader.			
Introduction (15 mins) Put 'It's not fair' on the Ohp. Read it out to the class. Ask class, What sort of text are we reading? How can you tell it is a debate? <i>What is a debate</i> How many paragraphs does it have? Do you know what a point of view is? <i>What word is repeated a lot?</i> Ask the children to read, it's not fair. <i>(because) why?</i> Ask the children to read, It's not fair. Ask them do you agree with the writer's point of view. Ask them to spend 3 minutes writing their point of view on whether football should be played in that school's playground. I thinkbecause..... And their uses.			
Explain to the children that this is what I want to do. I want them to put the arguments for and against from the text model first one on the OHP. <i>Hand out text books/or keep on OHT models for writing.</i> <i>Don't forget date and name.</i>			
Main Activity (35 – 40 mins) The children will get together in pairs to choose an issue that they want to debate. They will then need to consider arguments against and for. They can use the PCM 57 for this. <i>They can use Its not fair - the argument on football.</i> I will circulate around the classroom and help children who are struggling. There is a follow up task they could begin to <u>write their plan into paragraphs.</u> <i>Children could also put their own suggestions of for and against if they could find three for + three against.</i>			

Annamarie Crehan**Plenary (10 mins)**

Summarise with the class about what we've done. Ask some children to read out their work.

Learning outcomes

To be able to understand *the structure of a written argument.*

How will I assess?

By reading the children's work and listening to the children's discussion.

Marking their work in the evening.

Differentiation

~~Children to be working in pairs.~~

~~Check with Mr Haskew to see if the children could be put into mixed ability pairs.~~

~~None not needed~~

Key vocabulary

Debate *reasons*

Argument *because on the*

Persuasion *^ other hand*

point of view *(connectives)*

Next lesson children to draft an argument for wearing school uniform.

Maggie Curry

Lesson Plan

Lesson: Science	Topic: Electricity	Date: 3 rd & 5 th of June
Class: 2R	Lesson No: 3/6	Time Available: 45 mins(10.30 – 11.15 am)
<p>National Curriculum References: Pupils should be taught that it is important to collect evidence by making observations and measurements when trying to answer a question: Ask questions and decide how they might find answers to them: Use first –hand experience and simple information sources to answer questions: Communicate what happened in a variety of ways, including using ICT: About everyday appliances that use electricity.</p>		
<p>Vocabulary: electricity, batteries, power, plus/positive, minus, negative, poles, charge, work, operate, function, sort, group, problem, solve, work.</p>		
<p>Resources: variety of objects which use mains and batteries (and both), hoops, science books, batteries, pictures of batteries, Bop-it, batteries, screw driver, digital camera, PC, catalogues, scissors, glue, torches, worksheets</p>		
<p>Learning Objectives:</p> <ul style="list-style-type: none"> • To understand that batteries are another source of power • To sort objects into groups according to how they are powered • To identify that batteries have a positive and negative point 		
<p>Learning Outcomes: By the end of the lesson most of the children will have learnt some objects are operated by different sources i.e. batteries, mains and be able to identify which; more children will be able to sort these objects into correct groups recognising that some may be powered by both while some more children will be able to understand that batteries can only work properly if their poles match up with those displayed on the object.</p>		
<p>Differentiation: Differentiated by task – the activities carried out will be differentiated by what the children are expected to do (according to Literacy groups) – see main activities to clarify. The lesson will also be differentiated by support. Those children who may need more help with reading the problem they have to solve will be given assistance however when it comes to the activities the teacher will try to develop the children’s understanding.</p>		
<p>Lesson – Introduction (20 –25 mins) Children to sit on the carpet. Introduce the children to a game that you would like to play with them however something seems to be wrong and when you go to play it, it doesn’t work – allow the children to think of way in which to make it work (pass it to those who think they know what to do). What seems to be the problem? Ask the children how they think the game works – what might be missing or not working which is the reason as to why it doesn’t work? After the children have come to the conclusion that the batteries are missing or not working, ask them to identify where they go? Pass some batteries around the circle and look at them to identify any specific marks that I should take note of when placing them in – how do I know how to put them in correctly – what is needed? Children to identify these + and – symbols on the batteries and the objectives. Find out from the children other things that they may know of the batteries to work, enquire if objects with batteries need to be plugged into the main electricity – if no, why not? Discuss why batteries may be a useful source of power compared to the electrical mains – is it cost effective? Is there any way of it not being too expensive to use batteries? Explain activities to the children and sort them into the appropriate groups – explain to the children that they have about 5 mins on each activity before they have to change to another activity.</p>		
<p>Main Activities: (15 mins – including transitions) Make the Torch work – children to have some different torches and have to use the batteries provided to make the torch work. The children will need to identify the different poles on the batteries and match up the correct symbols to the markings on the torch. During this stage the children will be asked to record the process by taking photographs using a digital camera to use for display work – would have been better Extension – (differentiated for each ability) More able children will have to record in their books the process they went through so the torch will work. They will have to explain the problem – Torch doesn’t work; the solution – to add some batteries that work and how they got the torch to work – Place the batteries in correctly with the right poles in the right place – recorded in written form with before and after picture. Less able to carry out the same process however it has to be done in pictures with key words provided especially when it comes to how the batteries were placed in the torch. Sort Objects – children to have a variety of different sources of power to work. As a group the children have to look how they work and identify if they need electricity, batteries or both. These objects will be placed with the correct label.</p>		

Discussed batteries & positive & negative charge look @ their usage & the

+ &- of both electricity & batteries

Not enough time

Digital photograph (teacher support)

Good photographs

Too easy + quick-extension activity needed

<p>Extension – children to record their finding in their books. (Differentiation will be carried out by the more able having more difficult objects to sort i.e. mobile phone, laptop etc compared to the other groups – less able will be given objects with both but not the same amount of the more able).</p> <p>How Batteries work? – children to go and find out how batteries work by using specific sites on the web i.e. learning library or ask Jeeves Children. The children will have to read specific information and find a certain amount of points that may help in understanding batteries. (Differentiated by the amount of key points children will have to find about batteries – more able: 8 points, middle able: 5 points and less able: 3 points with support).</p> <p>Toy Factory – children to look through various magazines catalogues etc and to find objects that work by using mains, batteries or both. Children will then have to place these objects on correct sheet. (Differentiate by amount to be identified – more able: 4 for each group if possible; middle able: 3 for each group and less able: what ever they can find).</p> <p>Extension – in their science books children to draw a battery and its main parts then to draw objects that do and do not need batteries to work with some sentences/key words to explain how they work.</p>	
<p>Plenary: (5 mins)</p> <p>Children to come together in a circle and to make the 'bop-it' game work. What do we need to look at on the batteries and on the game so that it will work correctly? Allow the children to make their suggestions. Ask specific individuals to come and place the batteries in the game and explain to the rest of the class what they are doing.</p> <p>If time allows the children to play a couple of games – demonstrate to the rest of the class first then carry out activity.</p>	
<p>Assessment Strategies:</p> <p>Teacher to mark the children's work so to see if the children have completed the activities correctly and to see if understanding has taken place. Key questions will be asked by the teacher in order to investigate if there has been learning – this will mainly be done in the plenary. Practical assessment will be carried out in some of the activities to make sure that children have understood about positive and negative poles and the importance when trying to get things to work.</p>	
<p>Assessment Criteria:</p> <p>Have the children understood that batteries are needed to make things work? Can the children identify those objects, which need batteries to work? Can the children sort the objects into appropriate power source groups? Have the children realised that batteries have a + and – charge/poles? Do the children realise that these poles need to be followed so that the object can work?</p>	
<p>Risk Assessment – make sure that the batteries are new and not damaged because of the acid inside them. Children to not use the batteries other than to look at and inspect. The have not to be place need another part of their body except their hands – after use children to go and wash their hands.</p> <p>Highlight to the children what is inside the batteries and that it is dangerous – children need to come and get me straight away if something happens and not to touch the liquid.</p>	
<p>Group</p> <p>Summer</p> <p>Spring</p> <p>Autumn</p> <p>Winter</p>	<p>Activity</p> <p><i>Amy, Luke, Kelly, Charlotte, Samantha, Stephen - make the torch work</i></p> <p><i>Chole, Liam, Julian, James, Rebecca - sort the objects</i></p> <p><i>Abbie, Alice, Jodie, Sam, Sammy, Lauren, Brett - Toy Factory</i></p>



Success but more catalogues needed

Checked + works well

Maggie Curry

Class/Group: 2R	Topic: Words using 'un' to mean the opposite	Time Available: 9.30 – 10.15 am (45 minutes)
Lesson: 1/5	Date: 7 th April	Teacher: Miss Currie
<p>NC References: Speak & Listen – 8a 'reading and reciting'. Recognise specific parts of words, including prefixes, suffixes, inflectional endings, plurals Decipher new words, and confirm or check meaning Identify and describe characters, events and settings in fiction Use their knowledge of sequence and story language when they are retelling stories and predicating events Writing – Use the texts they read as models for their own writing</p>		
<p>Literacy Strategy references: Text level – TL5 'Discuss story settings and compare differences; to consider how different settings influence certain events and behaviour'. TL13 'to use story settings from reading e.g. re-describe, use in own writing, write a different story in the same setting'. WL2 'to spell words with common prefixes e.g. 'un', 'dis' – to indicate the negative'.</p>		
<p>Resources: Big book – 'Laa, Laa of Dragon Mountain', paper, un words & objectives, whiteboards, reading books, Literacy books, pencils, dictionaries, tape player, tape, story board.</p>		
<p>Learning Objectives: To gain understanding of prefixes and the influence they have on specific words. To talk about the story setting by using key points from the story.</p>		
<p>Learning Outcomes: By the end of the lessons; most chn will have read through and understood the story, learnt new vocabulary with words beginning with 'un', some chn will have understood that when adding 'un' the opposite meaning of the word occurs and will be able to give their own example of these words: and less chn will have understood what happens when 'un' is added to a word.</p>		
<p>Shared Reading/Writing: (10 minutes) Talk to the chn about the story and that it comes from China. Discuss China to the chn to see if they know anything about it- use the CD Rom to assist with this. Allow the chn some time to read through the first part of the story by themselves so to find any words not sure about. As a class read the first pages together (at the end of each sentence, find out if there are any words not sure about, discuss and carry on). Once read through, talk to the chn about the setting. How do they know it is in a different country? What points in the book highlight this? What is different about that country compared to this one? Any similarities?</p>		
<p>Phonetics/Spelling/Vocab + Grammar: (10 minutes) Talk to the chn about what Laa, Laa does in the story. Go through with the children how to make connecting people from a piece of paper highlighting the fact that you are folding up the paper. Cut the shape out of the paper and show it to the chn – what could it be? Ask one of the chn to come and do what to find out what I have cut out? UNFOLD. Look what I have made. Go through the process again, what did I do to the paper – FOLD (write on board) to open it up, I? – UNFOLD (write on board). What is the difference? What happens to the word when you put 'un' at the front? – opposite meaning. Go through another few examples and record them i.e pack, dress, happy, lock. Chn to write the opposite word on a board before sharing answer. Check answers together. Talk about the learning objective and explain tasks. Send chn to appropriate places.</p>		
<p>Group Activities & Extensions: (15 – 20 minutes) Winter – ELS Guided Reading see Weekly Plan for details – Mrs Ketteringham and Mrs Perry to support. Autumn* – Listening to a story from a different setting – 'The Crocodile and a Monkey' from India. Chn to listen to the story, in particular to listen to points in the story to help them to recognise that the story is from a different country. Chn to listen a couple of times so that they are able to re-tell the story to the rest of the class. Extension – Chn to use the storyboard provided to draw the specific points in the story. If chn have finished this they have to write linking sentences from one picture to the other. <i>Enjoyed music /knew characters but not begin + middle of story!</i> Summer* – (Teacher support) Using the student books provided, as a group the chn will re-read the page previously in the lesson. As a group they will discuss the story and the main points. After this the chn will discuss the questions and the answers provided in the activity book (section A). The chn will aim to record these answers in complete sentences. Extension – Chn to record either in words or picture what they think will happen next In the story of 'Laa, Laa of Dragon Mountain'. <i>Need to be given more guidance prior to answering questions</i> Spring – Independent work – chn to use the student books provided for the story of 'Laa, Laa of Dragon Mountain'. Re-read the pages of the story previously looked at then to answer the questions provided (section A and B). Chn to aim to write in.</p>		

Good intro -
Chn enjoyed
were
enthusiastic

Good
activity with
learning
taking place
- Chn
included in
activity

I needed to
read sheet +
get Chn to
join in on
repeating
chorus "fold
it, cut it
, open it" etc
* setting: not
discussed

Maggie Curry

Complete sentences, remembering punctuation and organisation.
 Extension – children to look through the story just read and find unknown vocabulary. Children to record these words and find their meaning in the dictionary.

Plenary: (10 mins)
 Children from Autumn group to come and tell the rest of the class about the story they have listened to on the tape – Key Questions: Where was it set? Was there anything that could tell us it was from India? Who were the main characters? What happened in the middle? What happened in the end? Etc. Before leaving the carpet ask each child to tell you the opposite of the word given (focusing on 'un' words) i.e. pack = unpack, untie = tie etc

Differentiation:
 Children have been differentiated by tasks. Summer and spring are completing similar work however Summer will be supported by teacher and only have to answer one set of questions. Autumn activity is suitable to their ability and they are expected to provide evidence of story through recording pictures. ELS group are focusing on their specific tasks aimed at their ability level. In the plenary specific words will be allocated to specific ability children – those more common words aimed at less able while harder words specific for higher ability.

Assessment Criteria:

Can the children tell me about the setting of the story?
 Are they able to identify key aspects, which help to know it is in a different setting?
 Do the children understand that when adding 'un' the meaning of the word is changed?
 Can the children provide words, which become opposite when adding 'un'?
 Have the children managed to write complete sentences with punctuation?
 Are the children able to tell me the opposite of the specific word given?

Assessment strategies:
 During the main teaching, observational assessment will be carried out to see if the children are able and understand what is being taught. Teacher will record information on specific children working with planning. Children's work will be marked and the children will be given an opportunity to self assess work in order to improve it. Children will be asked to feedback what they did in the lesson – such information will be recorded for later use. In the plenary children will be assessed to see if learning has taken place.

Support: Mrs Ketteringham & Mrs Perry to assist with ELS group (Winter)

'Un' Words: pack/unpack; lock/unlock; happy/unhappy; dress/undress; fasten/unfasten; tie/untie; wrap/unwrap; fold/unfold; do/undo; hook/unhook; clean/unclean; zip/unzip; afraid/unafraid; paid/unpaid; sold/unsold; asked/unasked; aware/unaware; beaten/unbeaten; broken/unbroken; clear/unclear; cover/uncover; seen/unseen; cut/uncut; safe/unsafe

Time run out due to length of assembly + SATs mix up

No self assessment Next lesson

See Record Sheets

Assessment Notes

On your first school experience you are required to keep assessment notes on a targeted group of children. These notes will focus on the learning that has taken place for these children. There are, however, other circumstances which may impact on the learning, such as behaviour or home problems. There is also the issue of how effective your teaching was. Your assessment notes must include targets where appropriate.

There are a number of formats which could be used for this. The simplest would be in the form of a diary as follows -

Oliver Y2

02 12	Not on SEN register, but works with SEN group. Loses concentration quickly. Does not participate in oral work. Target – encourage to contribute orally.
04 12	Enjoys big book work. Pencil control very poor, so writing uncoordinated. Devise activities to improve fine motor control.
09 12	Refused to play a percussion instrument in music. Got very distressed. Lend him an instrument to take home and play over weekend.
10 12	Very enthusiastic in Science investigation. Joined in well and asked a lot of questions. Recorded through pictures and asked for help labelling. Continue to praise his input.
12 12	Shared writing with Jake. Contributed orally and Jake recorded.
15 12	Brought Christening robe for RE. Could explain why babies were baptised in church.
01 12	Phonics improving. Can word build. Difficulty with "th" and "f". Design work cards for these phonics.
07 12	Upset at cat going to vet. Involved in fight in playground. Talked it through.
12 12	Working with Jake is helping Oliver a lot. They planned and performed a dance together. They talk about their work a lot in class.
13 12	Poor hand co-ordination, which affects writing, also affects the use of the computer. Struggles to control the mouse. More practice – ask mum if he can practice at home.
14 12	Fell out with Jake. Behaviour and work rate deteriorating.

On the following pages there are some examples of assessment notes from previous school experiences.

Annamarie Crehan (SE1) has summed up the learning of her target group of children and shows what she has planned for the next lesson for each child.

Ann Cox (SE2) is keeping notes on achievement against learning objectives and setting targets for each child.

Jane Stalker (SE2) is keeping observational notes on selected children to see if a pattern can be identified and action taken; see Leo. She is also keeping records on children linked to NC and the learning objective. Importantly these records include 'next steps'.

Annamarie Crehan

28/03/12

Learning Objective: To make comparisons and identify familiar feature in an authors writing. Children did a comparison on three extracts out of stories by Dick King Smith.

Dorcas

Used full sentences and answered her questions from the text as she was instructed. Dorcas did ask for help when she got stuck. Dorcas struggles with her confidence and would have become upset if she was given work more challenging than this. She had answered all of the comprehension questions correctly. She was starting to list what she liked and disliked about the author's work.

Next Lesson

Dorcas will draw from these ideas what she thinks of her favourite author. I will give her the guidance she needs and ensure she is thinking for herself.

Daniella

Daniella didn't use capital letters and full stops in her work. She answered all of the 10 questions correctly and had given opinions of what she liked about the authors work.

Next Lesson

She tends to try and keep up with Kathryn. I need to ensure that slows down to a reasonable enough pace so that she watches her punctuation and checks that her sentences make sense.

Kathryn

She answered all of the questions correctly and quickly. She gave some very good ideas for what she likes and dislikes in the authors work. However, she could have made her sentences fuller and said the reason the hedgehog got his words muddled up is.

Next Lesson

Encourage better sentence construction.

Oliver

He answered the questions in well thought out sentences. He got to question 7 which was acceptable. He didn't need much guidance and worked quietly.

Next Lesson

Oliver could be neater with his work.

Gemma

Needed lots of guidance. She was not drawing her information from the text and had to be guided through it.

Overall this comprehension was too difficult for her. She could have worked on one extract. She could tell me what she liked about the Authors work.

Next Lesson

The lesson is not too text embedded. It is asking for her opinions she will be given but encouraged to write her own views.

Numeracy Assessment Sheet











Week Beginning – 1st March		Absence Marked /	
Class One	Year Group One	Term Spring 2 week 2	

Daily Objectives

Names	Monday Order numbers to at least 10/100 higher ability	Tuesday Within the range 0-30 say more or less than any given number	Wednesday Understand the operation of addition and subtraction	Thursday Understand the operation of addition and subtraction	Friday Begin to recognise that addition can be done in any order	Targets
Hasnat	Met objective	Met objective independently – 1 more than	Some understanding of adding		Completed independently but only because assistant near by	Needs to work independently. More work on adding simple sentences to 10, progress to 20.
Caitlin	Met objective recorded 7 backwards	Excellent met objective	Very good understanding		Struggled with the method today	More work on methods used for adding 2 digit numbers.
Sasha	Met objective	Worked well met objective	Needed support		Some understanding with support	Consolidation. Easily distracted. Try to work independently.
Rory	Met objective	Excellent met objective	Good independent work		/	Good understanding of addition. More work to consolidate.
Fiona	Good met objective	Good recognised more or less than	Did not complete the task requested\		Can do adding but likes to write own sums instead	Do set task, not write own sums.

Jodie	Met objective recorded 5 backwards	Met objective	Good independent work		Starting to understand the concept of adding	More work on addition to clarify understanding.
Joanna	Met objective 12 and 17 backwards	Good work met objective	Good independent work		Starting to understand the concept of adding	Meeting objectives, needs to work quicker to progress.
Aman	/	Met objective independently 1 more	Does not understand the concept of adding		Some understanding of adding today	Work on concept of addition. Still needs a lot of support.
Jason	Still confused when using a number track	Recognised 1 more	Does not understand the concept of adding		Using cubes he could complete simple addition	Getting there. Concept needs strengthening.
John	Met objective	Met objective to recognise 1 more	Does not understand the concept of adding		Good adding with support and cubes	Can achieve with support and unit cubes. Needs to work to independence
Toby	Met objective 9 backwards	Good more and less recognised	Good needs more work completed		Confused about the adding style used today	More work on addition sentences.
Callum	Reading	Met objective to recognise 1 more	No understanding of adding		Does not understand adding even with cubes	Does not understand. Much more practical activity.
Nathan	Met objective 7 and 2 backwards	Excellent met objective	Needs more work to confirm understanding		Good understanding concept of adding	Good understanding. Needs reinforcing.

Jane Stalker**Pupil Assessment – 31st January to 4th February****Leo**

Date	Assessment		Comments
	Academically	Socially	
Monday			Leo did not have a very good day. He felt 'ill' and had a headache – this did come across in his concentration, behaviour and work efforts. In English and the afternoon did not want to work – so nothing could motivate him.
Tuesday			Leo had a much better day all round. His work that he produced was at a high standard, and the calling out in class decreased dramatically. In PE he followed simple instructions and stopped when asked. Much better behaviour all round.
Wednesday			Today Leo spent a long time to complete his writing about the troll he drew yesterday. Leo needed assistance in the second part of the lesson because he was not completing his task. However he had some great ideas and descriptive words. Socially OK, in PE was once again the last to freeze and listen.
Thursday			Leo has had an OK day with both categories. In history he was very fascinated with the story, and asked and answered many questions. He had had a few arguments with fellow classmates, and accusations came apparent from other pupils, such as pulling hair etc. he just was not extremely happy this afternoon.
Friday			This morning Leo worked fantastically in both literacy and maths, however he 'lost control' at lunchtime and Kicked some class mates in the face and stomach. I told him off, he cried but realised he had done wrong. Leo has had strange week-different feelings each day.

Jane Stalker**Pupil Assessment – Literacy****7th February – 11th February****Laura**

NC ref	SA	TA	Comments
En2 3b, Use their knowledge of sequence and story language when they are retelling the story, and predicting events.	G	Y	Laura was working with Miss Hawkins today, carrying out a 'booster' lesson for CVC words and spellings. Miss Hawkins said that Laura was able to identify and read the CVC words. When spelling the words, Laura did need to be reminded to stretch her words out.
En3 4b, use their knowledge of sound-symbol relationships and phonological patterns. For example consonant clusters and vowel phonemes.	Y	R	ELS – Mrs Tyler said the Laura was very excited in today's lesson, and therefore found it very difficult to concentrate on the LO.
En2 3b, Use their knowledge of sequence and story language when they are retelling the story, and predicting events.	G	G	Laura was being assisted by Mrs Tyler to complete the sheet. Laura was able to answer questions about the text, and identify the main characters. When spelling her answers she has written the main key sounds, and her writing is more readable. It was interesting that she found the story happy, funny and sad. She explained her answer suggesting that it was funny when the troll was knocked off the bridge but also sad as he was never seen again – good response. LO was achieved.
En3 5f, how to form lower and upper case letters.	G	G	Laura worked really hard independently today. She formed all of her capital letters correctly after being shown how to form them in the introduction. Throughout the activities she stayed focused on the main letters, and the writing stations she demonstrated correct formation of these letters. LO was achieved.
Literacy Assessment – Writing			Results will be after half term
Next steps	Laura next steps would be to still concentrate on her letter formation, all of the cases though so that her writing will improve. Also as Laura was able to identify key events, the next step would be to order the events through pictures, which can be carried out in guided reading. Also to keep her on task will be another focus for Laura.		
Reading book: The Fun Run Comment: Laura needed a little motivation to continue reading her book at the ability she is capable of. When reading the book she stretched out the words that she struggled with, and then re-read that line to make sense. She knew most of the CVC words, but still struggled with simple CC words such as want and don't. I think Laura should stay on this level of book so that her reading can improve.			

Jane Stalker**Pupil Assessment – Numeracy****21st February – 25th February****Ray**

NC Ref	SA	TA	Comments
Ma2 2b, Create and describe number patterns; explore and record patterns related to addition.	Y	R	Odd and Even Numbers – Ray was assisted by Mrs Tyler in today's lesson. Ray needed constant attention as he was very unsure about using the strategy to get the correct answer. With assistant he managed to understand the strategy and complete the sheet. The LO was not achieved.
Ma2 2b, Create and describe number patterns; explore and record patterns related to addition.	G	Y	Odd and Even Numbers – working with class teacher today. Ray was able to independently use the strategy to work out odd and even numbers. He stuck to the strategy throughout the lesson, and in plenary the strategy worked so he could work out the harder numbers above 20. the LO was not yet achieved however Ray has been progressing.
Ma3 2b, observe, handle and describe common 2D and 3D shapes; name and describe the features of common 2D and 3D shapes.	Y	G	Ray was working with the class teacher today. Ray worked really hard and remembered everything that has been taught before the holidays. Ray in the main activity was able to identify all of the shapes mentally and randomly. He completed the sheet independently even though I was present on the table. The LO was achieved through hard work.
Ma3 2b, observe, handle and describe common 2D and 3D shapes; name and describe the features of common 2D and 3D shapes.	G	G	Ray was working once again with the class teacher. Ray could still identify the shape names mentally and could complete the sheet without any difficulties. However because of the spelling of the shapes Ray needed some assistance. The LO was once again achieved.
No maths Carried Out - Cancelled			N/A
Next steps	Ray achieved the LO of shape and is ready to develop his knowledge of 3D shapes to complete the shape topic. However in number work Ray cannot identify odd and even numbers mentally, however using a strategy to work out the numbers he can identify them. This does need to be reinforced but developing number knowledge will also benefit Ray. More and less next week will develop his number knowledge.		

Pupils' Self assessment

Self assessment is a very useful teaching tool. It helps include children in being responsible for their own learning. It is also quite revealing for the teacher when, for example a child thinks he has been very successful in PE because he walked along a bench, whereas the teacher had been thinking this was an easy activity. The child's perception can help you to adjust your planning and your targets for this child.

Even the youngest children can be asked to comment orally on their learning, or to record how secure they feel with their learning with a system like traffic lights, for instance. This will also help your forward planning and target setting.

In order for children to self-assess purposefully, you will need to ensure that they fully understand the learning objective(s). This may mean that you need to 'unpick' them and give the children very clear criteria for assessment.

Three examples of self-assessment follow.

Maggie Curry has helped the children self assess by writing for them and having them sign.

Lyn Bowman has devised a self-assessment sheet with boxes to tick and another, which needs a lot of self-reflection.

Maggie Curry

Creative Writing – making an information booklet about a specific animal

Name: Alice Barratt

**Week 6 –
Objective –**

Try to use more describing words in sentences, to make the lions even more real to the reader.

Pupil Comment –

I like writing the facts about lions. I liked finding and sticking the pictures into my book and decorating my front cover.

Alice Barratt

Creative Writing – making an information booklet about a specific animal

Name: Brett Phillips

**Week 6 –
Objective –**

Use word book to write labels under those very good pictures.

Pupil Comment –0

I think the best thing about my book is the pictures of the crocodiles and the title 'Snapping Crocs'.

Brett

Lyn Bowman

Name:

Self Assessment - Story Writing

	never	sometimes	always
My handwriting is fluent joined and legible.			
My writing is lively and thoughtful			
The vocabulary is adventurous and words used for effect.			
I have used complex and simple sentences.			
I have proof read my writing.			
My spelling is accurate.			
I have used full stops, capital letters and question marks correctly.			
I have used punctuation within sentences.			
My sentences are arranged into paragraphs.			
I have used a range of punctuation, including commas, apostrophes and inverted commas, correctly.			
My writing is varied and interesting.			
The vocabulary I have used is imaginative.			

Tick (✓) the appropriate column

Lyn Bowman



Name

Date

16th March

Pupil's record sheet

- Pupil self assessment



Activity .. Data base

Software used .. Information workshop

What I did .. I answered questions using the data base

.....
.....
.....
.....



What I learnt .. I learnt how to use a

.. Data base correctly. I learnt about .. different birds and ^{monarchs} ~~monarchs~~ ~~and~~ and to .. Search different files

.....
.....



I found this activity ... (circle appropriate words)

- hard
- easy
- fun
- enjoyable
- frustrating
- boring
- challenging
- interesting
- exciting

Records

From your second placement onwards you will be required to keep more formal records of children's learning. These must be tied to the relevant National Curriculum through the learning objectives and must be used to set targets for whole class, groups or individuals.

Records need to be clearly transferable, to your teacher, for instance, or to inform reporting to parents, or for the follow-on teacher. It is essential that they focus on the evidence of achievement against the learning objectives in the subject or the setting, not on unsubstantiated opinion.

Paul Pratt (on Final School Experience) is identifying level descriptors and setting targets, but could usefully add how to extend/reinforce/consolidate work in progress.

Caroline Gregory (on Final School Experience) demonstrates some good examples of monitoring the Learning Outcomes for a small group. Again, she could usefully show how this would link to the next session.

Lyn Bowman (on Final School Experience) demonstrates on-going assessment. The comments she has made will become action points in her planning.

Good luck with your record keeping. Good assessment records will support good learning and teaching.

Year 3 Autumn Term**Learning Objective(s): (key objective) Recognise unit fractions, use them to find fractions of shapes and numbers**

Name	Session 1	Session 2	Session 3	Session 4	Session 5	Evaluation / Next Steps
Johnny (more able)	Good progress today, coped easily with tasks set, shows good understanding of halves and quarters	Worked through hardest tasks today, beginning to get confident with fifths and tenths	Had a few problems with equivalence today, particularly with thirds, sixths etc. Will need more work tomorrow.	Consolidation worked well, more comfortable with equivalence with most of the simple fractions covered. Could recognize equivalence between three fractions.	Moved on to finding fractions of shapes and numbers. Found shapes easier than numbers.	Generally good progress this week. Suggest Johnny continues with finding fractions of numbers then moves on to solving problems involving fractions
Lizzie (more able)	Found it a bit too easy generally today, recognized all of the fractions and showed me some other fractions she knew	Continued to make good progress, confident with fifths and tenths, recognized simple equivalences	Equivalence with sixths and thirds fine, able to show me equivalent fractions for halves, quarters and eighths	Was able to easily work out fractions of amounts of shapes and numbers up to 100. Very pleased.	Gave Lizzie some problems to solve involving finding fractions of amounts. Did well. Was able to position simple fractions on a number line	Most impressed. Suggest we look at harder equivalent fractions and also introduce denominators greater than 10.
Carla (average)	Recognised simple fractions in shape form, able to read and use fraction notation. Completed all of the tasks set.	Able to understand different representations of unit fractions, can shade in fractions of shapes with few difficulties.	Beginning to appreciate equivalence between fractions, mainly through pictorial representation. Only copes with simplest denominators for equivalent fractions.	Had further practice of equivalence today, much happier with numbers now. Can find equivalence between two simple fractions but struggled with three.	Continued with equivalence, using shapes and numbers, Carla seems to be gaining in confidence and was much better with three numbers this time.	Carla did not get as far as I had expected this week. She benefited from the extra time spent on equivalence. Will move on to finding fractions of numbers next.

Paul Pratt**ENGLISH RECORD OF ACHIEVEMENT YEAR 5**

Name:

Speaking and Listening

Speaks with some confidence.
Some difficulty in clarifying ideas.
Often listens carefully.

Targets:

To speak more clearly (linked to confidence). 23 Feb
To make sure she listens carefully all the time.

Reading

Occasional stumbles when reading aloud.
Shows understanding and reads independently.

Targets:

To practice reading aloud more for increasing fluency and accuracy. 23 Feb

Writing

Often organised, imaginative and clear.
Beginning to adapt to different audiences.

Targets:

To make handwriting smaller.
To sustain ideas and develop them further.
Capital letters consistently for names and the start of sentences. 23 Feb

Name:

Speaking and Listening

Speaks clearly and with expression. (Performing poetry 26 Feb).
Becoming more confident.
Shows understanding in discussion. ("Moon Shine Tonight" 23 Feb).

Targets:

To improve confidence in own abilities, join in discussion at every opportunity.
To be responsive to other people's ideas and views.

Reading

Responds to texts, shows understanding, refers to text.

Targets:

To find examples from texts when explaining views.

Writing

Often organised, imaginative and clear.
Some spelling difficulties; however, common words correct.
Handwriting joined and legible. Some size inconsistency. 23 Feb

Targets:

(a) Capital letters for names (23 Feb). (b) Answers explained in more detail.

Caroline Gregory**LITERACY WEEK ONE****Test; FARMER DUCK****Activity: TO BE ABLE TO RECOGNISE BEGINNINGS, MIDDLES AND ENDS OF TEXTS**

	Spellings: Went, mum, dad, dig, got	Phonics: wh – ai - at	Handwriting: ine	Guided reading	Activity
Charlie	Secure	Initial good, Pictures confusing.	Good, tried very hard.	1.5 lb reads very well within the group.	Initial confusion over sequencing story structure.
Matthew C	Secure	wh – confused.	Good, but keep practicing "e".	3.2 lb tried very hard in group reading.	Good start. Needs to concentrate on spellings.
Luke	Secure (Friday)	wh – very good.	Very well formed.	3.2 lb tried hard, struggled with some words.	Understands, but needs to speed up and write in more detail.
Frank	Secure (Friday)	Ai – excellent understanding.	Getting better and more consistent.	1.5 lb reads very well by self and in group.	Complete understanding.
Jack	Secure	wh – good recognition, must be careful with spelling.	Good – keep it up.	2.4 lb well done in group reading.	A good beginning. Write smaller, have spaces between words.
Lucy	Secure (Friday)	wh – needs to practice spelling.	Good, but keep practicing.	Works well in group.	Good try, keep working on the structure.
Sophie	Secure	ai – struggled at first.	Improving, well formed letters.	Absent.	Needs to change end.
Lydia	Secure	wh – good, fill in missing words.	Excellent all round.	3.2 lb works well in group.	Good start.
Helen	Secure	Initials good but pictures too hard.	Practice joining "n".	3.2 lb works well in a group.	Understands end, beginning, middle.

Caroline Gregory

MATHEMATICS: TIME

KEY:

* = excellent understanding

+ = confident, but needs consolidation

? = needs further work and support

	Week One			Week Two		Week Three		Week Four		
Learning Outcomes	Recognise day and night times Know characteristics of a clock Can tell 0' clock times.			Characteristics of big and little hand Half past.		Assessment of 0' clock assessment of half past.		Where the hands are for quarter past and to. Can read quarter past. Can read quarter to.		
James	*	+	+	+	+	+ 12 3 12	+ 12 9 12	+		
Andrew	*	*	*	abs	abs	* 08 3 12	* 08 3 12	+	+	
Scott	*	*	*	+	+	? 12 3 12	? 12 3 12	?		
Kirsty	*	*	*	?	?	* 11 3 12	+ 11 3 12	*		*
Holly	*	*	*	no evid	no evid	?	?			
Sarah	*	*	*	+	+	* 12 3 12	+ 12 3 12	+		+
Amy	*	*	*	*	*	* 08 3 12	* 08 3 12	*		+
Josh	*	?	?	no evid	no evid					
Lucy	*	*	*	abs	abs	? 12 3 12	? 12 3 12			
Chris	*	*	*	+	+	+ 08 3 12	+ 08 3 12	+	+	

Lyn Bowman

Assessment

Class / Year	Subject	Topic / Theme	Date
6	English	Story writing	3 rd March 2000

<p>Programmes of Study</p> <p>Writing 2. Key Skills - a) pupils should be given opportunities to plan, draft and improve their work on paper. B) pupils should be encouraged to develop their ability to organise and structure their writing in a variety of ways, using their experience of fiction.</p>
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Assessment Criteria			
1	handwriting is fluent joined and legible.	6	spelling is accurate
2	writing is lively and thoughtful	7	used full stops, capital letters and question marks correctly.
3	vocabulary is adventurous and words used for effect.	8	used punctuation within sentences.
4	used complex and simple sentences.	9	sentences are arranged into paragraphs
5	Pupil has proof read their writing.	10	range of punctuation, including commas, apostrophes and inverted commas, correctly.

	Name	1	2	3	4	5	6	7	8	9	10	Comments
1	Ryan	/										Not completed
2	Luke Dec	L	L	L	/	/	/	L	/	/	/	Good opening
3	Jonathan (1)	X	/	L	/	L	L	L	L	/	L	
4	Natalya	/	/	/	/	/	/	/	/	/	/	Rushed
5	Gemma	L	L	L	/	/	/	/	/	/	/	Good beginning
6	Thomas Mcl	X	L	L	/	/	/	L	L	/	/	Not a story
7	Andrea	L	L	L	L	L	L	L	L	/	L	Super story
8	Hannah K	/	L	L	/	/	/	/	L	L	L	Good storyline
9	Callum	/	L	/	/	/	/	/	/	L	L	Imaginative
10	Louise	/	L	/	/	/	/	L	/	L	/	Good storyline
11	Claire	X	L	L	L	/	/	L	Δ	Δ	L	Middle+End rushed
12	Anghard	X	L	/	/	L	L	/	/	/	/	Middle+End rushed
13	Hannah C	L	L	L	L	Δ	Δ	L	L	L	L	Good structure
14	Rebecca H	L	L	L	L	L	L	L	/			
15	Christopher	X	L	L	/	L	L	Δ	Δ	/	Δ	Lack of description
16	Lucy	L	L	L	L	/	/	/	/	/	/	No paragraphs
17	Luke	/	Δ	L	L	/	/	/	L	/	/	Super story
18	Sophie	/	L	L	/	/	/	/	/	/	/	Good effort
19	Matthew M	/	L	L	/	/	/	L	L	L	/	Poor presentation
20	Katie	/	L	L	L	L	L	L	L	/	/	Good. No paragraphs
21	Lisa (2)	L	L	L	L	Δ	L	L	Δ	L	L	Good story
22	Kim	L	L	L	L	L	/	L	/	L	L	Lacks description
23	Becky	L	/	/	L	L	/	L	L	/	/	Too much dialogue
24	Hayley (2)	L	L	L	L	Δ	L	L	Δ	L	Δ	Lacks description
25	Thomas M	L	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Δ	Excellent Story
26	Matthew T	X	/	/	L	L	Δ	Δ	/	Δ	/	Capable of more

2HP if followed instructions
1HP effort

RECOMMENDED READING AND REFERENCE

**SUPPORT YOUR ACTION WITH RELEVANT READING
SEE BOOK LISTS IN YOUR OTHER MODULE BOOKLETS
TO AUGMENT THIS**

MONITORING AND ASSESSMENT

BLACK, P. & WILIAM D. (1998) *Inside the Black Box: Raising Standards Through Classroom Assessment*. London: King's College.

BLACK, P. (2003) *Assessment for Learning: Putting it into Practice*. Maidenhead: Open University Press.

BRIGGS, M. (2008) *Assessment for Learning and Teaching*. Exeter: Learning Matters.

CLARKE, S. (2001) *Unlocking Formative Assessment: Practical strategies for Enhancing Pupils' Learning in the Primary Classroom*. London: Hodder and Stoughton.

GARDNER, J. (2010) *Developing Teacher Assessment*. Maidenhead: Open University Press.

GARDNER, J. (2012) *Assessment and Learning*. London: SAGE.

HEADINGTON, R. (2000) *Monitoring Assessment Recording Reporting and Accountability. – Meeting the Standards*. London. David Fulton.

A library search will provide you with plenty of other books.